

Generative AI on Campus:

Understanding Faculty & Student Perspectives to Shape Library Support

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Faculty Survey



Determine level of student generative AI literacy skills



Perception by faculty



If/how faculty integrating generative AI in classes



Interest in library collaboration

AI Literacy Defined

- “An individual’s ability to clearly explain how AI technologies work and impact society” (Ng, Leung, et al.)
- Simple Terms
 - Understand
 - Use
 - Evaluate

Ng, D. T. K., Leung, J. K. L., Chu, K. W. S., & Qiao, M. S. (2021a). AI literacy: Definition, teaching, evaluation and ethical issues. *Proceedings of the Association for Information Science and Technology*, 58(1), 504–509.

Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021b). Conceptualizing AI literacy: An exploratory review. *Computers and Education. Artificial Intelligence*, 2, 100041. <https://10.1016/j.caeai.2021.100041>

Characteristics of AI Literacy



Familiarity with methods generative AI uses to create information



Understand the strengths & weaknesses of generative AI



Demonstrate the ability to evaluate AI generated content



Understand ethical issues related to generative AI
(bias, equity, privacy)

Methodology

- ECU College of Engineering & Technology
 - Computer Science
 - Construction Management
 - Engineering
 - Technology Systems
- Survey
- Population: 102 Faculty
- Email Survey:
 - Qualtrics
 - 21 completed
 - 20.5% response rate

Key Findings: Student AI Literacy Skills

- Overall perception: students lack AI literacy skills
 - Don't know how the output is created & take at face value
 - Aren't familiar with strengths & weaknesses
 - Very concerned about students evaluating output
- Majority agree AI Literacy important skill for future workforce (67%)
- Some concern about AI ethical issues

Key Findings: Faculty Use of AI in Courses

- Approximately ½ of faculty addressed AI in courses
- 75% not used with classes
- 25 % experimented with tools (mixed results)

- Open ended comments
 - Faculty don't know much about generative AI
 - Faculty need training
 - Need guidance from university

Key Findings: Library Collaboration

- Past collaboration
 - 60% No
 - 40% yes
- Means of past collaboration
 - Library Instruction
 - Referred students to librarian
 - Referred students to research guide
- AI Collaboration (Preferences)
 - Online Tutorial
 - Library Instruction/Guest Lecture
 - Research Consultation with students

Actions Taken

- Created multiple lesson plans
- Integrated into instruction
- Created [online tutorial](#)
- Experimented with AI tools



Lessons Learned: Faculty Survey



UNDERSTAND
VIEWPOINTS
& NEEDS



LESSONS &
LEARNING
OBJECTS



PROVIDE ADVICE
& GUIDANCE



GAIN
KNOWLEDGE

WHAT STUDENTS TAUGHT US ABOUT GENERATIVE AI

Insights from AI Student Survey



Methodology

ECU Students

- Qualtrics survey to gauge student AI usage & perception
- Anonymous & voluntary participation
- 33 questions (mostly multiple choice with optional comments)
- Prioritized question order by most beneficial responses
- Adapted from SDSU's AI Student Survey Instrument
- Approved by IRB, Greenphire, and IPAR

**option to opt-in to be considered for a prize at the end of the survey*

Getting the word out!

ACADEMIC LIBRARY SERVICES

STUDENT AI EXPERIENCE RESEARCH SURVEY



Help us understand the way you view and use Artificial Intelligence.

- How familiar are you with AI?
- What do you think of it?
- How do you use it?

Take the survey and possibly win a prize!
<https://lib.ecu.edu/s/3ft>



Response Rate

Survey active: 9/18-11/26 2024

~10 weeks (including fall break & thanksgiving break)

267 Responses

Anonymous link: 66

QR Code: 197

Preview: 4

*228 responses beyond initial consent page

Response Choices

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Key Findings:

- 60% regularly use AI-powered tools in their studies
- 68% are not comfortable submitting a prompt to an AI tool and turning in the answer it provides
- 57% think AI will play a significant role in their future career
- 60% of students feel their curriculum lacks adequate AI training
- 55% of students want formal AI training
- 48% are actively seeking opportunities to learn more
- 87% have concerns about AI's long-term societal impact
- 47% believe AI has the potential to solve complex global problems
- 83% worry about AI negatively affecting human creativity

In Their Own Words

Prompt: *I UNDERSTAND HOW TO EVALUATE THE CREDIBILITY AND ACCURACY GENERATED BY AI TOOLS* **58 % Claim that they do**
39% Do Not

Somewhat agree

"I know that it gives me a general idea but I'm not sold on the accuracy as it is still a developing technology"

"I know that not everything is 100% accurate and that I should also do my research and use my best judgment"

"Sometimes it's hard to determine if the answers are correct or not. Since google has added an AI to their search, it's definitely harder to find the right answer"

"Verifying the AI response with 3 or 4 other sources is how I check the accuracy of the information"

"My use of AI is not for facts, but more to understand a concept"

- "Fact Check", "Check" & "Verify" seem to be the most popular words used in the replies to this question

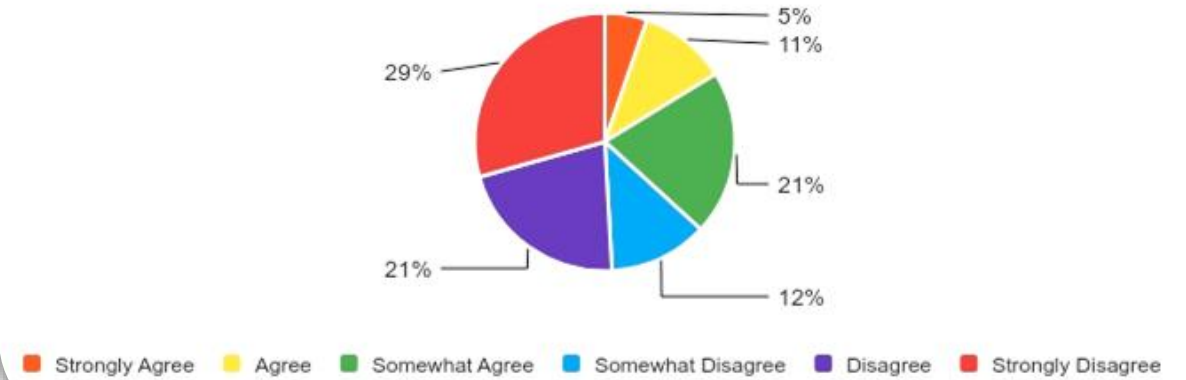
Possible Stigma Attached to AI

- "Getting an AI to do the work for you is lazy at best, and academic dishonesty at worst."
- "Quite frankly, if you can't be bothered to do the work yourself and come up with your answer, why study?"
- "AI does the work for students instead of them actually learning themselves."
- "Using AI to complete assignments is a shortcut that undermines the value of doing the work on your own."
- "It's a missed opportunity for learning if you just let AI do the thinking for you."
- "Relying on AI is like letting someone else do your homework—lazy and defeats the purpose of education."

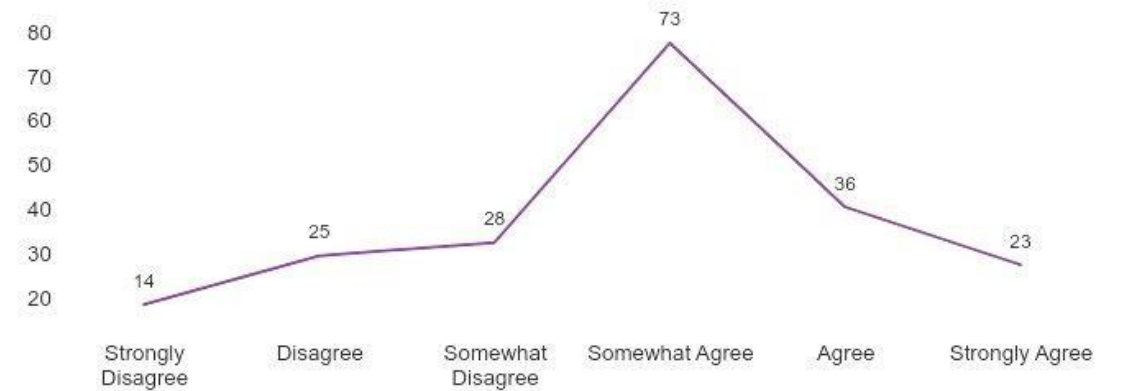
Generalizations

- Students **are** using various AI tools
- Students don't necessarily view AI tools as crucial
- A clear majority of students believe that *AI will be important in their future career*
- A significant majority of students **Agree** that *AI has positively affected their learning experience* & **Disagree** that *AI has negatively affected their learning experience*

AI-powered tools are essential to my academic success



AI will become an essential part of most professions



Next Steps...

We can address gaps by:

- incorporating AI into library information literacy sections to provide learning opportunities & discuss ethical usage
- creating supplemental material/workshops
- sharing our survey findings with ECU instructors

73% of student respondents are concerned about AI's impact on job security- **to set students up for future success, we need to address AI usage within education**

Looking at both surveys-

Everyone Desires Academic Transparency

- Students are unclear on expectations when a majority of instructors don't address or use AI tools
- Faculty members unclear about what they should know/use and how to deal with academic integrity issues when not addressed by university
- *Both need & want clear, consistent guidelines and training*

Looking at both surveys-

Students **are** using AI tools

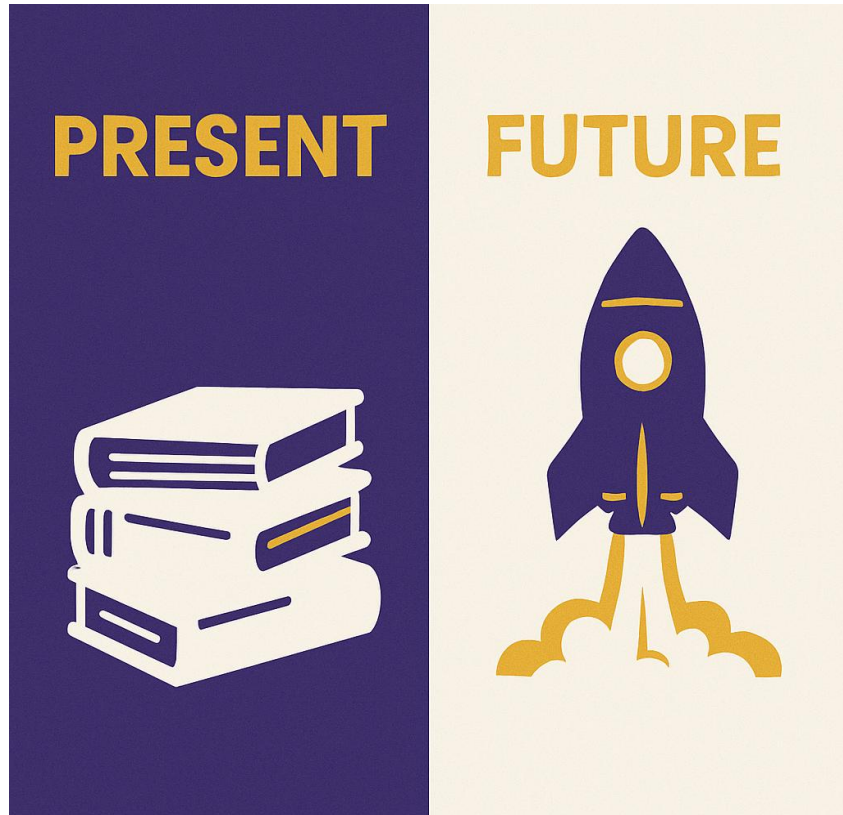
- 60% of student respondents view AI as more useful than intimidating
- Healthy Skepticism

Faculty **are not** using AI Tools as much

- Perceive students have poor AI literacy skills
- Concerns about critical thinking skills
- Need training themselves to implement more in classroom

Both believe AI skills will be important in the future workforce

Our Response



- Strengthening foundational and applied AI skills
- Modeling Ethical Behavior
- Working with AI Council
- Classes & Workshops Offerings
- Enhancing and Updating our Research Guides

Relevance to Library Employees

- Important to understand campus culture
- Inform decisions about future library services
- Future AI applications in all library departments
 - AI assisted literature reviews
 - Virtual Assistants/Chatbots
 - Data analysis
 - Automated metadata creation
 - Streamlined cataloging processes
 - Digital Scholarship
- Educate ourselves

Questions?



Questions for You

- How is your campus responding to the rise of AI in teaching, learning, or assessment?
- What role do you think the library should play in AI literacy or support?
- Where do you see the biggest gap—awareness, training, ethics, policies, or something else?



THANK
YOU