Speaker Notes/Script for Presentation

Slide 1: Title Slide

"Good [morning/afternoon], everyone. Thank you for taking the time to meet today. My name is Matthew Branson, and I'm presenting findings from our recent survey on student perceptions of artificial intelligence. This research was conducted on behalf of the Innovation and Technology Committee to better understand how our students view AI technologies—and more importantly, how we as an institution can support them as AI becomes increasingly integrated into their academic and professional lives. The insights we've gathered will help inform university policy, guide our technology investments, and shape the support systems we provide to our campus community."

Slide 2: Overview

"Let me start by providing some context. We surveyed 50 students across various majors and class levels to assess four key dimensions: their awareness of AI technologies, their level of trust in AI accuracy and reliability, their excitement about AI's potential in their future careers, and their concerns about AI-related job displacement. These aren't abstract questions—they directly impact how students engage with the tools we're already providing, how they prepare for their careers, and how receptive they'll be to future AI initiatives on campus. Understanding these perceptions allows us to meet students where they are and design interventions that address their actual needs and concerns."

Slide 3: Trust Gap

"Our first major finding reveals what we're calling a 'trust gap.' As you can see in this chart, students rate their excitement about AI opportunities very highly—4.16 out of 5. They recognize AI's potential and are eager to engage with it. However, their trust in AI's accuracy and reliability sits significantly lower at 3.06 out of 5. This 1-point gap is substantial. Students are essentially saying, 'We're excited about what AI could do, but we're not confident it will do it reliably.' This disconnect has important implications. If students are enthusiastic but skeptical, they may use AI tools incorrectly, misinterpret results, or become disillusioned when outcomes don't meet expectations. Addressing this trust gap should be a central focus of our AI strategy going forward."

Slide 4: Trust Distribution

"When we dig deeper into the trust data, we see a distribution that's both concerning and encouraging. On the concerning side, 36% of students report low trust in AI—they 'trust a little' but remain skeptical. Only 8% express complete trust. On the encouraging side, 30% are neutral—they haven't formed strong opinions yet. This neutral group represents our greatest opportunity for intervention. They're neither enthusiastically trusting nor deeply skeptical; they're waiting to be convinced through experience and education. If we can reach this group with effective AI literacy programs and hands-on learning

opportunities, we can shift the distribution toward higher trust levels. The key insight here is that trust isn't fixed—it's malleable and responsive to institutional action."

Slide 5: Awareness and Trust

"This scatter plot reveals perhaps our most actionable finding: there's a clear positive correlation between AI awareness and trust. Students who report higher awareness of AI technologies consistently show higher trust levels. This isn't surprising, but it's crucial because it tells us exactly where to focus our efforts. The students in the lower-left corner—low awareness, low trust—need foundational education. Those in the upper-right—high awareness, high trust—can serve as peer mentors or early adopters of new initiatives. The relationship shown here suggests that simply increasing exposure to AI, explaining how it works, and demonstrating its limitations honestly will organically build trust over time. Education and awareness aren't just nice-to-haves; they're the primary pathway to closing the trust gap we identified earlier."

Slide 6: Recommendations

"Based on these findings, we're proposing three interconnected recommendations. First, AI literacy programs—not just one-off workshops, but structured educational initiatives that help students understand what AI can and cannot do, how to evaluate its outputs critically, and how to use it ethically in their coursework and future careers. Second, hands-on workshops where students can experiment with AI tools in low-stakes environments. Research shows that experiential learning builds both competence and confidence more effectively than passive instruction. Third, transparent AI policies that clarify when and how the university uses AI, what protections are in place, and what students' rights and responsibilities are. Transparency builds institutional trust, which in turn supports students' willingness to engage with AI technologies. These three pillars—education, experience, and transparency—work together to create an environment where students feel informed, empowered, and protected."

Slide 7: Action Items

"Let me translate those recommendations into a concrete timeline. In the short term—this semester—we propose launching pilot workshops in partnership with willing faculty and departments. These pilots will allow us to test different approaches, gather student feedback, and refine our methods before scaling up. In the medium term—by next academic year—we should formalize AI policies based on both our survey findings and the lessons learned from pilot programs. These policies will provide the governance framework necessary for responsible AI adoption. Long-term, we recommend integrating AI education into the curriculum itself, ensuring that future cohorts of students graduate with baseline AI literacy regardless of their major. Throughout this process, we need ongoing support systems—help desks, faculty training, accessible resources—to address questions and concerns as they arise. Finally, regular evaluation will help us measure impact, identify what's working, and adjust our approach based on evidence. This phased approach balances the urgency of addressing current gaps with the need for thoughtful, sustainable implementation."

Slide 8: Empowering Students

"Ultimately, this isn't just about AI—it's about empowering students to thrive in a rapidly changing technological landscape. The students we surveyed are excited about AI's potential, but they need guidance, education, and institutional support to engage with it confidently and effectively. By taking the steps we've outlined today, we can transform cautious curiosity into informed confidence. We can ensure that our students graduate not just aware of AI, but capable of using it ethically and critically in their careers. And we can position our university as a leader in responsible AI adoption—one that prioritizes student success, addresses concerns proactively, and builds trust through transparency and education. The data is clear: our students want this support, and they're ready to engage if we meet them where they are."

Slide 9: Contact

"Thank you for your time and attention today. I'm happy to answer any questions you might have, and I welcome ongoing discussion about how we can move these recommendations forward. My contact information is on the screen, and I encourage anyone interested in collaborating on AI initiatives, providing feedback on these proposals, or discussing implementation details to reach out. This is a campus-wide effort, and your expertise and perspectives will be invaluable as we work together to support our students' success in an AI-enabled future."

Total presentation time: Approximately 10-12 minutes

This script maintains a professional tone appropriate for university leadership while clearly connecting data to actionable recommendations. You can adjust the formality level or add pauses for questions based on your actual presentation context.