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To Study The Role Of Faculty Unions / Association In Shaping Institutional AI Adoption Policies In Central Gujarat

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ABSTRACT
This examine examines how school associations and unions play a important position in influencing the adoption of synthetic intelligence (AI) in Central Gujarat's better schooling establishments. Understanding the effect of college collective our bodies becomes vital as AI quick permeates many components of academia, from research methodology and administrative tactics to curriculum improvement and pedagogical tactics. The motive of this study is to research the approaches in which those unions and agencies interact with institutional leadership, guide school interests, and aid inside the introduction, application, and assessment of AI-associated policies. The examine will use semi-dependent interviews with key stakeholders, along with directors, school contributors without delay concerned in AI tasks at some principal Gujarati universities, and representatives from school unions and institutions, in accordance with a qualitative research design. A thorough exam of pertinent AI-associated institutional papers, policy proposals, and union communications will also be achieved. The analysis will deal with pinpointing the precise issues brought up with the aid of college unions in relation to the adoption of AI, together with problems with facts privateness, intellectual assets rights, process security, instructional freedom, ethical ramifications, and the requirement for enough resources and training. The research may even observe the procedures these institutions use to affect coverage outcomes, consisting of lobbying, recognition campaigns, collective bargaining, and involvement in policy-making bodies.
Keywords: *Faculty Unions, Faculty Associations, AI Adoption Policies, Higher Education, Central Gujarat, Institutional Policy, Shared Governance, Academic Freedom, Intellectual Property Rights, Ethical AI, Data Privacy, Curriculum Development, Pedagogical Innovation, Stakeholder Engagement, Technological Transformation.*

INTRODUCTION

The rapid propagation of Artificial Intelligence (AI) in various fields has undeniably changed the global landscape, and higher education is no exception. AI is ready to redefine many fabrics of educational institutions, to streamline administrative procedures and increase research capabilities, to revolutionize educational approaches and course design. As universities in Central Gujarat, like their counterparts worldwide, with the opportunities and challenges presented by this technical paradigms, the formation of strong and equitable AI adoption policies become paramount. These policies are not only technical blueprints, but complex outlines that should navigate deep impact on moral ideas, intellectual property rights, data secrecy and faculty roles and responsibilities. Between this developed landscape, the role of faculty unions and associations is a significant, yet often emerging as investigations, the factor in shaping institutional reactions for AI integration. These collective bodies represent the interests of the academic workforce, advocate fair labor practices, protect educational freedom, and ensure that technological progress serves a comprehensive academic mission without compromising the good of the faculty of faculty members. Their influence is spread beyond traditional collective bargaining for active participation in policy making, providing valuable insights from the limits of teaching, research and institutional service. Understanding the mechanisms through which these union university attach to administration, faculty clarify concerns, and AI contributes to co-construction of adoption policies, so it is really necessary to promote inclusive and durable integration, The purpose of this study is to investigate the gap of knowledge by examining the versatile role of faculty unions and associations in higher education institutions of Central Gujarat as they navigate the complexities of AI adoption. In addition, research will find out how these bodies balance innovation with conservation, try to ensure that AI acts as a promotion tool rather than a disruptive force for academic practice and employment.

1.1 Overview

Comprehensive integration of artificial intelligence (AI) in higher education presents both unprecedented opportunities and important challenges for universities in central Gujarat. This technological change affects every dimension of educational life, from the development of AI-operated learning platforms and research equipment to the automation of administrative functions and redemption of faculty skill sets. Since institutions form policies to adopt AI and conduct moral use, their main academic workforce attitude and concerns - faculty - become unavoidable. Faculty unions and associations play an important role in representing these interests, acting as collective voices. They have to ensure the proper use of AI in teaching and evaluation, protection of intellectual property rights in AI-operated environment, adequate faculty training, and to ensure that instead of displacing human expertise and ensure that advocates the idea. This study will find out how these bodies are engaged in dialogue, interaction and advocacy to shape institutional AI policies, eventually aiming for an uniform and effective integration of AI that benefit both the institution and its educational community.

1.2 Need for the Study

Integration of AI in higher education is not only a technological upgradation, but a deep change that all stakeholders, especially the faculty require to carefully consider its implications. While the possible benefits of AI are widely accepted in enhancing the consequences of learning, streamlining administrative functions and promoting innovative research, its uncontrolled adoption can lead to significant challenges. These include job displacement, faculty deskiling, educational freedom erosion, moral dilemmas around algorithm bias and data privacy and intellectual property issues. In the Indian context, and especially within Central Gujarat, adopting AI in higher education is gaining momentum, yet there is a lack of research investigating the role of faculty collective bodies in this process. Current literature often focuses on AI implementation or technical aspects of general opportunities and challenges, neglecting the system of important human elements and shared regime. Understanding how faculty unions and associations are attached to the AI policy because:

1. Protecting the interests of the faculty: These bodies are specifically deployed to advocate the professional and economic interests of the faculty, ensuring that AI does not exploit or marginalize from implementation. 2. Ensuring the use of moral AI: Being at the forefront of teaching and research, the faculty is best kept to identify and clarify moral concerns related to AI, such as prejudice in algorithms, educational integrity issues and responsible data handling.
2. Promoting Academic Freedom and Quality: Unions can safeguard academic freedom in an AI-driven environment, ensuring that AI tools augment, rather than dictate, pedagogical and research methodologies. They can also ensure that AI enhances, rather than diminishes, the quality of education.
3. Informing Policy Development: Without active faculty input, AI policies risk being top-down, potentially misaligned with the realities of academic work, and less effective in practice. Faculty unions provide a structured avenue for this essential input.
4. Addressing Training and Resource Gaps: As AI tools evolve, faculty require continuous training and adequate resources. Unions can advocate for the provision of such support, ensuring faculty are equipped to leverage AI effectively and ethically.
5. Therefore, this study is imperative to fill this critical gap in knowledge, providing a comprehensive understanding of the influence and contributions of faculty unions and associations in shaping AI adoption policies in Central Gujarat's higher education landscape. Its findings will offer valuable insights for fostering responsible and effective AI integration, ensuring that technological progress aligns with the core values and interests of the academic community.

1.3 Statement of the Problem

Despite the undeniable potential of Artificial Intelligence to revolutionize higher education, its widespread and equitable adoption in Central Gujarat faces several complex challenges. While government initiatives like the IndiaAI Mission are pushing for greater integration of AI into university curricula and infrastructure, the actual on-the-ground implementation and the formulation of

institutional policies often encounter significant hurdles. These challenges are not merely technical but deeply socio-political, impacting the core stakeholders of the academic ecosystem, especially the faculty. The primary problem lies in the potential disconnect between top-down institutional mandates for AI adoption and the grassroots concerns, needs, and expertise of the faculty. Without meaningful engagement from faculty unions and associations, AI adoption policies risk being:

- Insufficiently Comprehensive: Policies may overlook critical aspects such as intellectual property rights for faculty-developed AI tools or AI-generated content, the ethical implications of AI in assessment, or the necessity for continuous and adequate faculty training.
- Detrimental to Faculty Well-being: There are valid fears among faculty regarding job security, the potential for deskilling, increased workload due to the need to adapt to new technologies, and the blurring lines between human and AI-driven tasks.
- Lacking in Buy-in and Effective Implementation: Policies developed without significant faculty input may face resistance, low adoption rates, and a failure to achieve their intended transformative impact, leading to inefficient resource allocation and frustration.
- Ignoring Local Contexts and Needs: Generic AI policies may not effectively address the unique pedagogical, research, and administrative needs of diverse departments and institutions within Central Gujarat, or account for varying levels of digital infrastructure and AI literacy.
- Failing to Uphold Academic Values: Unregulated or poorly considered AI integration could inadvertently compromise academic freedom, encourage plagiarism through AI tools, or introduce algorithmic biases that perpetuate inequalities in education.

Therefore, the critical problem this study addresses is the limited understanding of how faculty unions and associations in Central Gujarat are currently engaging with, influencing, and shaping the AI adoption policies within their respective higher education institutions. There is a need to identify the specific concerns these bodies raise, the strategies they employ to exert influence, and the impact of their involvement on the nature and efficacy of AI integration within the region's universities. Without this understanding, efforts to responsibly and effectively harness AI's potential in higher education in Central Gujarat may fall short, failing to maximize benefits while adequately mitigating risks for the academic community.

1.4 Objectives of the Study

This study aims to comprehensively investigate the role and influence of faculty unions and associations in shaping Artificial Intelligence (AI) adoption policies within higher education institutions in Central Gujarat. Specifically, the research will pursue the following objectives:

1. To identify the current landscape of AI adoption policies in selected higher education institutions across Central Gujarat, focusing on areas relevant to faculty roles and responsibilities.
2. To explore the awareness and perceptions of faculty unions and associations regarding the opportunities and challenges presented by AI integration in higher education.
3. To analyze the specific concerns and priorities articulated by faculty unions and associations regarding the adoption of AI, including but not limited to academic freedom, intellectual property rights, job security, ethical considerations, and training needs.
4. To examine the strategies and mechanisms employed by faculty unions and associations to engage with institutional leadership and influence the formulation, implementation, and evaluation of AI adoption policies.
5. To assess the perceived impact and effectiveness of faculty union/association involvement on the nature and content of AI adoption policies within these institutions.
6. To identify best practices and potential barriers to effective collaboration between faculty unions/associations and university administrations in navigating the complexities of AI integration.
7. To provide recommendations for fostering more inclusive and effective policy-making processes for AI adoption in higher education, drawing on the experiences and insights from Central Gujarat.

1.5 Significance of the Study

This study holds significant importance for various stakeholders within the higher education landscape of Central Gujarat, and by extension, for the broader academic community navigating the complexities of AI integration. Its significance stems from addressing a critical gap in current research and offering practical insights into a rapidly evolving area.

Firstly, for Higher Education Institutions and Administrators in Central Gujarat, the findings will provide a nuanced understanding of how faculty perspectives, articulated through their unions and associations, can shape more robust and acceptable AI policies. This will aid in developing strategies for more effective stakeholder engagement, fostering greater buy-in for AI initiatives, and ultimately leading to smoother and more successful implementation. It will highlight potential pitfalls to avoid and best practices for collaborative policy-making.

Secondly, for Faculty Unions and Associations themselves, this research will offer a valuable benchmark of their current engagement levels and effectiveness in influencing AI policy. It will empower them with data-driven insights into common concerns, successful advocacy strategies, and areas where their influence could be strengthened. The study can serve as a guide for developing more strategic approaches to future technology-related policy interventions.

Thirdly, for Policymakers at State and National Levels in India, the study's insights from Central Gujarat can inform broader policy frameworks related to AI in education. Understanding the dynamics between faculty and administration in a specific regional context can help in drafting more comprehensive and faculty-centric guidelines, ensuring that national AI ambitions in education are grounded in the realities of academic practice and professional well-being.

Fourthly, for the Academic Community and Researchers, this study contributes to the nascent but growing body of literature on AI in higher education, particularly focusing on the crucial aspect of shared governance and human agency. It moves beyond purely technical discussions to explore the socio-political dimensions of technological change in academia, offering a model for similar investigations in other regions or contexts.

Finally, for Faculty Members directly impacted by AI, the study will validate their concerns and highlight the channels through which their voices can be effectively heard. By shedding light on the mechanisms of influence, it can encourage greater participation and engagement from individual faculty members in shaping their professional future within an AI-transformed educational environment.

2. LITERATURE REVIEW

The rapid advancements in Artificial Intelligence (AI) have instigated a profound transformation across various sectors globally, with higher education standing at a critical juncture of adoption and adaptation. This chapter reviews existing literature pertinent to AI adoption in higher education, focusing on policy implications, challenges, opportunities, and the specific, often underexplored, role of faculty unions and associations in shaping these developments, particularly within the Indian context.

2.1 AI in Higher Education: Global and Indian Perspectives

The integration of AI in higher education is a burgeoning field of research, with studies exploring its potential to personalize learning, automate administrative tasks, enhance research capabilities, and improve student outcomes (Recskó & Aranyossy, 2024; Sharma et al., 2024). Globally, AI-powered tools are being utilized for intelligent tutoring systems, adaptive assessments, virtual assistants, and data-driven decision-making in curriculum design and resource allocation (Hooda et al., 2022; Roy et al., 2022).

In India, the National Education Policy (NEP) 2020 serves as a cornerstone document advocating for the integration of AI across various educational levels. Research highlights India's unique position to leverage AI given its demographic advantage and emphasis on digitalization (Bhutoria, 2022). Studies on AI adoption in Indian universities identify significant opportunities, such as personalized learning systems and AI-enabled research support, alongside pressing challenges (IJIRCT, 2025). These challenges include infrastructural deficits, limited faculty AI-literacy, data privacy risks, and policy ambiguity (Samvakti Journals, 2025; ISMR Pune, 2024).

2.2 Challenges and Ethical Considerations in AIAdoption

The enthusiasm for AI in higher education is tempered by a recognition of significant challenges and ethical considerations. Literature consistently points to concerns about data privacy and security, as AI systems often require access to vast amounts of sensitive personal and academic data (ISMR Pune, 2024). Bias and fairness in AI algorithms are also critical issues, as biased training data can perpetuate or exacerbate existing inequalities, leading to unfair outcomes in grading or access to resources (ISMR Pune, 2024).

2.3 Academic Freedom and Intellectual Property Rights in the AI Era

Academic freedom, traditionally a cornerstone of higher education, faces new complexities with the advent of AI. Research on academic freedom in India highlights existing structural constraints and a lack of a clear legal or constitutional framework for its protection, often making it susceptible to external political and ideological influences

Intellectual property rights (IPR) also become a contentious area. With faculty members increasingly developing AI-powered educational content, tools, or research outputs, clarity is needed on ownership, licensing, and commercialization rights. The traditional university IPR policies may not adequately address the complexities introduced by AI, particularly concerning AI-generated content or collaborative AI-driven research. While the official website of Intellectual Property India provides general information on IPR, specific guidelines tailored to AI in academia and the rights of faculty in India are still evolving and often remain ambiguous at the institutional level (IPIndia, 2025). This ambiguity can create disincentives for innovation and lead to disputes, underscoring the urgent need for clear institutional policies shaped by faculty input.

2.4 Role of Faculty Unions and Associations in Shaping Policy

Conversely, some scholars advocate for a proactive union strategy, emphasizing the importance of unions gaining a voice in each stage of technology development and use, from defining problems to setting design parameters and ensuring fair work processes (Kochan, n.d.). University trade unions are recognized for their potential to support the development of new quality productive forces by offering digital training, organizing innovation competitions, and influencing data-driven decision-making (Scirp.org, 2024). The establishment of trade unions in educational institutions is seen as crucial for addressing the psychological and mental welfare of staff and ensuring their views on career issues are heard (ResearchGate, 2025).

3. RESEARCH METHODOLOGY

This chapter describes the research design, sampling strategy, data collection methods, tools of analysis, and ethical considerations adopted for the study titled "The Role of Faculty Unions and Associations in Shaping Institutional AI Adoption Policies in Central Gujarat." The study employs a quantitative research approach to investigate measurable patterns and perceptions among faculty members, aiming to derive generalizable insights based on structured responses.

3.1 Research Design

The study follows a descriptive, cross-sectional quantitative design, which allows the researcher to systematically gather and analyze data from a specific population at a single point in time. A structured survey instrument was used to obtain responses on various aspects of the role and influence of faculty unions/associations in AI policy-making. Quantitative methods were considered most appropriate for this research because they enable objective data measurement, statistical analysis, and comparison across groups. The use of a Likert scale further allowed respondents to express degrees of agreement or disagreement, capturing the intensity of their views regarding institutional AI adoption and union involvement.

3.2 Research Setting and Participants

The study was conducted in selected higher education institutions located in Central Gujarat, including a mix of public and private colleges and universities. These institutions were selected based on their known engagement with digital transformation initiatives, discussions on AI integration, or existing faculty associations.

A total of 80 faculty members were surveyed. Participants were drawn from a range of academic ranks including Assistant Professors, Associate Professors, and Professors, ensuring a broad representation of

institutional voices. The sample also included faculty from both government and private institutions. This diversity was critical for capturing varied perspectives on how different organizational structures and institutional cultures influence AI policy development and union involvement.

A purposive sampling technique was used for participant selection. This non-probability method was chosen to ensure that only faculty members who had some awareness of AI-related policy matters or had participated in relevant institutional discussions were included. The rationale behind purposive sampling was to obtain data from informed individuals capable of providing valuable and context-specific insights, thereby increasing the relevance and accuracy of the study findings.

3.3 Data Collection Methods

Data was collected using a structured, closed-ended questionnaire developed by the researcher. The questionnaire was divided into two parts. Section A captured demographic details including gender, age, academic designation, years of teaching experience, and type of institution. Section B consisted of Likert-scale questions designed to assess perceptions of the role of faculty unions in AI adoption. The five-point Likert scale options were:

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree.

The questionnaire covered themes such as awareness levels of unions on AI, union involvement in AI policy formulation, faculty engagement through unions, ethical concerns, union-led training, and institutional responsiveness to union input. The survey was administered through both online platforms (Google Forms/Email) and printed copies, depending on the accessibility of the participants.

3.4 Data Analysis

The collected data was entered into SPSS (Statistical Package for the Social Sciences) for analysis. The study utilized descriptive statistical tools such as frequencies, percentages, mean scores, and standard deviation to analyze the demographic information and faculty perceptions. This helped in identifying central tendencies and variations in responses.

Furthermore, cross-tabulation was used to compare responses across demographic categories—for example, comparing perceptions of union effectiveness among government versus private institution faculty, or across different academic designations. Charts and tables were also generated to visualize trends and make the data more comprehensible. While the study does not engage in inferential statistics, the descriptive results offer valuable patterns for interpretation in the findings chapter.

3.5 Ethical Considerations

Ethical integrity was maintained at every stage of the research process. Prior to administering the survey, informed consent was obtained from each participant. They were informed about the objectives of the study, their voluntary participation, and their right to withdraw at any point without any consequences.

All data collected was treated with strict confidentiality and anonymity. Participants' names, institutional identities, and any personally identifiable information were excluded from the final analysis. Pseudonyms or codes were used where necessary, especially in data reporting. The researcher ensured that data was securely stored, both in password-protected digital formats and in locked physical storage, and would be destroyed responsibly upon project completion.

Additionally, the researcher maintained objectivity and reflexivity to minimize bias in questionnaire design and interpretation. No financial or material incentives were offered to participants, ensuring voluntary and genuine participation.

3.6 Limitations of the Study

Despite the study's systematic design, certain limitations must be acknowledged. First, the study is geographically limited to institutions in Central Gujarat, which may limit the generalizability of the findings to other regions of India where faculty union structures and AI adoption levels may differ.

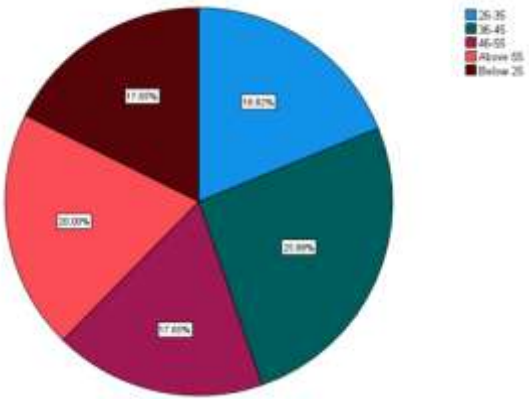
Second, the purposive sampling method, though useful for targeting informed respondents, inherently lacks randomness and may introduce selection bias. Third, as the study is quantitative, it relies on self-reported data from participants. This may be influenced by personal interpretations, memory limitations, or reluctance to share honest opinions due to institutional sensitivities.

Fourth, access to some internal institutional policies or union meeting records was restricted, which may have limited the background context for some interpretations. Lastly, the rapidly evolving nature of AI

technologies and institutional responses means that the findings of the study may quickly become outdated if not followed by longitudinal or real-time research updates.
Despite these limitations, this research design provides a robust quantitative foundation for understanding how faculty unions and associations are perceived in their roles related to institutional AI policy formulation in higher education institutions in Central Gujarat.

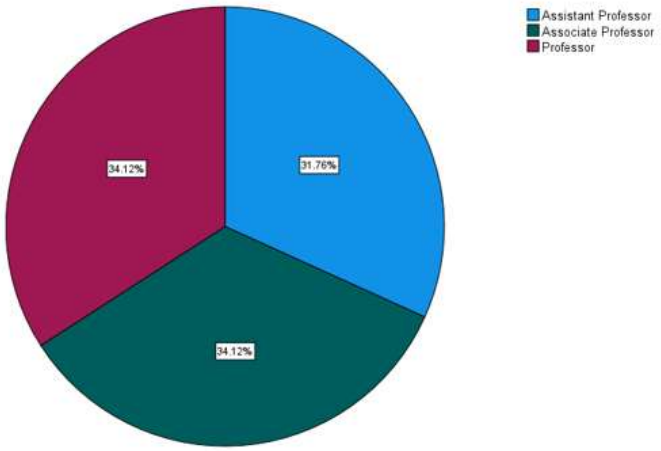
4. RESULTS & INTERPRETATION

4.1 Gender



Interpretation: The pie chart illustrates the age-wise distribution of faculty respondents. The largest age group is 36–45 years, comprising 25.88% of the total sample, indicating that a significant portion of faculty members are in their mid-career phase. This is followed by the Above 55 group (20%), suggesting a notable presence of senior faculty in institutions. The age groups Below 25 and 46–55 are equally represented, each with 17.65%, highlighting a balanced distribution among younger and near-retirement professionals. The 26–35 age group forms 18.82% of the total, reflecting a fair number of early-career faculty. Overall, the distribution suggests a healthy mix of experience and generational diversity among respondents, which is crucial for capturing varied perspectives on faculty union involvement and institutional AI policy shaping. The data implies that AI-related policy discussions could benefit from insights across a broad age spectrum, ensuring inclusive and balanced decision-making.

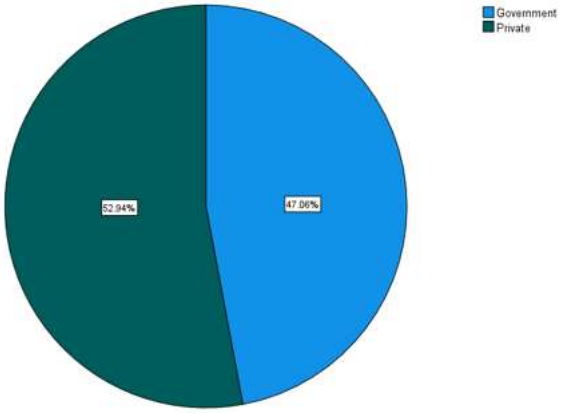
4.2 Age



Interpretation: The pie chart depicts the distribution of faculty respondents based on their academic designation. It reveals that 34.12% of the participants are Professors, another 34.12% are Associate Professors, and 31.76% are Assistant Professors. This nearly even representation suggests that the survey has captured opinions from a well-balanced cross-section of faculty, ranging from junior to senior

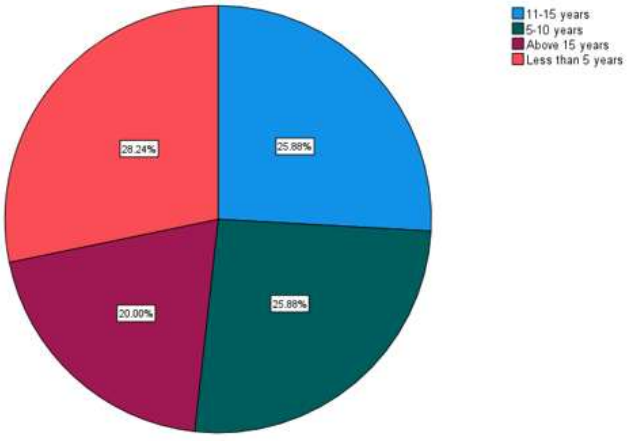
positions. The strong presence of Associate Professors and Professors, who often hold leadership or administrative responsibilities, indicates that the data is influenced by individuals who are likely involved in policy-making and institutional governance. Their insights are particularly important when studying the role of faculty unions or associations in AI adoption policies. At the same time, including Assistant Professors ensures that the perspectives of early-career faculty are also represented. This balanced distribution enhances the credibility and comprehensiveness of the research, making it possible to understand institutional AI adoption from multiple levels within the academic hierarchy.

4.3 Designation



Interpretation: The pie chart represents the institutional affiliation of the faculty respondents, divided between Government and Private institutions. According to the data, 52.94% of the respondents belong to Private institutions, while 47.06% are from Government institutions. This nearly equal distribution ensures a balanced perspective from both types of institutions in the study. The slight majority of private faculty participation indicates a marginally higher engagement or availability among private college staff. This is significant, as the approach to AI adoption and the involvement of faculty unions/associations may vary between government and private institutions due to differences in governance structures, resource availability, and autonomy. Government institutions might have more structured union systems, while private institutions could be more dynamic but less unionized. Hence, this distribution adds value by offering comparative insights on how both sectors perceive and influence institutional AI adoption policies. The balance strengthens the credibility and generalizability of the research findings.

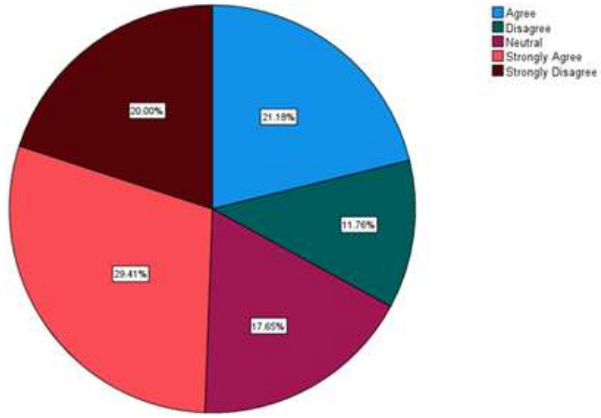
4.4 Type of Institutions



Interpretation: The pie chart illustrates the distribution of faculty respondents based on their years of teaching experience. The data shows that 26.24% of respondents have above 15 years of experience, followed closely by 11–15 years and 5–10 years groups, each representing 25.88% of the sample. Faculty

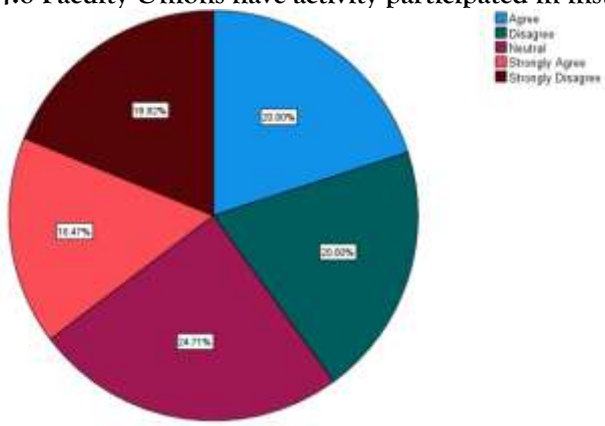
with less than 5 years of experience form 20.00% of the respondents. This distribution indicates that the sample includes a healthy mix of early-career, mid-career, and highly experienced faculty members. The significant proportion of experienced faculty members suggests that the responses are informed by long-term academic involvement and institutional familiarity, which is valuable when assessing the role of faculty unions in shaping AI adoption policies. At the same time, the inclusion of younger faculty ensures that evolving perspectives on technology integration are also captured. This balanced distribution across experience levels adds depth and diversity to the study, making the findings more representative and well-rounded.

4.5 Faculty unions/Associations are aware of the implications of AI in Education



Interpretation: The pie chart illustrates faculty perceptions regarding the awareness of faculty unions/associations about the implications of AI in education. The largest proportion of respondents, 29.41%, selected Neutral, indicating uncertainty or lack of clarity about the unions' role in AI awareness. This is followed by Strongly Disagree (20%) and Disagree (17.65%), together representing a significant 37.65% of the sample, suggesting that many faculty members believe unions are not adequately informed about AI implications. Meanwhile, 21.18% agreed and 11.76% strongly agreed, totaling 32.94%, indicating a moderate belief in the unions' awareness. The data reveals a divided opinion, with more respondents leaning toward skepticism or neutrality. This suggests a potential gap in communication, training, or proactive involvement by unions regarding emerging AI trends. Strengthening the awareness and active engagement of faculty unions in AI-related educational changes could help bridge this perception gap and lead to more informed policy advocacy.

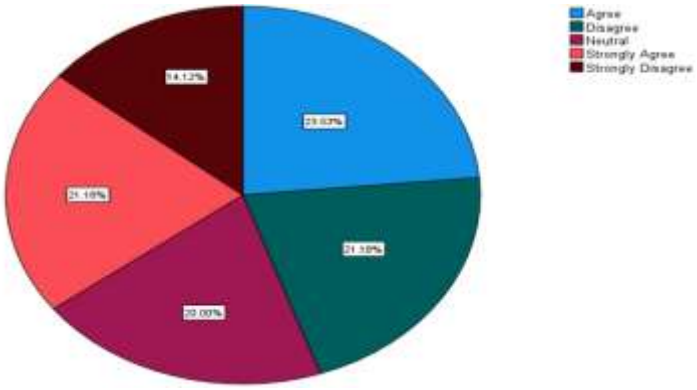
4.6 Faculty Unions have activity participated in institutional AI policy discussions



Interpretation: The pie chart shows faculty responses to the statement: "Faculty unions have actively participated in institutional AI policy discussions." A majority of respondents fall into the Neutral (24.71%) and Agree (20%) categories, suggesting some awareness or partial involvement of unions in AI-

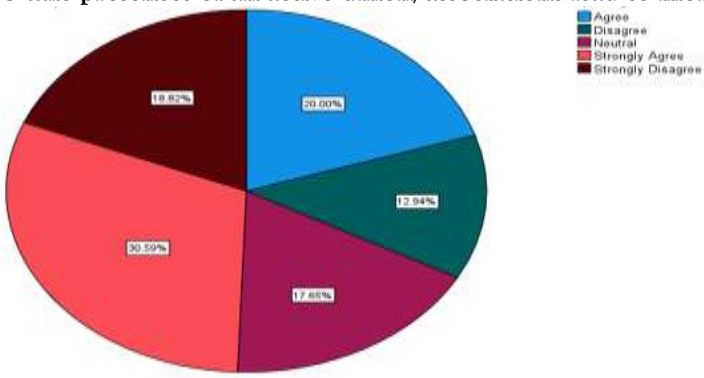
related dialogues. 30% also expressed Disagreement, while 16.47% strongly disagreed, indicating that a significant portion of the faculty perceives limited or no union involvement in shaping institutional AI policies. Additionally, 8.82% strongly agreed, reflecting a small group of faculty who acknowledge active participation by unions. This distribution highlights a mixed perception, with a considerable tilt towards doubt or lack of clarity regarding union engagement in AI policy matters. The findings suggest that while some unions may be contributing to policy discussions, many faculty members feel disconnected or unaware of such efforts. Strengthening transparency, communication, and participation could help faculty unions play a more prominent role in institutional AI governance.

4.7 Unions/associations organise workshop or awareness on AI for faculty members



Interpretation: The pie chart presents faculty responses to the statement: "Unions/associations organize workshops or awareness programs on AI for faculty members." The highest percentage of respondents, 23.53%, agree with this statement, while 21.18% are neutral, indicating some uncertainty or limited personal exposure to such programs. 21.18% also disagree, and 14.12% strongly disagree, together comprising over one-third of the sample who feel unions are not organizing such AI-related initiatives. Meanwhile, 20% of respondents strongly agree, suggesting that a notable segment of faculty have positively experienced or observed such efforts. The overall response distribution reveals mixed perceptions, with a slight inclination toward belief in active union participation in organizing AI awareness events. However, the presence of considerable neutrality and disagreement signals a gap in visibility or frequency of such initiatives. To strengthen faculty development and policy influence, unions/associations may need to increase the scope and communication of AI-focused programs and workshops.

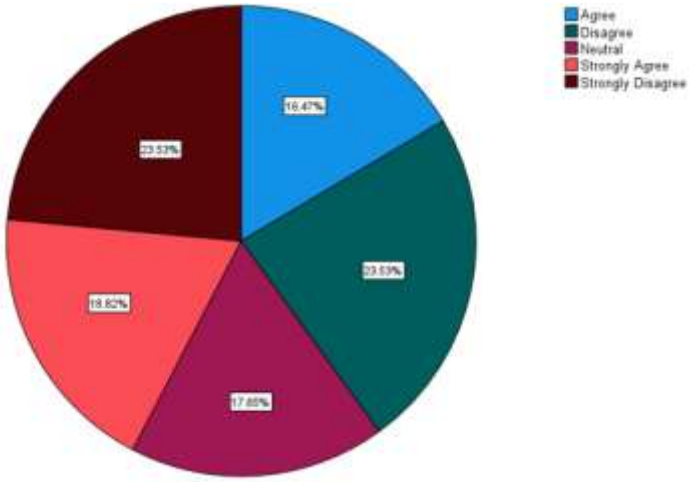
4.8 The presences of an active union/associations lead to more inclusive AI policy decisions



Interpretation: The pie chart illustrates faculty responses to the statement: "The presence of an active union/association leads to more inclusive AI policy decisions." The highest percentage, 30.59%, disagree, indicating that many respondents feel unions do not significantly contribute to inclusiveness in AI-related decision-making. Another 18.82% strongly disagree, reinforcing this skepticism. On the other hand, 20% agree, and 12.94% strongly agree, totaling 32.94%, suggesting that a fair segment believes active unions

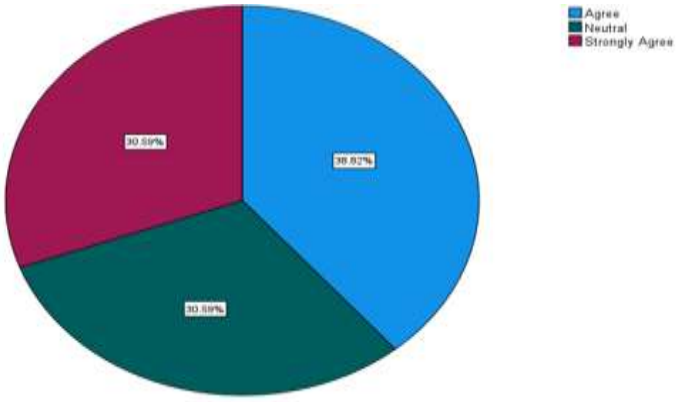
can enhance inclusivity in institutional AI policies. Additionally, 17.65% remained neutral, reflecting some uncertainty or lack of awareness about the union's impact. Overall, the chart highlights a divided perception, with slightly more respondents expressing doubt about the union's effectiveness in influencing inclusive AI policy. This suggests that while some institutions may have active and impactful associations, others may lack visible or effective participation. Strengthening union engagement and communication could help foster more inclusive and transparent AI policy-making processes.

4.9 The faculty union/associations has clear policy or stances on AI in education



Interpretation: The pie chart shows faculty responses to the statement: "The faculty union/association has a clear policy or stance on AI in education." The responses are fairly evenly distributed, with the largest group (23.53%) selecting Neutral, indicating a lack of clear awareness or certainty regarding their union's position on AI. Another 23.53% disagree, and 18.82% strongly disagree, together suggesting that over 42% of respondents believe their union lacks a defined stance on AI in education. In contrast, 16.47% agree, and 17.65% strongly agree, forming a smaller group that sees their union as actively engaged with AI policy matters. This distribution reveals a general perception gap—many faculty members are either unsure or feel their unions have not established a clear direction concerning AI adoption. These results point to the need for faculty associations to develop, communicate, and implement formal AI-related policies to better support their members in an evolving educational landscape.

4.10 Faculty unions should play a greater role in shaping ethical AI in institutions



Interpretation: The pie chart presents faculty responses to the statement: "Faculty unions should play a greater role in shaping ethical AI use in institutions." A significant 38.82% of respondents agree with this idea, indicating strong support for more union involvement in guiding the ethical use of AI. An additional 30.59% strongly agree, bringing the total supportive response to nearly 70%, which highlights a clear consensus among faculty members. Meanwhile, 30.59% of respondents chose neutral, suggesting that

while they are not opposed to the idea, they may lack sufficient information or exposure to fully endorse it. Notably, no respondents selected negative options, emphasizing the broad approval of union engagement in ethical AI policymaking. This result underlines the faculty's expectation that unions should take on a proactive and ethical leadership role in shaping institutional AI strategies, ensuring responsible implementation that aligns with academic values and protects faculty interests.

5. FINDINGS & INTERPRETATION

The survey, comprising 85 faculty members from Central Gujarat, reveals a broadly representative respondent pool. Gender and age distributions are well spread, with every major age band receiving at least 17 percent representation, ensuring multi-generational insight. Academic hierarchy is similarly balanced: Professors and Associate Professors each account for 34 percent, while Assistant Professors contribute the remaining 32 percent, embedding both senior decision-makers and early-career voices. Institutional affiliation is almost even, with 53 percent from private colleges and 47 percent from government colleges, permitting a public-versus-private comparison. Teaching experience ranges evenly too, led by the 'above 15 years' group (26 percent) but flanked closely by both the 11–15- and 5–10-year cohorts (≈26 percent apiece); one-fifth of the sample possess under five years of service, capturing emergent perspectives.

Perception items expose notable gaps in union engagement with AI. Only one-third of faculty agree that unions understand AI's educational implications, whereas 38 percent either disagree or strongly disagree, and almost 30 percent remain neutral. Active participation in institutional AI-policy forums is likewise contested: 46 percent reject the notion that unions are visibly involved, 25 percent sit on the fence, and less than 30 percent affirm engagement. Workshop provision follows a similar pattern—roughly 35 percent negative, 21 percent neutral, and 44 percent positive—suggesting uneven outreach across campuses.

When asked whether an active union yields more inclusive AI policy, scepticism edges out optimism (49 percent disagree or are neutral versus 33 percent agree). Crucially, 43 percent say their union lacks a clear AI stance, while another 24 percent are unsure, underscoring an absence of codified policy. Yet faculty expectations are unmistakable: nearly 70 percent believe unions should play a larger, ethical guiding role in institutional AI adoption, and no respondent opposes that view.

Collectively, the findings portray unions/associations as respected but presently under-equipped actors. There is strong grassroots demand for clearer AI policies, wider capacity-building workshops, and more visible representation in institutional decision forums—opportunities that unions can leverage to remain relevant in the era of educational AI. In addition to the observed trends, faculty responses indicate a clear disconnect between expectations and current performance of faculty unions in AI-related matters. While respondents overwhelmingly support a stronger role for unions in shaping ethical AI use, the lack of active initiatives, policies, and structured engagement reveals a critical gap. This highlights the need for faculty unions to redefine their functions in the context of emerging technologies. They must enhance their awareness, organize AI literacy programs, and advocate for transparent and inclusive AI policy-making. Furthermore, collaboration between unions and institutional leadership is essential to ensure that faculty voices are meaningfully included in AI adoption decisions. Unions should proactively gather feedback from members, establish dedicated AI policy subcommittees, and draft guidelines that align with academic integrity, ethical standards, and faculty rights. This strategic repositioning will not only address current concerns but also reaffirm the unions' relevance in a rapidly evolving academic environment driven by digital transformation.

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