Exploring Faculty, Student, and Staff Perceptions of Generative AI through a Civic Learning Project for First-Year Engineering and Mathematical Sciences Students

Exploring Faculty, Student, and Staff Perceptions of Generative AI through a Civic Learning Project for First-Year Engineering and Mathematical Sciences Students

Abstract: This study describes the outcomes of a civic learning project carried out in fall 2024 to engage first year engineering and mathematical sciences students in research on Campus Use of Artificial Intelligence (AI). The civic learning project was developed in coordination with four campus partners in information literacy and student success offices. The aim of the project was to generate a snapshot of attitudes, practices, and student recommendations that could inform campus policy, investment in generative AI (genAI) resources, and adoption of a comprehensive AI literacy framework. Nineteen student teams (44 of 315 first year students) participated in the project, which culminated in a final poster presentation. The findings and recommendations of the student posters were the primary artifact in the analysis. A survey deployed in the second week of the semester assessed student opinions and use of genAI prior to the start of the project. A critical reflection survey was provided in the final week of the semester to evaluate project learning, peer-to-peer learning, and if/how the project influenced students' behaviors or opinions. Survey responses and text from the Findings and Recommendations of student posters were analyzed using summative content analysis to quantify the abundance of representative text (codes). Week 2 surveys revealed that 42% of respondents (N = 87) had used genAI for coursework, mostly for homework assignments, brainstorming, and summarizing complex topics. Of the students that had used genAI, 43% indicated accuracy as a major limitation, yet 75% said that genAI was "helpful" due to its time-saving abilities. Student teams interviewed 81 peers, 6 faculty, and 3 staff members. Project findings revealed a range of attitudes toward genAI, from complete avoidance to active use. Most students had a neutral or positive perspective on genAI and expected that faculty and staff be AI literate. Student recommendations focused on the need for clear, fair, and equitable policies and campus-wide AI literacy training. Campus partners identified opportunities and challenges in each of their areas, and noted specific needs for policy, AI and information literacy training, peer learning, and faculty development opportunities. Civic learning projects are an effective way to engage students in meaningful campus-based research on genAI, promote AI literacy, and influence policies and guidelines that directly impact their educational experience. We recommend that instructors define the scope of the project as appropriate to student level and partner needs, and carefully scaffold research and presentation skills to ensure student success.

Keywords: Civic learning, information literacy, generative AI, academic integrity, undergraduate education

Introduction

When ChatGPT became available to the public in late 2022, conversations in education immediately shifted. Across university campuses, questions and emotions bounced everywhere: fear about increased academic integrity violations and decreased student motivation, curiosity about the tasks genAI might be able to complete, enthusiasm for promised efficiencies, and thoughts about how college curricula might connect with rapidly changing professional expectations. In workshops and in hallways, faculty were talking about whether and how to now teach in their various disciplines, what makes assignments meaningful, and how to encourage student motivation with genAI now at our fingertips.

On our campus, those conversations have continued over time, largely in the absence of any broad institutional-level response to shifting technologies (although that is changing as we draft this manuscript). Initially, all stakeholders were left on their own to address the possibilities and effects of genAI. The Writing in the Disciplines Program and the Center for Student Conduct—responsible, respectively, for professional development around writing instruction and academic integrity policies and procedures—were frequently approached by colleagues seeking guidance. Together and separately, they developed workshops and resource materials; university librarians similarly developed resources. Faculty conversations about genAI were frequent, with each faculty member making choices about whether, when, and how to address or incorporate genAI. Students frequently had no direction from their faculty, which raised questions about whether it was OK for them to experiment with ChatGPT or whether it was something students should avoid unless specifically invited to use. The Writing Center developed a guide for student writers and integrated genAI topics into tutor education, but if a student

wasn't sure about the policy for genAI use in a class, it was hard for writing tutors to know how to guide them. Questions only mounted as new forms of genAI became widely available. Arguably all aspects of university work—teaching, learning, research, administration—suddenly entered a state of flux, and how we support students, develop as teachers, and adapt our processes needed to change. Each stakeholder represented here brought considerable expertise and wondered whether and how to exercise that expertise in such an unstructured environment.

In response to this uncertainty, several AI literacy (AI-L) frameworks have been developed and adopted as campuses come up to speed on the uses, limitations, and opportunities to engage with the technology. In their 2022 scoping review, Laupichler et al. found that although AI-L was not precisely defined, many studies used Long & Magerko's definition: "*a set of competencies that enables individuals to critically evaluate AI technologies, communicate and collaborate effectively with AI, and use AI as a tool online, at home, and in the workplace*" (Long & Magerko, 2020). Laupichler et al. (2022) called for the identification of desired AI skills, examination of existing educational frameworks, and to define, distinguish, and determine the relationship of AI-L to other literacy concepts. Anders (2023) proposed four AI-L domains: (1) applications - awareness of how AI is being used; (2) "capability" - how AIs function, their limitations, the risks of overreliance; (3) "knowledge" - uses and abuses; (4) critical thinking - awareness of limitations, techniques for evaluation, and ethics issues. Yuan et al. (2024) describe the overlap between AI-L and information literacy, media literacy, and data literacy, but assert the need for its own framework that goes beyond technical knowledge and the educational context to serve as a "*universal AI literacy for average users*" (p. 1460), while Stolpe and Hallström (2024) argue for

more attention to technical knowledge like programming. The framework proposed by Yuan et al. (2024) includes three dimensions: "(1) individual level (cognitive dimensions): AI features, AI processing, algorithm influences; (2) interactive level (behavioral dimensions): user efficacy; (3) sociocultural level (normative dimensions): ethical consideration and threat appraisal." (p. 1474). Hervieux et al. (2024) interviewed Librarian developers of AI-L interventions, some of whom drew on the Association of Colleges and Research Libraries (ACRL) Framework for Information Literacy as a template as a good start. Annapureddy et al. (2025) offer a useful 12-skill competency model as a template for educational institutions which is grounded in the need for government bodies to make informed decisions about uses and adoption while also preparing a literate workforce to identify and mitigate potential risks. Stanford's well-organized and practical AI-L framework is designed for educators and students and proposes four domains: functional, ethical, rhetorical, pedagogical, with scaffolded competencies and illustrations of the wide array of activities appropriate for developing AI-L skills (Stanford University Teaching).

In addition to exploring potential AI-L frameworks for our institution, we looked to emerging research on learner perceptions and needs, given that all stakeholders in this project focus on supporting students in different ways. There was, unsurprisingly, great variation in what studies reported about learner behaviors and attitudes. Student uptake of genAI tools happened rapidly (Bikanga Ada, 2024; Ogunleye et al., 2024) with students generally recognizing that AI simultaneously offers potential efficiency as well as inaccuracy. Overall, learners report positive perceptions (Lozano & Blanco Fontao, 2023; Sánchez-Ruiz et al., 2023). Mohandas & Mentzner's (2024) qualitative approach to

understanding student perspectives revealed that students valued AI for its ability to provide assistance with clarifying concepts, improving the quality of projects, and searching for information. Both Mohandas & Mentzner and Ogunleye et al. found awareness of limitations of genAI and a desire for genAI to enhance work without cheating.

While this research is revealing of student perspectives and needs, it was important for us to understand how students, faculty, and staff were interacting with and experiencing genAI on our campus, to inform the selection of a specific AI-L framework and investment in related campus resources. We conceived of a course project that would engage students in this research using a service-learning model of reciprocal student and community partner engagement. Service-learning is considered a high impact educational practice as it engages students in meaningful, real-world projects in service to a community partner or organization (Jacoby, 2014). Civic learning is the designation given to campus-based service-learning courses at the authors' institution and is therefore the language we will use in this case study.

The goals for the project were multi-layered (**Figure 1**). At the core was the question of how campus stakeholders were interacting with genAI, their perceptions of genAI, and perceived resource and support needs in fall 2024 (*Question*). As we were acutely interested in student perspectives and how they might inform our work, a civic learning project was embedded in a first-year course taught by the first author (*Approach*). For the project, student teams were to (1) conduct meaningful campus-based research using interviews and basic qualitative methods, (2) improve their own AI literacy through online modules and resources identified for the project, and (3) present their findings and

recommendations to the campus partners during a final poster presentation session (*Educational Outcomes*). We leveraged student surveys and the findings and recommendations from student posters to identify patterns of genAI use, perceptions, and needs among students, faculty, and staff in fall 2024 (*Research Outcomes*). Students and campus partners were asked to reflect on their experience and learning throughout the project (*Campus Impact*). These reflections provided insight to the impact that the project had on first year students (learning, perceptions, behaviors) and the campus partners (opportunities, challenges, actions for their departments). Below we share our learning from this project and recommendations for how similar projects could be implemented elsewhere.

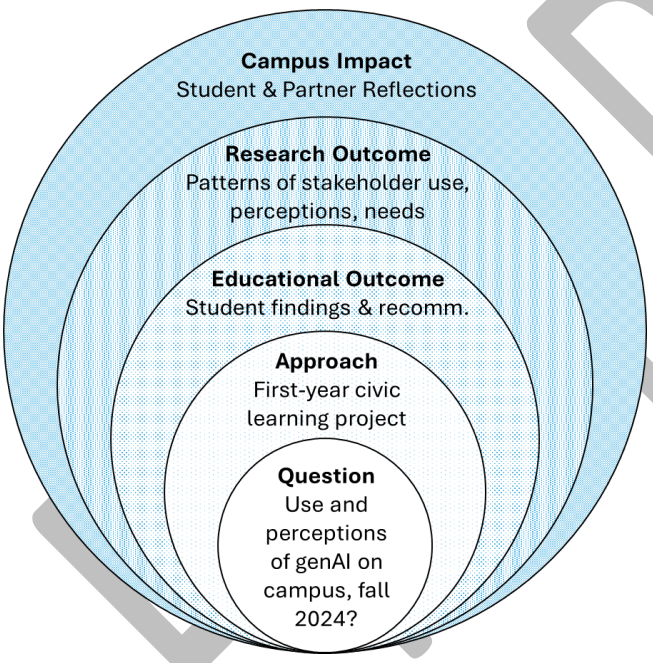

Figure 1. Project layers described in the case study, beginning with the initial question through to impacts on the students and campus partners that participated in the civic learning project.

Approach

Institutional Context

This study was conducted at a public Land Grant research university in the north-eastern United States with approximately 12,000 undergraduate students and approximately 2,000 graduate students spread across seven colleges. The College that hosts the first-year course in this study enrolled approximately 1500 undergraduate students in Fall 2024 and offers majors in engineering, physics, computer science, data science, mathematics, and statistics.

Civic Learning Project

In fall 2024, 315 first-time-first-year students joined the College and were enrolled in a required, one-credit first year seminar. The first-year seminar equips new students with key skills, information, and resources to support their academic and professional success (Giles, 2023). The course consists of several modules to support health and well-being, academic integrity and success, career preparation, and experiential learning. The course carries a civic-learning designation, meaning students are required to work on a campus-based project that promotes community engagement and service. The primary instructor (first author) solicits projects and works with campus partners to develop guidelines and criteria for three to five projects each year, which students choose from. In fall 2024, the project options included "Design of a New Student Maker Space" for the college's Deans Office, "Campus Recycling Jeopardy Game" for the campus Recycling and Zero Waste Program, and "Campus Use of Artificial Intelligence." The campus AI project was developed in coordination with partners from multiple campus literacy and academic success organizations (authors 2, 3, 5, 6), namely Writing in the Disciplines, the Center for Student Conduct, the Undergraduate Writing Center, and the Libraries. Of the 315 FTFY students enrolled in the course, 44 students (19 teams) chose the campus AI project,

which required students to interview peers, faculty, or staff and learn about genAI usage habits (which tools, how frequently, for what purpose) and perceived benefits and limitations of using genAI. Student teams that chose to interview peers were asked to complete at least five interviews, whereas student teams that focused on faculty or staff only needed to conduct three interviews. The project was scaffolded through a series of class sessions and assignments (**Table 1**). Additionally, special guidance was developed for students on how to choose a campus group (students, faculty, or staff), develop interview questions, schedule and conduct interviews, generate and analyze interview transcripts, summarize interview findings (**Appendix 1**), and present their Findings and Recommendations in poster format during the final presentation event.

Table 1. Intermediate project assignments and learning outcomes in the first-year, civic-learning course for engineering and mathematical sciences students.

Assignment	Learning Outcomes
Team Contract	Establish team goals; Reflect on team member assets / growth opportunities; Identify team member roles
Project Problem Statement	Develop a problem statement that describes the needs / challenges of the user (campus partner) and focuses the team on a specific question related to campus use of genAI
Project Research and Bibliography	Gather references relevant to project research; Compile bibliography and citations in APA style
Poster Presentation Draft and Interview Data Upload	Conduct interviews, prepare transcripts, and summarize findings; Communicate team problem statement, project background (citing research sources), ideas explored, findings, and recommendations
Final Presentation	Present project research, findings and recommendations to college community and project partners
End-of-Semester Critical Reflection	Reflect on one's own learning, learning from peers, and how the project will influence beliefs and behaviors moving forward

Data Collection

According to the policy defining activities which constitute research at the authors' institution, this work met criteria for a project that does not require review by the institutional review board (IRB Educational Exempt). The final poster presentation files containing Findings and Recommendations from the student teams were the primary artifact in this analysis. We used the deidentified poster data to evaluate students' project research and to generate a snapshot of attitudes and practices on our campus at the time of the study. Two additional surveys were deployed to students, one in the second week of the semester (Week 2 Survey) and the second in the last week of the semester, after final presentations were complete (End-of-Semester Survey). For the purpose of this study, we use what we learned from these surveys to frame our interpretation of the student projects and how engagement in the civic learning project contributed to students' learning and perspectives on genAI over the course of the first semester. The Week 2 Survey consisted of 12-20 anonymous questions, depending on how students responded (**Appendix 2**). The survey questions pertained to genAI use in coursework, benefits, limitations, impacts to learning, and guidance received. The survey was inspired by a study by Mohandas and Mentzer (2024), which contained 11 original items. A subset of the questions were selected for this analysis based on the relevant themes identified in the students' poster presentations. An End-of-Semester Survey was also deployed in the final week of the semester and asked students to reflect on their entire first semester of college as well as the project. Three items pertaining to the project experience were analyzed, including (1) the most important thing they learned over the course of the project, (2) the most important thing they learned from their peers' projects, and (3) whether they think the project experience will influence their future behaviors or beliefs.

Data Analysis

The Findings and Recommendations sections of the student posters were analyzed using summative content analysis (Hsieh & Shannon, 2005), a semi-quantitative method for determining the abundance of certain types of responses or characteristic text (codes). A subset of text from the Findings and Recommendations sections was first reviewed by a single research team member to identify preliminary, primary codes for the analysis. Two members of the research team then independently reviewed all findings and recommendations text, noting where primary codes were present, and developing and revising these codes until consensus was reached. The finalized primary codes were then evaluated by two new researchers to further identify and refine sub-codes within each primary category. The sub-codes were identified to provide more granularity to the type of information honed from the primary categories. For example, under "AI Use" (primary), the sub-codes describe frequency of use, types of tools used, how they are used, etc. The total count of codes and sub-codes was determined to assess the relative abundance of specific findings and recommendations from students. Additionally, the bibliography sections of the posters were evaluated to determine the quantity, type, and purpose of the references cited. Since the project was concerned with student use of genAI, we also checked to see whether the references cited were legitimate or hallucinated.

As for the poster analysis, summative content analysis was used to analyze open-ended question responses in both surveys. For a given question, preliminary codes were defined by a first team member and then two members independently refined and assigned codes for all question responses. Coding by the two team members was compared and differences discussed until consensus was reached. The

finalized primary codes and assignments were then reviewed and refined by a third team member. This process was repeated for all survey questions. In contrast to the poster analysis, only primary codes were identified and quantified.

Project partners and the instructor met monthly throughout the academic year (~8 times). In addition to co-developing the project, project partners led class sessions on AI literacy, academic integrity, research approaches, writing and library resources; attended the final poster presentations; contributed to the review and analysis of poster and survey data, and the writing of this report. Following completion of the poster analysis, partners were asked to select specific codes or sub-codes that related to their work, review the associated poster text, and develop written reflections. Specifically, project partners were asked to reflect on (1) the merit and practicality of the student recommendations, (2) any opportunities or challenges identified throughout the project, (3) any new questions that arose for them by being involved in the project, and (4) if / how the project influenced their plans for programming needs moving forward. As the project partners are also co-authors, these reflections are embedded in the discussion section of this report.

Results

First Year Student Perspectives on Generative AI

In the second week of the fall 2024 semester, 209 students (66% of first-year class) responded to the optional, anonymous survey on genAI use and perceptions. Forty-two percent of respondents (N = 87) indicated that they had used ChatGPT or other AI tools for coursework. When asked about the frequency of use, 58% indicated that they used these tools rarely, 22% occasionally, and 20% frequently

or always. The specific tasks or assignments in which students had used genAI for coursework included homework (54%), idea generation, studying, and self-teaching, among others (**Figure 2**). Approximately half of comments related to homework were general and the other half were evenly split between homework for humanities or STEM courses specifically.

When asked if they had noticed any limitations or challenges to using ChatGPT or other AI tools for coursework, students noted a range of limitations with accuracy of outputs (43%) being the most frequent concern identified (**Figure 2**). Only one student commented on the potential biases introduced by genAI and 13 students (12%) indicated that there were no limitations for using it in coursework.

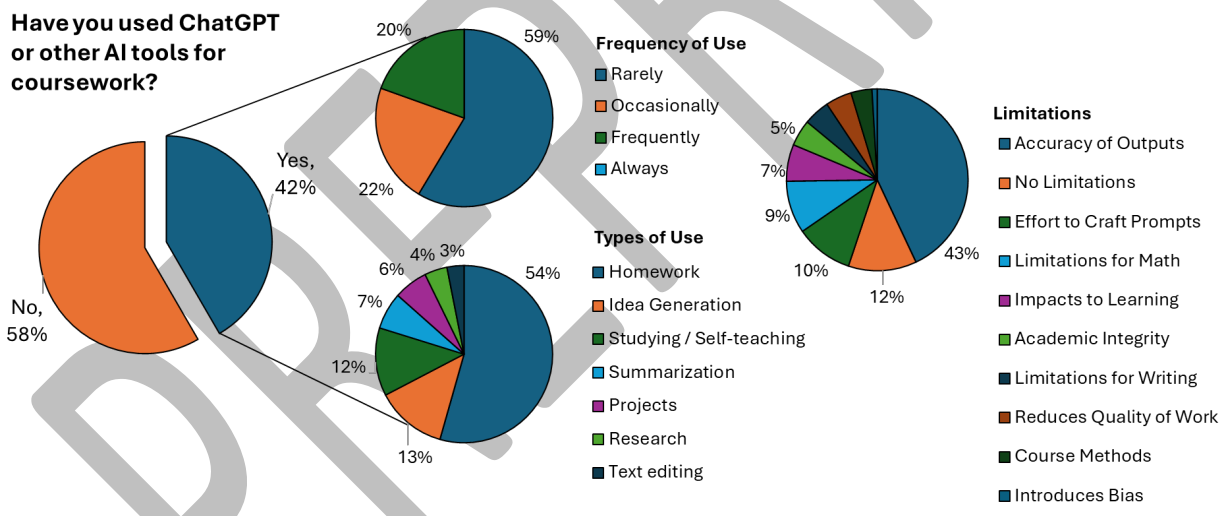

Figure 2. Student use of genAI tools for coursework at the beginning of the first semester of college. Legend labels listed from most to least abundant.

Despite these perceived limitations, 75% of students that had used genAI for coursework (N = 65) indicated that they had found it helpful. Among these, speed and efficiency (35%), studying / self-

teaching (33%), generating ideas for assignments or finding answers (26%), and summarizing (7%) were the main reasons cited. Selected quotes can be found in **Appendix 3** (Table A3.1, Topic 1).

When asked how their experience with genAI tools had impacted their learning, only ten students indicated any negative impacts. Negative impacts included overreliance on genAI, getting an answer without thinking critically or understanding the meaning of the output, and derailing learning due to inaccurate or misleading information. One student also noted a loss of motivation to complete their work without genAI, knowing that other students could be taking short-cuts that afford them a better grade with less effort: *"I haven't found it to impact my learning, it only makes me think what if I work really hard on a paper and some other kid can just pop a question into AI and get the same grade."*

Overall, we find the results of the Week 2 Survey to mean that students had a generally positive outlook on genAI at the beginning of the semester and a cursory awareness of ethical issues, accuracy concerns, and potential negative impacts to learning. Students found genAI helpful for coursework, despite an awareness of these limitations, and nearly half of the students surveyed had already used it. Guidance from instructors was limited for the students that responded. However, given their limited experience with genAI and willingness to receive more guidance and training, AI literacy interventions could be particularly impactful at this early stage of college student development.

Civic-learning Project

In total, 19 teams (44 students) chose to work on the civic learning project related to campus use of AI resulting in 90 campus interviews. Of these, 16 teams interviewed peers (81 interviews), two teams interviewed faculty (six interviews), and one team interviewed staff (three interviews). While the teams

were comprised of first-year students in engineering and mathematical sciences, several teams interviewed peers in other majors and years of study.

A total of 523 codes were generated pertaining to the primary categories shown in **Figure 3**. Within each category, several sub-codes were identified (**Table 2**). There were 88 poster sentences or bullet points coded from Findings and 97 coded from the Recommendations section of the student posters. Team Findings were largely related to how those interviewed used and perceived genAI, whereas Recommendations included codes related to training and guidance, development of campus policies, and academic integrity concerns (**Figure 3**). Students cited a total of 61 references in their posters, which included a range of reference types and purposes as described below.

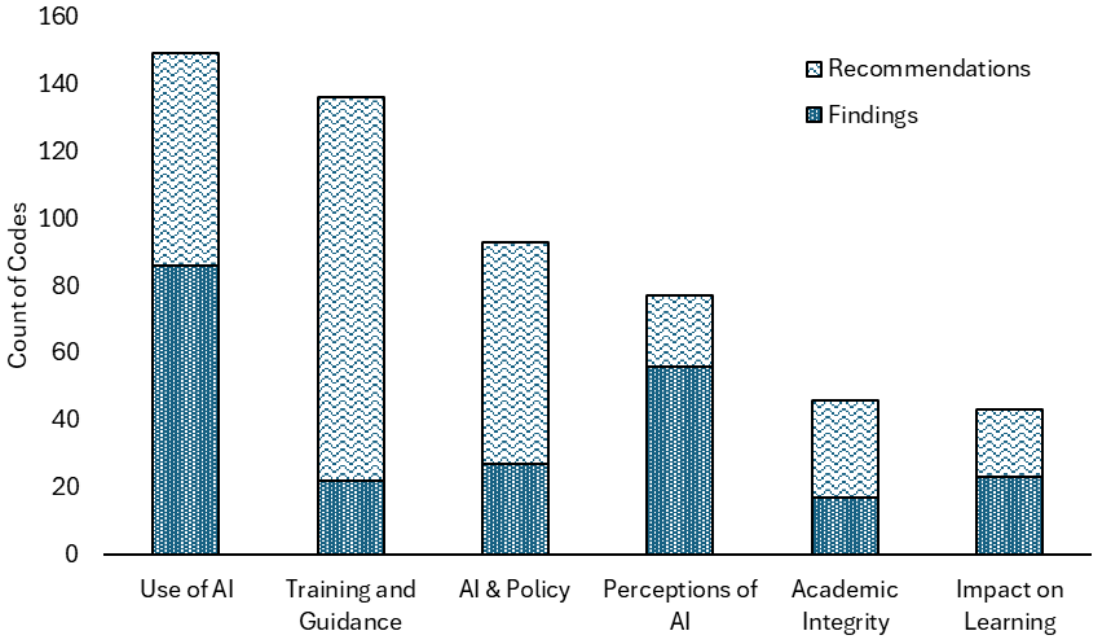

Figure 3. Primary categories and counts of qualitative codes identified in the findings and recommendations sections of first year student posters.

Student Findings

"Use of AI" pertains to frequency and extent of AI use, specific type of academic and non-academic uses, and the emerging ubiquity of AI (**Table 2**). Use of AI was a prominent theme throughout the presentations, both in the Findings and Recommendations. Eight teams reported interview responses pertaining to frequency of AI use. With the exception of one team, students indicated that their peers had used AI anywhere from once to a few times per week and primarily in relation to coursework. There was no indication that the faculty interviewed (N = 6) had used AI tools themselves for teaching or other purposes, whereas the summary of staff interviews indicated they *"...often use AI to support them through menial tasks (e.g., summarizing meeting notes, source identification, etc.) and resume creation."*

The academic uses reported in the team Findings included use of genAI for supplemental instruction and tutoring, spelling and grammar checks, summarizing reading, brainstorming, generating outlines, compiling sources for research, "predigestion" of complex ideas, problem-solving approaches, and proofing written work, which were more varied than the uses identified in the Week 2 Survey (**Figure 2**), possibly due to the inclusion of other majors and years of study in the interviews. There were several comments pertaining to non-academic uses by students, such as for career preparation and general creativity (**Table 2**). A minor, but notable, sub-code identified in the posters was the acknowledgement of the growing ubiquity and persistence of genAI tools in education and in the workplace, as indicated by comments such as *"...all touched on the importance of understanding AI because 'it will never go away'"* and "*It is clear that AI is not going away anytime soon.*"

"Training and Guidance" pertains to AI literacy for students and faculty, student expectations of faculty, and campus roles, resources, and guidance. This was the second most common theme in the

presentations (**Figure 2**). There were limited Findings in this category, however several teams reported a lack of awareness by their peers of campus AI resources as well as a lack of instruction on proper use of AI within the classes they had taken: "*Through our interviews we found that, in general, the biggest barrier for proper use of AI among students is a lack of education on both the risks of using AI, and, when applicable, how to use it correctly and ethically.*" Only three teams reported the need for AI literacy for faculty in Findings, with the majority of those comments originating from the two teams that chose to interview faculty.

"AI & Policy" pertains to student perceptions of existing policies and resources, the enforcement of AI policies, the assessment of policies, and guidelines at the course, department, and university levels (**Table 2**). Student comments related to AI & Policy were evenly split between Findings (48%) and Recommendations (52%). In Findings, students reported that their peers had received limited to no guidance in courses or more broadly at the university, with one team stating: *"The students interviewed agreed that the majority of their professors did not go into great detail about their policies. Students mentioned some professors stated AI was not to be used to cheat on assignments, but did not elaborate further on the policy. It was also said that some professors directly oppose any use of AI, while others allow it in certain instances."*

"Perception of AI" pertains to an awareness of broader societal perspectives of genAI, reliability, and student, faculty, and staff perspectives as gleaned from the interviews (**Table 2**). Perception of AI was the most abundant sub-code in the poster Findings (32%) as would be expected from an interview-based project. Perceptions were mostly positive or neutral when pertaining to genAI use for learning

(See also "Impacts to Learning," below). Teams also described perceptions of reliability, including students' concerns about the accuracy of results and the quality of work generated with genAI: *"Don't base your whole knowledge bank off AI as it's often inaccurate. AI has drawbacks when used to find answers for graded assignments or specific details of complex issues."* Among the staff interviewed, perspectives of genAI were also positive, noting the benefits of using it for menial tasks (summarizing meeting notes, source identification, etc.) and no concerns related to work quality or accuracy. Perspectives among the six faculty interviewed ranged from concerned to positive. The concerns raised included the "*threat that AI poses to students critical and original thinking,*" counterproductive uses of genAI, and a belief that "*it makes students lazy and gives them an easy way to cheat.*" In contrast, one faculty member encouraged students to use it: "*You should find out every possible way to use it and abuse it...I can't imagine a student going on to something after [college] and not having used AI.*"

"Academic Integrity" pertains to academic dishonesty, cheating, plagiarism, ethical use, or other uses of genAI for "nefarious purposes" (**Table 2**). Though the absolute abundance of Academic Integrity codes was small (n = 22 or 9% of all sub-codes) it is worth noting that every student presentation addressed it. Academic integrity codes coincided with every other code category throughout the analysis, indicating that students were associating and communicating academic integrity concerns independent of what their final recommendations were and, in some cases, to justify their final recommendations: "*If the proposed solution were to be implemented, students, faculty, and other community members would have the knowledge to benefit from its many capabilities without the concern of unethical or improper use.*"

"Impact on Learning" pertains to any mention of how genAI influences the learning process, whether those effects are perceived as negative, neutral, or positive (**Table 2**). Negative impacts included disruptions to the learning process, critical thinking, or cheating. Positive impacts included enhancement of and support for learning, often qualified with the need for training on proper use. Ten of 19 teams commented on impacts to learning (n = 22 codes), which were positive or neutral across the Findings and Recommendation sections. Where concerns for negative impacts were mentioned, it was typically associated with academic integrity (**Appendix 3** Table A3.1, Topic 2).

Table 2. Primary and secondary (subcode) themes identified in the findings and recommendation sections of first year student posters. Codes ordered from greatest to least abundant.

Code	Subcode	Findings	Recom.	Total
Use of AI	**Total of Subcodes**	**86**	**61**	**147**
	AI & Academic Use (General)	41	37	78
	AI & Tutoring	12	7	19
	AI Non-Academic / Other Uses	8	10	18
	Frequency / Extent of Use	10	3	13
	AI & Homework and Assignments	12	1	13
	Ubiquity of AI tools	3	3	6
	AI & In-Class Use	0	2	2
Training and Guidance	**Total of Subcodes**	**22**	**114**	**136**
	AI Literacy for Students	14	43	57
	Student Expectations of Faculty	3	29	32
	Campus Roles, Resources, & Guidance	2	30	32
	AI Literacy for Faculty & Staff	3	12	15
AI & Policy	**Total of Subcodes**	**27**	**66**	**93**
	Course-Level Guidelines or Policy	11	27	38
	University-Level Guidelines or Policy	11	23	34
	AI Policy Enforcement	2	10	12

	Department Level Guidelines	3	4	7
	Assessment of new policies/guidelines	0	2	2
Perceptions of AI	**Total of Subcodes**	**56**	**21**	**77**
	Student Perceptions of AI	28	8	36
	Perception of AI as Reliable/Authority	11	5	16
	Instructor perspectives AI	8	1	9
	Student Percep. Existing Policy / Resources	5	4	9
	Staff perspectives AI	3	1	4
	Societal Perceptions of AI	1	2	3
Academic Integrity	**Total of Code**	**17**	**29**	**46**
Impact on Learning	**Total of Subcodes**	**13**	**9**	**23**
	Positive	8	4	12
	Negative	0	4	4
	Neutral	5	1	6

Student Recommendations

The majority of student recommendations were related to Training and Guidance (n = 114) and AI & Policy (n = 66; **Table 2**) and are summarized in **Table 3**. Students recommended more comprehensive and systematic AI literacy opportunities for all stakeholders on campus. Several teams indicated that this training and guidance might come from existing offices (campus partners) or need to be created anew. Teams also expressed certain expectations of faculty to become, or already be, literate in the use of genAI, both for applications in their field and for guiding student use of genAI in the classroom (**Table 3**).

Recommendations related to AI & Policy varied in regards to where policies and guidance should originate. Teams recommended AI policies be implemented at the course- (27%), university- (24%), department or college-level (4%). For course-level guidance, teams recommended that instructors

(1) provide clear, course-specific guidance on genAI use (for example in syllabi), (2) train students on how to properly use genAI (as appropriate to the course), (3) prohibit genAI use for exams and quizzes or return to a "*traditional testing environment*", (4) discuss when it is and isn't appropriate to use genAI, and to clarify consequences. One group provided a specific example: "*... that teachers work with their students to create clear guidelines to AI usage. For example: Generative AI may be used as a teaching assistant. AI cannot be used to complete assignments that are to be submitted. If AI is used as a source it must be cited properly. If there are unclear expectations, please see professor outside of class before continuing*."

Teams that focused recommendations at the university and department/college-level indicated that guidance should be widespread and accessible, centered on AI literacy, balanced to consider both benefits and limitations to learning, and integrated with existing university systems. Specific mechanisms that students recommended for implementing guidance and training included: mandatory online modules, general education courses, and a dedicated area for AI policy information on the university's learning management system (**Table 3**). Teams also noted the possibility of differentiating guidance by college and "*conducting ongoing feedback surveys to evaluate the effectiveness of AI policies and tools across campus.*"

Table 3. Student recommendations related to AI training, policy, guidance, and implementation resulting from the civic learning project.

	Training, Policy, Guidance	**Implementation**
	Topics	Formats & Considerations
AI Literacy for Students	• Proper use (prompt engineering, evaluating results, learning aids)	• Mandatory learning modules • New general education course • "AI Literacy" tab in LMS

	• Limitations (ethical issues, accuracy, bias) • Impacts to learning • Specific considerations by discipline / career interest • Academic integrity / current policies	• Train early, reinforce in all years • Widespread and accessible • Trainings developed in consultation with faculty and staff
Expectations of University / School	• Require each college to have clearly outlined policy on genAI use for coursework • Support professional development/ AI literacy training for the campus community • Establish AI support center	• Campus partners host workshops; Specialize by college / department • Staff / Librarian dedicated to genAI literacy • Campus-wide events and campaigns
Expectations of Instructors	• Be/come literate in genAI use in the discipline • Provide policy on genAI for every course; Follow-through • Coordinate policies with other faculty • Clarify proper / improper use and citation strategies • Communicate consequence	• Professional development workshops / trainings • Policies in syllabus / LMS • Consistent policies by department / school • Frequent reminders / discussions in class • Check for AI misuse / plagiarism in student work

Analysis of References Cited

References were gathered from a set of 18 posters, of which 17 presented at least one in-text or bibliographic reference. There were 61 references in total (3.4 per poster), of which three could not be traced due to issues accessing students' supplemental materials. There was a significant range of types of information: 14 categories, including academic, scholarly, government, business, and technology (**Figure 4**). The most-frequent types of publication were learning materials (class slides, class presentations, library study guide, etc; n = 14); blog posts (n = 12); and interviews (n = 8). The

assignment required students to acknowledge any use of genAI in their work. None of the posters had an acknowledgement of this kind. References were verified to determine whether any were hallucinated or inauthentic and all were found to be authentic.

The apparent purpose of each in-text citation was coded (N = 86, 4.8 per poster; **Figure 4**). The most-common purposes identified were: "AI Problems, Benefits, Debate" (n = 23); "AI Policies" including statements related to the presence, absence, or content of institutional-level policies (n = 16); "Project Challenge" (n = 11) pertaining to the project statement, goals, and requirements; "Interview transcripts" (n = 8); "Facts and Figures" (n = 7) relaying basic factual information about genAI; "AI in Education" (n = 6) related to genAI impacts to education or educational approaches to using genAI.

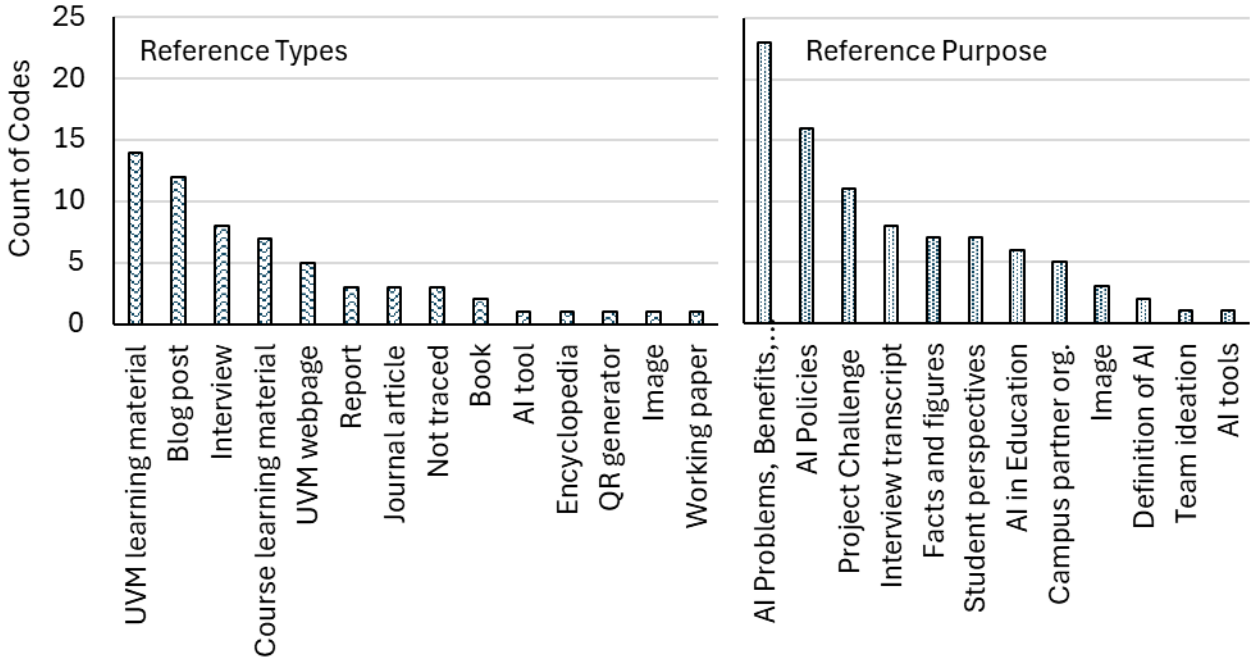

Figure 4. Primary categories and counts of reference types and reference purpose in student poster citations.

Overall, teams did well with their citations, especially considering that these were first-year – and first-semester - students. Only one team did not include any citations. Most teams presented their in-text and bibliographic references appropriately, though a small number presented only in-text citations without bibliographic references or bibliographic references without in-text citations. Only three of 64 citations could not be traced.

The low numbers for scholarly publications such as journal articles and books, plus the more common usage of shorter texts like blog posts and institutional webpages, suggests most teams' background research on AI was limited in scope and depth. This conclusion is compounded by the fact that two posters cited scholarly works in support of basic statements. This suggests these works were not read in depth or possibly at all. At the same time, it can be said that at least these teams were aware of the appropriateness of citing authoritative sources. Teams' information-seeking fit with common trends of first-year students using sources they already know or find easily through general web searches. This may be due to unfamiliarity with academic libraries and their collections (Head, 2013), or to convenience and "satisficing" with basic resources (Connaway et al., 2011). The assignment had not directed students to use particular publications or particular types of publication. For similar assignments, instructors might consider providing more guidance about the type of source information that is appropriate, or even providing a curated set of readings.

The most common codes identified when evaluating the purpose of each citation were negative aspects related to problems with genAI use and policy, which almost always related to the perceived absence of campus policies. This may be unsurprising, given that many teams framed their research

around a stated problem of a lack of policy. Even so, it may be notable how infrequently posters addressed the opportunities and benefits presented by genAI (n = 3). Citations to information relating to institutional policies (n = 12) were more frequent than citations to information relating to instructor policy (n = 4). This appears to reinforce the conclusion that students were most conscious of the absence of policies at the campus level.

End-of-Semester Student Reflections on Learning

Students reflected on their project experience by answering three questions related to project learning, peer learning, and if they thought the project would influence their future beliefs or behaviors. Forty-two of 44 students that worked on the campus AI project responded. When asked about the most important thing they learned, the most common responses were related to their experience working on a team, changes to their perspectives or use of genAI, and awareness of policies, rules, and guidance (**Figure 5**). Students also mentioned learning about new research methods and campus resources that they weren't previously aware of. Teamwork was the most frequently mentioned component of project learning followed by others' Perspectives of AI and Use of AI, in which students reflected on how their peers are or are not using it (**Figure 5**; **Appendix 3** Table A3.1, Topic 3). The reflection on teamwork is not surprising given the focus on team design, team member roles, management, and evaluation throughout the course. Students noted different aspects of teamwork including the importance of communication with teammates, effective ways to split up work, strategies and challenges of navigating group dynamics, personal areas for improvement in future projects, and the value of sharing ideas (**Appendix 3** Table A3.1, Topic 3). Six students wrote about the analytical and research methods that

they learned throughout the project, including the value of "*good background information*", how to conduct interviews, analyze interview data, draw conclusions, and present findings (**Appendix 3** Table A3.1, Topic 3).

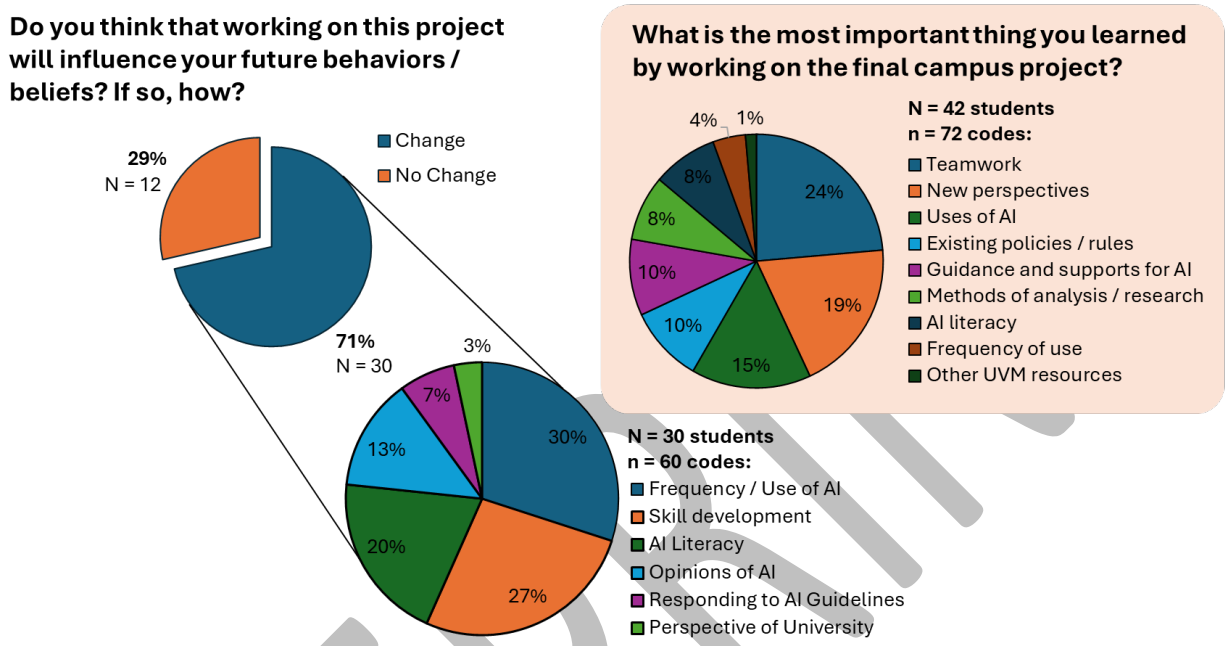

Figure 5. Student responses to end-of-semester critical reflection survey on how their involvement in the "Campus Use of AI" civic-learning project influenced future behaviors / beliefs and learning (N = 42 students).

Students were also asked to reflect on the most important things that they learned from their peers' poster presentations. Students shared what they learned from peers working on the two other project options (n = 9) and what they learned from their peers on effective poster organization and presentation (n = 9). The greatest peer learning however was related to peer perspectives, frequency, and use of genAI (n = 20). Concerning genAI, some students acknowledged that there is "*a lot of work to do*," that "*AI isn't going away any time soon*," and that defining and implementing a single policy will be challenging, considering the breadth of subjects taught at the university (**Appendix 3**, Table A3.1, Topic 4).

The final question in the end-of-semester reflection asked students if they thought that working on the project would influence future behavior or opinions. Thirty students indicated that the project would result in at least one change, with several students listing multiple changes. Of these, sixteen students said that the project would influence their approach to working in teams, project ideation, and presentations in future courses (**Figure 5**). Twenty-one students commented on changes related to genAI, including personal use, opinions, desire for training, and willingness to respond to campus guidelines. Changes of opinion ranged from being more skeptical to being more optimistic about using genAI after the project. The skeptics noted problems with the quality of information (hallucinations), limitations for specific uses such as brainstorming, and concerns about cheating. The optimists noted opportunities to use genAI as *"a positive tool to help me study"* and a *"useful resource."* Notably, the students that planned to use genAI in new ways or more frequently indicated a need to do so more cautiously (**Appendix 3** Table A3.1, Topic 5).

Regarding campus guidelines, four students shared the need for guidelines or willingness to follow guidelines: *"Yes, I'd love to adopt policy implemented by my professors regarding the use of AI. I believe that if professors can become educated on how to best use AI in their classes, I will gladly follow their personal rules and guidelines."* Twelve students indicated that the project did not influence their behaviors or opinions. Of these, six indicated not changing the way they use genAI due to prior learning and experience with AI tools (**Appendix 3** Table A3.1, Topic 5).

Discussion

Partner reflections

Following the coding of student posters, each partner was asked to review codes pertaining to their area of expertise and comment on any opportunities, challenges, or actions that they or their department may consider in response to their involvement on this project. Table A3.2 in **Appendix 3** details the codes and sub-codes reviewed by each campus partner in advance of preparing these reflections. Below we share excerpts from the campus partner reflections that address opportunities and challenges relevant to their respective departments.

Investing in and Scaffolding AI literacy

As had been reported in previous studies, students had a generally positive outlook on genAI (Lozano and Blanco-Fontao; Sanchez-Ruis et al.) and only a cursory awareness of ethical issues, accuracy concerns, and potential negative impacts to learning in the first year (Feldman & Cherry, 2024). Students found genAI helpful for coursework, despite an awareness of these limitations, and nearly half of the students surveyed had already used it by week 2. Guidance from instructors was limited and most students indicated a desire for more via course syllabi, online modules, or the learning management system. In particular, students expressed the need for education on how to use genAI tools and properly cite their use to avoid cheating and plagiarism. Students appear to be receptive to guidance in the first semester and novice with regard to the available tools and uses. It is also likely that students have not yet experienced the stress of multiple or high-stakes assessments and have not yet been tempted to use genAI in academically dishonest ways. Therefore, AI literacy interventions could be best suited, early in students' academic experience and reinforced (scaffolded) throughout the curriculum, as appropriate for the discipline.

Students shared expectations that faculty, librarians, administrators, and program directors educate them about how to use genAI appropriately in higher education to enhance their learning and get them career-ready. It is appropriate for students to look to these groups to develop a systemic, comprehensive AI literacy curriculum, which they believe will enhance learning, reduce cheating, and address other inappropriate uses that hinder learning. Clearly, universities and colleges need to take coordinated action, but even these first-time, first-year students recognize the challenges of doing so, with one team noting it will "*most likely be costly*" and will need to be "*thorough and user friendly*" to be "*truly impactful*."

The different suggestions for when and how students would be required to learn about genAI—through a preorientation module, in a general education course, in courses that pertain to their fields of study, through library workshops—are all appropriate. This range further highlights the challenge institutions face in determining how to reach all students at different stages of their journey and at point of need (Jacques et al., 2024; Toker Gokce et al., 2025). Mandating scaffolded instruction at different points in a student's path is beyond what the project partners have in their control or capacity to deliver. However, we can share the findings of this project, find new opportunities to engage the campus community with our resources, and continue to amplify the need for a coordinated approach and framework for AI literacy on our campus.

Since no course or orientation can address all the nuances of genAI, adopting a shared AI-L framework would help our faculty, departments, and the larger institution scaffold our instruction appropriately from foundational knowledge and skill to more advanced abilities relevant to students'

disciplines and path toward graduation. Any framework we adopt should also consider the need for ongoing assessment of students' AI-L which Hornberger et al. (2023) found lacking in the existing literature but important since educators need to design instruction based on students' prior knowledge and to improve instruction based on whether it has been effective. It will take time and leadership to guide campus stakeholders to a consensus on an AI-L framework and its place in our General Education curriculum and beyond since established curricular processes move much slower than technological innovation.

Academic Integrity and Policy Issues

Academic integrity was a minor but pervasive theme throughout the project. Students commented on fairness, cheating, equity, and policy enforcement in surveys and project presentations, where there were no direct questions or prompts about academic dishonesty specifically. While few studies have focused on academic integrity specifically, ethics, including concerns over fairness, is a driving force of AI policy creation (Jacques et al., 2024). As reported by Rajabi et al. (2023), students are seeking clarity on policies and consequences so that they can adjust their learning strategies accordingly. They expect fairness in the setting of policies as well as appropriate and consistent enforcement. Students also indicated that they may be more inclined to use genAI tools, against course policy, if other students were using them without consequence.

Concerning the shape that genAI policies might take, there was no consensus about whether a policy should be for all assignments, or whether a policy should be course-specific, department or major-specific, or university-wide. There did seem to be agreement across teams that there should be clear

guidelines about when and how genAI can be used, and that there should *not* be a blanket policy banning AI use due to the potential benefits for learning and the need for students to be literate in the technology for career development.

This indicates that most students aligned with the recommendation by Dabis and Csáki (2024) that institutions use "soft enforcement" of AI policies over punitive responses, include AI policy information in syllabi, and allowing faculty autonomy for setting course and discipline-specific policy on when and how they use genAI for teaching. This approach is consistent with the current academic integrity policy at our institution insofar as it relies on faculty to define what is or is not acceptable in their classes. However, soft policies like this will be most successful and feel fair to students only if all critical ingredients are in place (AI literacy, faculty development, course policies, enforcement). As campus-wide discussions on AI literacy and curricular integration progress, we will continue to evaluate campus policies through an "AI lens" (Natanagara, 2024).

Peer Learning, Writing, and Tutoring Services

One goal of this civic learning project was to help engineering and mathematical sciences students build teamwork skills, which aligns with the emphasis in STEM fields on peer collaboration for creating knowledge and solving real-world problems. It is striking, then, that even though students who participated in the project reported learning about more ways to use genAI to enhance their learning from interviewing peers, most of their recommendations overlooked learning with and from peers as a component of a comprehensive AI literacy curriculum, with the exception of one team who thought that AI could "*be used within tutoring centers to help relieve the pressure on student tutors*." This suggestion

points to a welcome middle ground that addresses some of the concerns that peer tutors and the directors of tutoring programs at our institution have expressed about overreliance on genAI potentially reducing the frequency with which students seek peer support and possibly weakening students' critical thinking, writing, and information literacy skills. Lindberg and Domingues (2024) report that early fears among writing center administrators that genAI will replace undergraduate tutoring have not been justified and administrators' attitudes appeared to shift from 2023 to 2024 from mostly negative to more pragmatic.

Students throughout the project reported use of genAI for tutoring, supplemental instruction, text proofing, and other writing and studying assistance, even as they noted some limitations. Baidoo-Anu and Ansah (2023) found benefits of genAI to include personalized, interactive, and adaptive learning, but they also identified many drawbacks, including lack of human interaction, limited understanding, lack of contextual understanding, and limited ability to personalize instruction. Essid (2023) responds to concerns about AI replacing humans with algorithms by emphasizing that learners benefit from the metacognitive questioning, active listening, and instruction in principles of fair use that writing tutors can provide and which are not yet afforded by AI writing tools. The majority of writing center administrators participating in the study done by Lindberg and Domingues (2024) indicate that genAI will change the way that tutors are trained.

In this project, students were appropriately looking to instructors, faculty, departments, and programs to provide policies and guidance. But as this project has shown, activities can also be designed to help peers learn together and from each other. As genAI evolves, so must the education about genAI provided to peer tutors to help them coach students to make ethical, appropriate, and informed

decisions. Students should find that writing tutors and subject-area tutors have been prepared to provide guidance and support for using genAI to enhance their learning and promote their rhetorical agency.

Tutors are often trained to serve as higher education "cultural informants" (Eckstein 2018) who share their rhetorical, cultural, linguistic, and disciplinary knowledge with other students. Shortly after ChatGPT was released, writing tutor education at our institution expanded to include information about genAI and opportunities to explore AI writing tools while reflecting on uses that might enhance or hinder learning and agency. Writing tutors contributed to the guidance our writing center provided online and in person for students about how genAI works, what some limitations and benefits are, and how to harness it to help develop effective writing processes without cheating, plagiarizing, or hindering the development of writing and information literacy skills. Establishing clearer institutional and course policies, adopting an institutional AI literacy framework, and scaffolding instruction across the curriculum would potentially make the work peer tutors do even more beneficial to students.

Libraries and Information Literacy

Students are using genAI for simple information queries and tasks – as advanced search engine (Ogunleye et al., 2024) – for checking facts, summarizing, explaining questions. This continues the trend of students finding basic information online rather than obtaining assistance from library Reference services. It is convenient, efficient, and follows practices in most workplaces. At the same time, students are evidently using genAI for more complex queries and tasks. This presents questions and concerns, as many students in this and other studies have recognized (Bikanga Ada, 2024; Feldman & Cherry, 2024). One team reported the use of genAI for compiling sources – a small number but confirmation of a major

issue for students' engagement with academic publications given the limits of genAI content, the presence of algorithmic biases, and the possibility of hallucination at the time of this study. Students' use of genAI for finding sources also detracts from their development of robust information seeking skills – an important workplace skillset for professional practice and especially for any students who might pursue graduate studies. This problem mirrors the acknowledgement by many students of the "*threat that AI poses to students [sic] critical and original thinking*."

Several student teams recommended that the library, among other units, meet the need for instruction in AI. This fits with the University library's view that several aspects of AI literacy align with, or extend from, information literacy instruction writ more broadly. Most recommendations for library AI instruction were not specific, for example, library AI instruction was framed as "how to use it properly", and "benefits" and "limitations." Specific recommendations, which have been echoed in other studies on AI literacy (Annapureddy et al., 2025; Hervieux & Wheatley, 2024; Lozano & Blanco Fontao, 2023), included understanding limitations and the risks of inaccuracy; summarizing or clarifying complex texts or language; generating overviews; understanding how to integrate AI-generated information in one's work ethically, and how to fact-check and critically evaluate AI-generated information. These aspects of information literacy have been key elements of library instruction on source evaluation in the era of fake news and misinformation but may be taking new importance in the age of AI. This recommendation begs the question of why students (or anyone) would use genAI sources if they know the outputs should not be trusted? Perhaps it highlights the pressure that many students feel upon entering rigorous STEM curricula and reflects an assumption that genAI tools will become –

606 if they are not already – the primary information-seeking resource for many students, even dislodging
607 Google as the default point of enquiry.

608 ***Implications for Faculty and Faculty Development***

609 Among the most valuable aspects of our data is its reflection of student experiences across campus at a
610 single moment in time. Most instructors understandably focus on their own courses as a point of
611 connection to students, and often have little prompting to consider how their own course policies and
612 expectations compare or contrast to those in other departments. As for all users of technology,
613 instructors exist on a spectrum of early adopters to cautiously curious to fully reluctant. However,
614 professional development is equally important for all. For fully reluctant users, professional
615 development provides insight to the ways that genAI could undermine their teaching goals and identify
616 ways to adapt even if they choose to avoid it for pedagogical purposes.

617 Students are aware that a one-size-fits-all campus policy is likely unrealistic, given disciplinary
618 differences. They often demonstrate a nuanced understanding that genAI use can be contextual and
619 more-or-less appropriate, whereas many faculty conversations on campus have centered more on a
620 bifurcated approach: should I allow students to use AI in this course or not? It is clear that faculty
621 development programs need to focus on how faculty can communicate transparently with students
622 about the possibilities and challenges around genAI in any given course. More connections across
623 campus – involving tutoring centers, teaching centers, and the libraries – will support faculty as they
624 learn more about genAI and how to guide students in their developmental trajectories. Faculty

development programs can be a hub for such engagement, particularly as a site where frameworks for AI literacy are shared and evaluated with attention to disciplinary contexts and student development.

Limitations and Recommendations for Future Studies

Jacoby (2015) identified ten steps for developing cocurricular service-learning experiences, which are a useful guide for planning projects like ours. A key step relevant to this study is how to define a project scope that is academically appropriate and of value to the project partner(s). In this project, the project scope was intentionally broad to learn as much as possible on a range of topics related to genAI. Although genAI was introduced to students in the context of academic integrity in week 2 of the semester, students did not work on the project until after the mid-point of the semester. As a one-credit, large enrollment course, contact time was limited. Scaffolding of project research was spread across basic collection and citation of references and interview skills. As a result, student research relied mostly on campus interviews rather than in depth background research on genAI writ large. While this does not make the student recommendations less valuable, it does highlight opportunities to adjust the project design and scaffolding for future civic-learning projects. It is important to take stock of what is or is not feasible, considering student preparedness and contact time within the project. Where contact time is limited, we recommend providing students a curated list of sources to jump-start their research.

We also undertook a relatively lengthy qualitative analysis to identify nuances in student perspectives and experiences. This required input from undergraduate research assistants (authors 7 and 8) and, at times, the campus partners themselves. While we believe this level of partner engagement with the data led to a deeper understanding of student recommendations, a more narrowly defined project

for a first-year class, or a similarly broad project for an upper-level research methods class, may not require the same depth of analysis by the partners themselves. For example, civic learning instructors and partners could focus a first-year project *only* on campus AI policy, take more time developing students' research skill, and rely solely on the reports or presentations delivered by the students without the need for further analysis. Below are key questions that we have identified to help instructors and project partners plan projects like this and balance student preparedness, contact time, and partner needs:

- What are the goals of the campus partner? What are they hoping to learn?
- Who are the students (class level, research skill, AI literacy)?
- What are the course or project learning goals for the students?
- How much time is available for students and partners to work on the project?
- What materials or training will students need to achieve the learning goals?
- What will students need to know / do to get started on the project?
- What intermediate activities or assessments will support students' progress?
- What are the touch-points between the students and project partner(s)?
- What is the final deliverable for the students?
- What is the final product for the partner (if different)?
- How will students and project partners reflect on their learning and participation throughout the project?

Conclusions

The civic learning project described in this case study engaged 44 students and 19 teams in an interview-based research project to learn how students, faculty, and staff used genAI on campus in fall 2024. Insight to faculty and staff perspectives were limited, however students gathered a wide range of insights on genAI use, perspectives, and recommendations from their peers. We learned that students expect instructors to be AI-literate, both for teaching and for applications within their discipline, and for instructors to clearly articulate policies in every class. Students also expect coordination of policies and resources across campus, including comprehensive, practical, accessible, equitable, and discipline-specific AI literacy training.

Nearly half of first year students surveyed had some experience using genAI for coursework and a cursory awareness of its benefits and limitations in the second week of college. The students that engaged in the civic learning project expressed more caution toward genAI at the end of the semester and expressed a desire for more training thereafter. The campus partners identified several opportunities and challenges based on the student recommendations, including support for peer tutoring, information literacy, academic integrity, and considerations for campus-wide policy and AI literacy frameworks. We recommend that instructors interested in this approach consider additional scaffolding to support student research and define the scope of the project as appropriate for the available time, resources, and needs of the campus partner(s).

Acknowledgements

We would like to acknowledge funding for undergraduate student research support from the [College] Peer Mentor Internship Program and Dean's Office; the [University] Libraries, Center for Teaching and Learning, Undergraduate Writing Center, Writing in the Disciplines, Center for Student Conduct, and [University], Center for Teaching & Learning Innovation for supporting this project.

References

Anders, B. (2023). *The AI literacy imperative: Empowering instructors & students*. Sovorel Publishing. https://sovorelpublishing.com/index.php/2023/06/04/new-book-the-ai-literacy-imperative-empowering-instructors-students/

Annapureddy, R., Fornaroli, A., & Gatica-Perez, D. (2025). Generative AI literacy: Twelve defining competencies. *Digital Government: Research and Practice*, *6*(1), 1-21. https://doi.org/https://dl.acm.org/doi/10.1145/3685680

Baidoo-Anu, D., & Owusu Ansah, L. (2023). Education in the era of generative Artificial Intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI*, *7*(1), 52-62. https://doi.org/http://dx.doi.org/10.2139/ssrn.4337484

Bikanga Ada, M. (2024). It helps with crap lecturers and their low effort: Investigating computer science students' perceptions of using ChatGPT for learning. *Education Sciences*, *14*(10), 1106. https://doi.org/10.3390/educsci14101106

Connaway, L. S., Dickey, T. J., & Radford, M. L. (2011). "If it is too inconvenient, I'm not going after it": Convenience as a critical factor in information-seeking behaviors. *Library & Information Science Research*, *33*(3), 179-190. https://doi.org/10.1016/j.lisr.2010.12.002

Dabis, A., & Csáki, C. (2024). AI and ethics: Investigating the first policy responses of higher education institutions to the challenge of generative AI. *Humanities and Social Sciences Communications*, *11*(1), 1-13. https://doi.org/10.1057/s41599-024-03526-z

Essid, J. (2023). Writing centers and the dark warehouse university: Generative AI, three human advantages. *Interdisciplinary Journal of Leadership Studies*, *2*, 38-53. https://scholarship.richmond.edu/ijls/vol2/iss2/3

Feldman, U., & Cherry, C. (2024, June 23) Equipping first-year engineering students with artificial intelligence literacy (AI-L): Implementation, assessment, and impact. 2024 ASEE Annual Conference & Exposition, Portland, OR.

Giles, C. D. (2023, June 23). Definitions of success and sense of preparedness among engineering and mathematical sciences students in a college-wide first year seminar course. ASEE Annual Conference & Exposition, Baltimore, MD.

Head, A. J. (2013). *Learning the ropes: How freshmen conduct course research once they enter college*. https://projectinfolit.org/publications/first-year-experience-study/

Hervieux, S., & Wheatley, A. (2024). *Building an AI literacy framework: Perspectives from instruction librarians and current information literacy tools*. https://www.choice360.org/wp-content/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf

Hornberger, M., Bewersdorff, A., & Nerdel, C. (2023). What do university students know about Artificial Intelligence? Development and validation of an AI literacy test. *Computers and Education: Artificial Intelligence*, *5*, 100165. https://doi.org/10.1016/j.caeai.2023.100165

Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, *15*(9), 1277-1288. https://doi.org/10.1177/1049732305276687

Jacoby, B. (2014). *Service-Learning essentials: Questions, answers, and lessons learned*. Jossey-Bass.

Jacques, P. H., Moss, H. K., & Garger, J. (2024). A synthesis of AI in higher education: Shaping the future. *Journal of Behavioral and Applied Management*, *24*(2), 103-111. https://www.proquest.com/docview/3110463664/abstract/240C63C44F045EFPQ/1

Laupichler, M. C., Aster, A., Schirch, J., & Raupach, T. (2022). Artificial intelligence literacy in higher and adult education: A scoping literature review. *Computers and Education: Artificial Intelligence*, *3*, 100101. https://doi.org/10.1016/j.caeai.2022.100101

Lindberg, N., & Domingues, A. (2024). *2024 Report on AI Writing Tools Impacts on Writing Centers*. ResearchGate. https://www.researchgate.net/publication/383365521

Long, D., & Magerko, B. (2020). *What is AI literacy? Competencies and design considerations.* Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems, Honolulu, HI, USA. https://doi.org/10.1145/3313831.3376727

Lozano, A., & Blanco Fontao, C. (2023). Is the education system prepared for the irruption of artificial intelligence? A study on the perceptions of students of primary education degree from a dual perspective: Current pupils and future teachers. *Education Sciences*, *13*(7), 733. https://doi.org/10.3390/educsci13070733

Mohandas, L., & Mentzer, N. (2024, June 23). Students' perception and use of AI tools in a first-year engineering design course. 2024 ASEE Annual Conference & Exposition, Portland, OR.

Natanagara, M. (2024). You Need an AI Policy. *Authentic Learning*. https://authenticlearningllc.com/ai-policy/

Ogunleye, B., Zakariyyah, K. I., Ajao, O., Olayinka, O., & Sharma, H. (2024). A systematic review of Generative AI for Teaching and Practice. *Education Sciences*, *14*(6), 636. https://doi.org/10.3390/educsci14060636

Rajabi, P., Taghipour, P., Cukierman, D., & Doleck, T. (2023, May 4). Exploring ChatGPT's impact on post-secondary education: A qualitative study. WCCCE '23: Western Canadian Conference on Computing Education, New York, NY. https://doi.org/10.1145/3593342.3593360

Sánchez-Ruiz, L. M., Moll-López, S., Nuñez-Pérez, A., Moraño-Fernández, J. A., & Vega-Fleitas, E. (2023). Methodologies in Education: A Case Study in Mathematics. *Applied Sciences*, *13*(10), 6039. https://doi.org/10.3390/app13106039

Stanford University Teaching, C. *Understanding AI lLiteracy*. Stanford University Teaching Commons. https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/understanding-ai-literacy

Stolpe, K., & Hallström, J. (2024). Artificial intelligence literacy for technology education. *Computers and Education Open*, *6*, 100159. https://doi.org/10.1016/j.caeo.2024.100159

Toker Gokce, A., Deveci Topal, A., Kolburan Geçer, A., & Dilek Eren, C. (2025). Investigating the level of artificial intelligence literacy of university students using decision trees. *Education and Information Technologies*, *30*(5), 6765-6784. https://doi.org/10.1007/s10639-024-13081-4

Yuan, C. W., Tsai, H.-y. S., & Chen, Y.-T. (2024). Charting competence: A holistic scale for measuring proficiency in artificial intelligence literacy. *Journal of Educational Computing Research*, *62*(7), 1455-1484. https://doi.org/10.1177/07356331241261206

Appendices

Appendix 1. Civic Learning Project Guidelines Provided to First-year Students.

General Guidelines

Project Summary

The goal of the project is to better-understand student, faculty, and staff perspectives on use of ChatGPT and other Artificial Intelligence tools in the classroom and in the workplace at [the university]. Following the completion of Introduction to AI Literacy modules, students will choose one group to focus on (students / faculty / staff) and conduct a series of interviews that explore how individuals are currently using AI, including specific use cases, course policies, and potential benefits and draw-backs. Students will record interviews, transcribe, and identify major themes in the interview responses. A summary of findings will be presented during the final poster presentation session for the course.

Project Requirements

All projects must include the following components in the final poster presentation:

1. **Background**
    a. Describe the goals of the project – what you are trying to understand / accomplish with your analysis?
    b. Describe the group that your project will focus on (Student, Faculty, Staff). Cite specific academic program(s) and course(s) as necessary.
    c. Describe the use-cases that the project will focus on: teaching and learning, campus operations, administrative tasks, etc.
    d. Describe the specific tools that the faculty/ staff/ peers have used, e.g., ChatGPT, Bard, Claude, etc. and examples of how those you interviewed are currently using them.
    e. Describe any policies or guidance concerning the use of these tools at [the university] or other institutions

2. **Methods**
    a. Describe the group you interviewed (students / faculty / staff), why you chose this group, and the number of interviews conducted.
    b. Provide a list of the questions you used in the interview. They should be similar across interviews.
    c. Describe process for recording, transcribing, and summarizing interviews, including specific devices, software, or platforms used for the analysis (See *Interview and Data Analysis Guidelines*).
    d. Detailed instructions for each group [Student / Faculty / Staff] are provided below:

i. Student Perspectives

1. Interview at least 5 students (not in your team)
2. Describe student major and year in major, otherwise keep anonymous
3. Record the interviews using a phone or other device (e.g., Voice Memos), save the files, and transcribe using the transcription tool in MS Word. You will need to submit all transcripts/audio files with your final project.
4. Identify major themes in the interview responses and summarize (See *Interview and Data Analysis Guidelines*).
5. Interview questions for students can be modeled after those provided in the *Module 2 Survey: Student Use of AI* assignment.

ii. Faculty Perspectives

1. Interview at least 3 faculty (See *Interview and Data Analysis Guidelines*)
2. Describe faculty department(s) in final presentation, otherwise keep anonymous
3. Record the interviews using a phone or other device (e.g., Voice Memos), save the files, and transcribe using the transcription tool in MS Word. You will need to submit all transcripts/audio files with your final project.
4. Identify major themes in the interview responses and summarize (See *Interview and Data Analysis Guidelines*).
5. Example questions for faculty:
    a. What is your policy on use of AI in your course(s)?
    b. Are your GenAI policies described in the syllabus?
    c. How are you using (directing / allowing / encouraging / nurturing) GenAI in the course(s) you teach currently, if at all?
    d. What guidance do you give to students on how to use ChatGPT or other AI tools?
    e. In your opinion, what are the potential benefits of ChatGPT or other AI tools?
    f. In your opinion, what are the potential draw-back of ChatGPT or other AI tools?

iii. Staff Perspectives

1. Use the provided interview/survey questions or write new questions of your own to learn more about staff perspectives on AI.
2. Interview at least 3 staff members (See *Interview and Data Analysis Guidelines*)

a. NOTE: Tutoring Center and Writing Center tutors are students and not staff. Please do not use tutoring appointments to schedule interview meetings.

3. Describe the college or department the staff members works in, otherwise keep anonymous.
4. Record the interviews using a phone or other device (e.g., Voice Memos), save the files, and transcribe using the transcription tool in MS Word. You will need to submit all transcripts/audio files with your final project.
5. Identify major themes in the interview responses and summarize (See *Interview and Data Analysis Guidelines*).
6. Example questions for staff
    a. How, if at all do you use ChatGPT or other AI tools in your current work?
    b. If you do use it, how do you think ChatGPT or other AI tools improve your work?
    c. Have you noticed any limitations or challenges to using ChatGPT or other AI tools in your work?
    d. If you haven't used these tools directly in your work, what have you heard of their use from colleagues?
    e. How do you think ChatGPT and other AI tools will change the future of the workplace?
    f. How do you think ChatGPT and other AI tools will change the future of education?

3. Results

a. Follow the ***Interview and Data Analysis Guidelines*** for interview analysis (below).
b. Summarize what you learned from the interviews using these guiding questions:
    i. For each question asked, what were the common themes/perspectives among the people you interviewed?
    ii. For each question asked, what were the contrasting themes/perspectives among the people you interviewed?
c. Summarize the benefits and limitations of ChatGPT and other AI tools as perceived by the students / faculty / staff you interviewed.

4. Recommendations

a. Provide your team's final recommendations, using the following questions as a guide:
    i. Should students be allowed to use AI tools for their coursework? Why or why not?

ii. *Should AI literacy be embedded in university curricula and/or in the workplace? Why or why not?*
iii. *What are some potential ethical considerations for the use of ChatGPT and AI tools in education and/or the use-cases you explored?*
iv. *What specific tools or guidance would be the most helpful for students, faculty, and/or staff at [the university]on using these tools?*

b. Recommendations should be based on the evidence that your team collected in the interviews and be supported by the background research that your team completed on the topic (e.g., Research and Bibliography assignments). Any recommendations made by your team should be clearly supported by what you learned over the course the project, rather than based solely on personal opinions.
c. Cite your evidence (interviews or background research) in APA Style, following the guidelines described in the Bibliography assignment and below.

5. Bibliography

a. Each time you use an image that is not your own, describe an interview, or describe any background information that is not your own (for example, taken from a webpage, article, or book), you must provide an in-text citation and corresponding reference in the Bibliography. This signals to your instructors, peers, and project partners that your recommendations are grounded in evidence and demonstrates that you have conducted the research yourself.
b. All references cited throughout the poster should be listed in the *Bibliography* section and conform to APA Style https://apastyle.apa.org/style-grammar-guidelines.
c. References could include the interviews themselves, background research, non-original images pulled from the internet, or ChatGPT or other AI tools used for the project itself.
d. APA Style recommends that each interview be cited separately as a *personal communication* following: https://www.scribbr.com/apa-examples/personal-communication/
e. APA Style recommends that any use of ChatGPT or other AI tools for brainstorming, research, writing, or other purposes be cited following: https://apastyle.apa.org/blog/how-to-cite-chatgpt

Interview and Data Analysis Guidelines

1. Choosing a Group to Interview: Peers, Faculty, or Staff?

It is up to your team to decide which group to interview, and you will need to explain why you chose a particular group in your final presentation. If you are unsure of which group to choose, consider the following questions:

Which group do you know the least about? Choosing a group that you are less familiar with could lead to some interesting discoveries and insights.

Which group could be using AI tools in a specific or unique way? Or in a way that you are less familiar with? For example, you might be curious about how facilities staff use AI in their day-to-day work. Choosing a group on this basis might allow you to learn whether and how AI tools are being used in specific operations on campus.

Do you have a specific question or areas of interest that draw you to one group or another? For example, are you curious about how librarians are using AI and guiding the campus community in its use? It would make sense to focus your interviews on library staff in this case.

2. Finding People to Interview

[The University] is home to several colleges (academic unit), programs, and departments. Most faculty are affiliated with an academic unit. Beyond the academic units, there are separate divisions that are responsible for faculty affairs, student affairs, facilities, research, and finance. Staff may be affiliated with a specific academic unit or a division. Below is a list of [University] academic units and divisions. You can use these links to learn more and to identify faculty and staff to interview:

- Academic Units (links to each college / school removed for publication)
- University Offices and Divisions (links to each office / division removed for publication)

3. Requesting and Preparing for the Interviews

Please reach out directly to the people you have identified to request an interview. Plan, knowing that it may be a couple of weeks between scheduling and conducting the interview. Avoid using online appointment bookings for the offices that have them (e.g., Undergraduate Writing Center, Tutoring Center), as those appointments are meant for student support and not interviews for this project.

To request an interview, you can call an office number, stop by, or write a professionally formatted email. Make sure to explain what you are requesting, provide a bit of background on the class project and the types of questions you will be asking, and specify the amount of time needed. Let them know that you would like to take an audio-recording of the interview and ask them to confirm whether this is OK. In person interviews are encouraged, but remote meetings are acceptable if that works better for the person you are interviewing. Offer to send a meeting invite using MS Teams so that the time is saved on the person's calendar or ask them to hold the time on their calendar so that they don't forget.

In preparation for the interview, compile the questions you will ask and estimate the amount of time it will take, assuming 2-3 minutes for each response. Aim for 15-20 minutes per interview. Create contingencies if some questions take longer than expected and you need to cut questions

for time. Consider placing the most important questions first, and the 'it would be nice to know' questions toward the end.

Determine how you will record the interview in advance of the meeting. We recommend using a voice memo app and exporting the audio file to mp4a or similar. This filetype can then be imported into Microsoft Word's Dictation tool and transcribed into text (you will need to upload the interview transcripts as part of your project). This option is recommended as it will leave you with the original audio, which you can check if parts of the AI-generated transcript are unclear. Alternatively, you can open Microsoft Word during your meeting and use the Dictation tool, which will transcribe voice to text in real time. This option is acceptable, but you are encouraged to review the transcript soon after the meeting to correct any transcription errors. In both cases, please test the approach *before* the interview, to make sure the technology is working as expected. If the person you plan to interview is not comfortable with being recorded, plan to bring your laptop for note-taking in real-time. In this case, at least two people from the project team should attend so that one person can be asking the questions and the other can be typing responses.

4. Conducting the interviews

It is important to respect the time of the people you are interviewing by arriving a few minutes early and ending promptly once the scheduled time is up. When you arrive, introduce yourself / your team and thank the person for taking the time to meet. Remind them of the goals of the project – to learn about different peoples' perspectives and experience with AI tools on campus – and the specific goals of your group.

Confirm that it is OK to begin recording. After starting the recording, ask them to state their name, role, and department/unit so that it is captured in the transcript. Then, proceed with your questions. Watch the time throughout the interview and cut or add questions as needed (See *3. Requesting and Preparing for the Interviews*).

To complete the meeting, stop the recording and thank the person for their time. You can also share information about the CEMS 1500 Final Poster Presentations and invite them to visit your poster and those of other teams working on the project on Tuesday December 10, 2024 at 10:30AM – 1:15PM.

5. Generating and Saving Transcripts

It is recommended that you use Microsoft Word's Dictation tool to transcribe the interview from audio into text. In MS Word > Home, click on the Dictate icon. Select "Transcribe" and then select "Upload audio." Complete the steps to generate the transcript. Add the following project information to the transcript before saving:

- Team Number
- Lab Section
- Names of team members present

- Name of person interviewed
- Title of person interviewed
- College / Department / Office / Division of person interviewed
- Date and time of interview

Upload all transcripts here: (link removed for publication)

6. Interview Analysis

Ultimately, you will have to summarize your findings for the final project based on the *qualitative* data that you have collected in the interviews. Below is a simplified set of steps that many qualitative researchers use to process responses to interview questions. Teams working on this project are expected to follow these steps for analyzing the questions that you ask and include a description of these steps in the Data Analysis section of your final poster:

1. *Save each transcript as a new file "with comments" and the initials of the person doing the analysis.* You can add your analysis and comments directly to this MS Word document, using the features in the 'Review' tab (example below).
2. *Identify at least two team members to do the analysis*. Each person will analyze ALL interview responses <u>independently</u> and then compare notes as described below. The goal is to work together to build consensus on the themes that are arising in the interview responses.
3. *Work on one question at a time.* When you've finished analyzing the chosen question in Interview #1, move on to Interview #2, and so on.
4. *For a given question: Read through the entire response, paying close attention to the parts of the response that directly answer the question.*
5. *Highlight the unique parts of the response that you think are relevant and important.*
6. *Assign a word or brief phrase to each highlighted chunk.* The word/phrase (a.k.a. "Code") should briefly capture what the chunk means to you (**Figure A**).
7. *Repeat these steps for the same question in the next interview*.
8. *When all responses to a given question have been analyzed, review the codes* (words/phrases*) given across all interviews*. Note any contrasting or similar responses. Pull out specific quotes and examples from the interview transcript that you think capture the perspective and save them to include in your poster. Do this for *each question* in your interview.
9. *Look for common codes across interviews and refine or combine into <u>themes</u>*. You will likely have codes that you've tagged with different words/phrases but that represent the same thing. Combine these under one word/ phrase where you can, for example: '*Big-picture understanding'* and '*conceptual knowledge'* could be combined in '*Conceptual Understanding';* '*Helps with problem-solving'* and '*How to approach a problem'* could be combined to '*Problem-solving approach'*.

10. *Evaluate inter-rater reliability and build consensus.* Once both team members have completed their analysis independently, trade documents and comment on whether you agree or disagree with the codes assigned by the other person. Discuss points of disagreement, further adjust codes, and come to agreement on the final themes identified in the interview responses. It is these agreed-upon themes that you will include in your summary (next section).

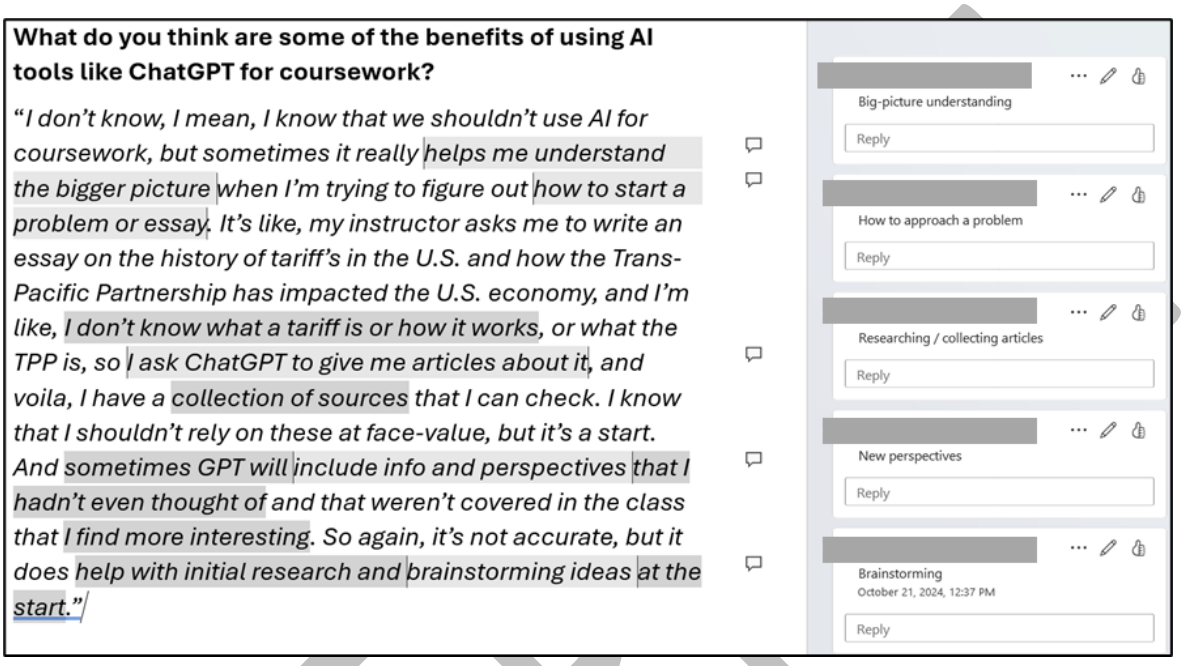

Figure A. Example of annotated interview transcript and development of qualitative 'codes'.

7. Summarizing your findings (what you learned)

Create a summary table of the codes/themes you agreed upon in your analysis of each question. How you organize the information can vary. Below are a couple examples:

Interview Question	Common Themes	Specific Examples
What do you think are some of the benefits of using AI tools like ChatGPT for coursework?	Helps with... • Conceptual understanding • How to approach a problem • Researching / collecting articles • New perspectives • Brainstorming	Examples... • Writing an essay on tariffs and impacts of the Trans-Pacific Partnership to the U.S. economy.

Interview Question	Interview #1	Interview #2	Interview #3
What do you think are some of the benefits of using AI tools like ChatGPT for coursework?	Helps with conceptual understanding, initial problem-solving, research, sourcing articles, finding new perspectives, brainstorming	Can use it to check spelling, grammar, and syntax for written essays	There are no benefits in my opinion. Using GPT short-circuits learning and I don't see the benefit of using it for coursework

8. Generating Recommendations

Provide your team's final recommendations, using the following questions as a guide:

a. *Should students be allowed to use AI tools for their coursework? Why or why not?*
b. *Should AI literacy be embedded in university curricula and/or in the workplace? Why or why not?*
c. *What are some potential ethical considerations for the use of ChatGPT and AI tools in education and/or the use-cases you explored?*
d. *What specific tools or guidance would be the most helpful for students, faculty, and/or staff at [the University] on using these tools?*

Recommendations should be based on the evidence that your team collected in the interviews and be supported by the background research that your team completed on the topic (e.g., Research and Bibliography assignments). Any recommendations made by your team should be clearly supported by what you learned over the course the project, rather than based solely on personal opinions. Cite your evidence (interviews or background research) in APA Style, following the guidelines described in the Bibliography assignment and in the *General Guidelines* document.

Appendix 2. Week 2 Survey Provided to the First Year Class

* Indicates question was included in this analysis.

1. What is your major? [Multiple Choice]
2. Did you complete Module 2 Skills: Introduction to AI Literacy? [Yes / No]
3. Have you utilized ChatGPT or other AI tools in your coursework? [Yes / No]*

   If Yes:

   i. How often have you utilized ChatGPT or other AI tools in your coursework? [open response]*
   ii. What specific tasks or assignments have you used ChatGPT or other AI tools for in your coursework? [open response]*
   iii. Have you found ChatGPT or other AI tools to be helpful in completing your coursework? Why or why not? [open response]*
   iv. How has your experience with ChatGPT or other AI tools impacted your learning in your coursework? [open response]*
   v. Have you noticed any limitations or challenges with using ChatGPT or other AI tools in your coursework? [open response]*
4. Have you heard of other students using ChatGPT or other AI tools for their coursework? [Yes / No]
5. In what ways do you think AI tools like ChatGPT improve the learning experience for students? [open response]*
6. In what ways do you think AI tools like ChatGPT limit the learning experience for students? [open response]*
7. How do you think the use of AI tools like ChatGPT will change the future of education? [open response]
8. What are some potential ethical considerations surrounding the use of AI tools in education? [open response]
9. Have you discussed the use of AI tools like ChatGPT in your classes or with your instructors (outside of this course)? [Yes / No]*
   a. If Yes: What perspective do your instructors (outside of this course) take on ChatGPT and other AI tools? [open response]*
10. Have you received guidance on how to properly use AI tools like ChatGPT for coursework (outside of this course)? [Yes / No]*
    a. If Yes: What guidance have you received on how to properly use AI tools like ChatGPT for coursework (outside of this course)? [open response]*
11. Have you received guidance on how to properly cite the use of AI tools like ChatGPT (outside of this course)? [Yes / No]

a. If Yes: What guidance have you received on how to properly cite the use of AI tools like ChatGPT (outside of this course)? [open response]

12. How would you like to see AI tools like ChatGPT integrated into your coursework in the future? [open response]*

Appendix 3. Supplemental Results

Table A3.1. Select quotes from the Week 2 Survey, Civic-learning Project Posters, and End-of-Semester Critical Reflections.

Data Source	Topic	Code	Select Quotes
Week 2 Survey	1. Reasons given by students for why genAI is helpful for coursework	Speed and efficiency	• Absolutely, it's a great resource for being able to skip the monotonous part of college work and save yourself many hours of work and struggle • You don't have to search through massive articles to find something. It gives the information you are looking for
		Studying / Self-teaching	• When I need a question explained it's easy to ask ChatGPT to explain the question so I can answer future questions • It has made it quicker to digest information specific to what I need • I struggle in organizing and generating and revising my own work but I often use it as a second set of eyes
		Assignments / Finding answers	• When I'm blanking and can't think of an idea for a free write, GPT helps out a lot • It shows step-by-step ways to complete a problem when the professor isn't there • I have found it helpful in terms of debugging code • It thoroughly explained to me how to use the formula, which helped me complete my assignment
Civic Learning Project Posters	2. Impact on Learning	Positive or neutral codes	• Students have generally found AI tools to be beneficial to their learning as a means of supplemental instruction • It is clear through our surveying of students that AI can be a positive learning tool when used right • AI is a powerful tool, and if used correctly, it can enhance learning, not hinder it
		Negative codes	• Every student interviewed mentioned that AI can have drawbacks to the learning process, used as a cheat code to bypass real learning
End-of-Semester Student Reflections	3. Project learning	Teamwork	• The most important thing I learned by working on this project was the value of sharing ideas. During the brainstorming phase, every group member was able to contribute. I think that this was the reason we came up with a good proposal. So much thought went into it.
		Use of AI	• Many of the students we interviewed either used AI as a clarification method or didn't use AI in their studies. They emphasized how they don't generate their work with AI. Rather, they use it to learn material and guide their studies in ways such as summarizing documents or extra help with writing without taking the authenticity out of their work (grammar,

End-of-Semester Student Reflections (continued)			punctuation, help with tone, etc.). This is very important insight for our project partners in their effort to create programs for AI policy and education on campus.
		Research methods	• The most important thing I learned/had practice doing, was interviewing someone. I had never held such a formal interview with someone before, and I quite enjoyed it. I now feel much more confident that I have the skills I need to conduct interviews in the future.
	4. Peer learning	Policy impacts on students	• I learned that a lot of students struggle with the fact that the university does not have an overarching policy for AI. Some professors have suggested its use as an educational tool while others have no support at all for its use. • AI is a powerful tool that deserves a place in academia, however it poses a serious threat towards students critical and original thinking so must be used and monitored accordingly.
	5. Influence on behaviors / beliefs	Use of AI	• I think this project will make me use AI more critically. It will make me formulate questions in AI more concisely and read its answers more carefully. It has also made me aware of the frequency at which AI gives the wrong answers, meaning I plan to use AI with more caution in the future.
		Willingness to follow genAI guidelines	• Yes, I'd love to adopt policy implemented by my professors regarding the use of AI. I believe that if professors can become educated on how to best use AI in their classes, I will gladly follow their personal rules and guidelines.
		No change	• I do not think it will. I have been very mindful about my use of AI, I have attended talks about the future of AI in the past and have made an effort to be conscientious about how often and what I have used it for. Therefore, while I learned a lot I do not think I will alter my behavior. • Not really. I don't use AI to cheat, but I do use it a lot as a tutoring resource, and I don't plan to stop using it any time soon. I do worry a lot though, and it's very frustrating that those people who are using AI to cheat on all their assignments are allowed to get away with it.

Table A3.2 Poster Codes and Sub-codes Reviewed by Campus Partners for their Reflections.

Campus Partner / Office	Codes / Sub-codes
Center for Student Conduct	Use of AI; Academic Integrity; Training & Guidance; AI & Policy
University Libraries	Use of AI (all subcodes); Training and Guidance (all subcodes); Perceptions of AI (all subcodes); Impact on Learning (all subcodes)
Undergraduate Writing Center	Use of AI, subcodes: AI & Homework/ Assignments; AI & Tutoring; Training & Guidance, subcodes: AI Literacy for Students; Student Expectations; AI & Policy, subcodes: Student Perceptions of Existing Policy / Resources
Writing in the Disciplines / Center for Teaching and Learning	Use of AI, subcodes: AI & Homework/ Assignments; AI & Tutoring; Training & Guidance, all subcodes