

Semi-Structured Interview Guide

Pre-Interview Introduction

Generative AI refers to technologies that can create original content such as text, code, and images based on patterns identified in training datasets.¹ Popular consumer tools such as ChatGPT have made this technology widely accessible, and the use of Generative AI technology is rapidly transforming workplaces across sectors, including in higher education. As AI use becomes ubiquitous, universities need to understand how the technology is being adopted by faculty and students in order to assess how it can be harnessed effectively in support of teaching, learning, and research.

Within this context, East Carolina University is participating in a multi-institutional study to better understand instructional and research practices that make use of Generative AI. The following interview questions aim to help us get a better picture of how these technologies are impacting teaching, learning, and research, as well as what kinds of support and policies should be put in place moving forward. We will also share an anonymized transcript of this interview (and all other interviews conducted for this project) with Ithaka S+R, a not-for-profit research organization, who will use them to develop national findings and recommendations. We anticipate that the interview will take just under an hour.

Do you have any questions about the study and/or your participation before we get started?

Do you consent to this interview and to it being recorded?

Introduction

1. How would you describe your level of familiarity and expertise with AI in general and with generative AI tools specifically?
2. In general, how have researchers in your field reacted to the advent of generative AI?

Teaching and learning

1. Have generative AI tools made you think differently about how you approach teaching? How?

¹ Adam Pasick, "Artificial Intelligence Glossary: Neural Networks and Other Terms Explained," *New York Times*, March 27, 2023, <https://www.nytimes.com/article/ai-artificial-intelligence-glossary.html>.

2. Have you tried to incorporate generative AI tools into your instructional practices? *Examples: course development, assignment design, assessment, lectures.*

» *If yes*, can you give me specific examples of how you've done so?

- Do you think your attempts were successful or not? Why?

» *If no*, do you anticipate doing so in the future? Why or why not?

3. How are you addressing the use of AI technology with your students? Are there tools or resources you have found to be most useful as you navigate your students' uses of AI technology?
4. What is the biggest challenge you've experienced when trying to integrate generative AI into your teaching?

Thanks for these responses. I'm going to switch gears now and ask a few questions about your research practices.

Research

1. Have you experimented with incorporating generative AI or other AI tools into your research methods and workflow? *Examples: using generative AI to discover new primary or secondary sources, to synthesize scholarly literature, to brainstorm or outline, and to draft text.*

» *If yes*, can you give me specific examples of how you've done so.

- Do you consider those experiments successful or not? Why?

» *If no*, do you anticipate doing so in the future? Why or why not?

2. Have you experimented with using generative AI or other AI tools to prepare research outputs such as articles or presentations?

» *If yes*, can you give me specific examples of how you've done so.

- Do you consider those experiments successful or not? Why?

» *If no*, do you anticipate doing so in the future? Why or why not?

3. How is your field navigating the ethical implications of the technology? Are there any resources that you have found to be especially helpful within your discipline to navigate this issue?
4. Are there any especially exciting or interesting uses of the technology that you've seen (or seen discussed) in your field?

Thanks for these responses. I'm going to switch gears now and ask a few questions about support needs.

Support needs

1. Have you made use of any training, tools, collaborations, or other resources in order to incorporate generative AI into your teaching and/or research?
 - » Where did you find those resources? *Examples: workshops offered by the Office for Faculty Excellence or Library, resources provided by scholarly societies, online tutorials.*
 - » Where would you prefer these resources be made available to you moving forward?
2. Looking toward the future and considering evolving trends in your field, what types of training or support will be most beneficial to researchers and/or teachers in your field?

I have just a few more general questions before we wrap things up.

Conclusion

1. What has the university done (that you are aware of) in response to the rise of generative AI technologies?
 - » Are you satisfied with that response? What do you think the university could do to better support instructors and researchers moving forward?
2. Is there anything else you would like to share with us about generative AI in relation to teaching, research, and learning, that we have not already addressed?

Thank you for your time today. Our next step is to finish conducting interviews at ECU so that we can develop better capacities to support researchers and teachers at ECU. As I mentioned earlier, an anonymized transcript of this interview (and all other interviews conducted for this project) will be shared with Ithaka S+R, a not-for-profit research organization, who will use them to develop national findings and recommendations.

Do you have any final questions or concerns?