

# ONE QUESTION, THREE PERSPECTIVES

## Views on AI Among LIS Students, Faculty, and Librarians at Wayne State University

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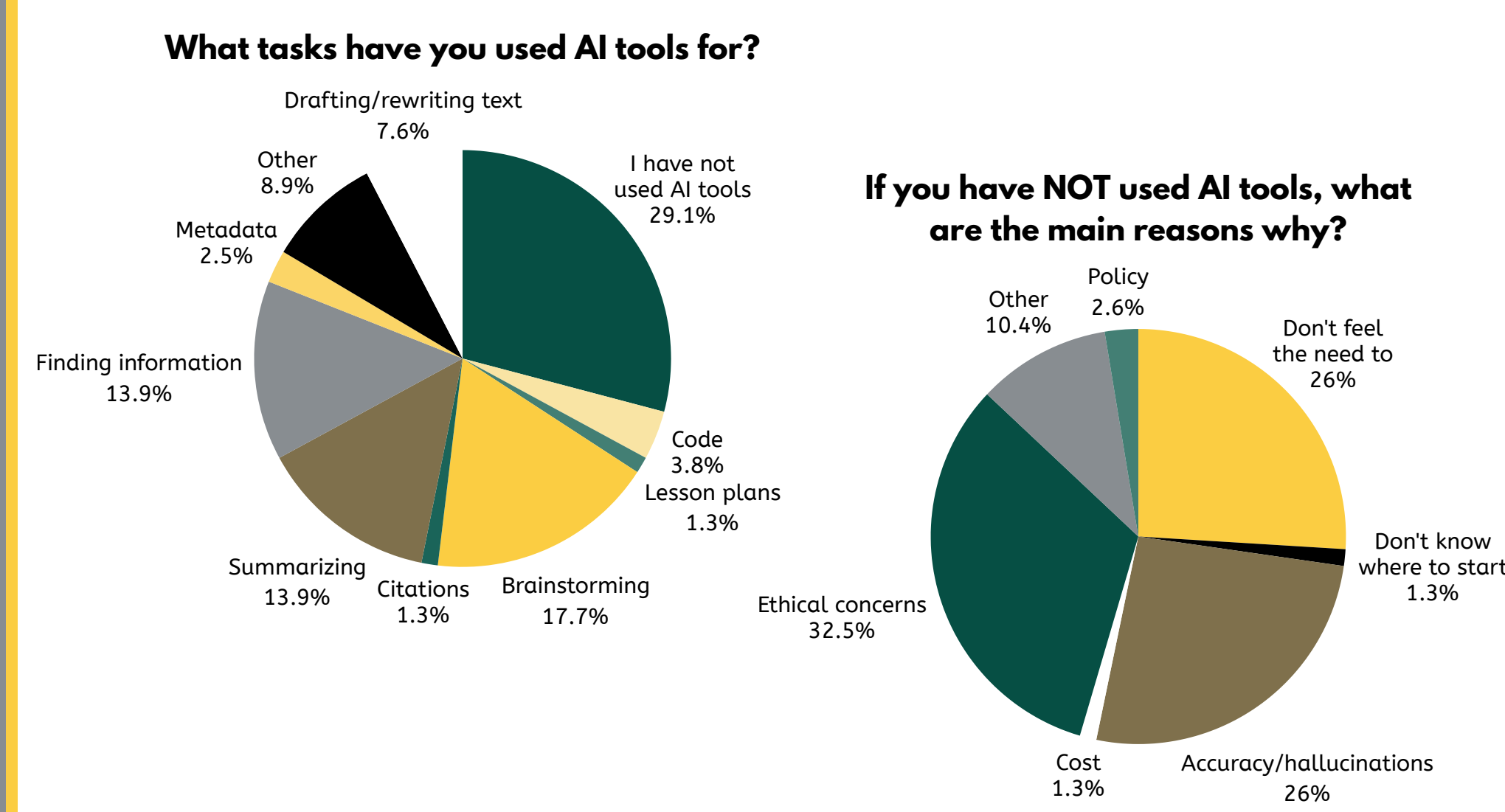
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### Background

Generative AI is impacting higher education and library work, but its role remains undefined. LIS students, librarians, and faculty face different expectations related to AI use. This project examines how these three groups at one institution (Wayne State University) perceive AI, with special attention given to policy.

### Methods

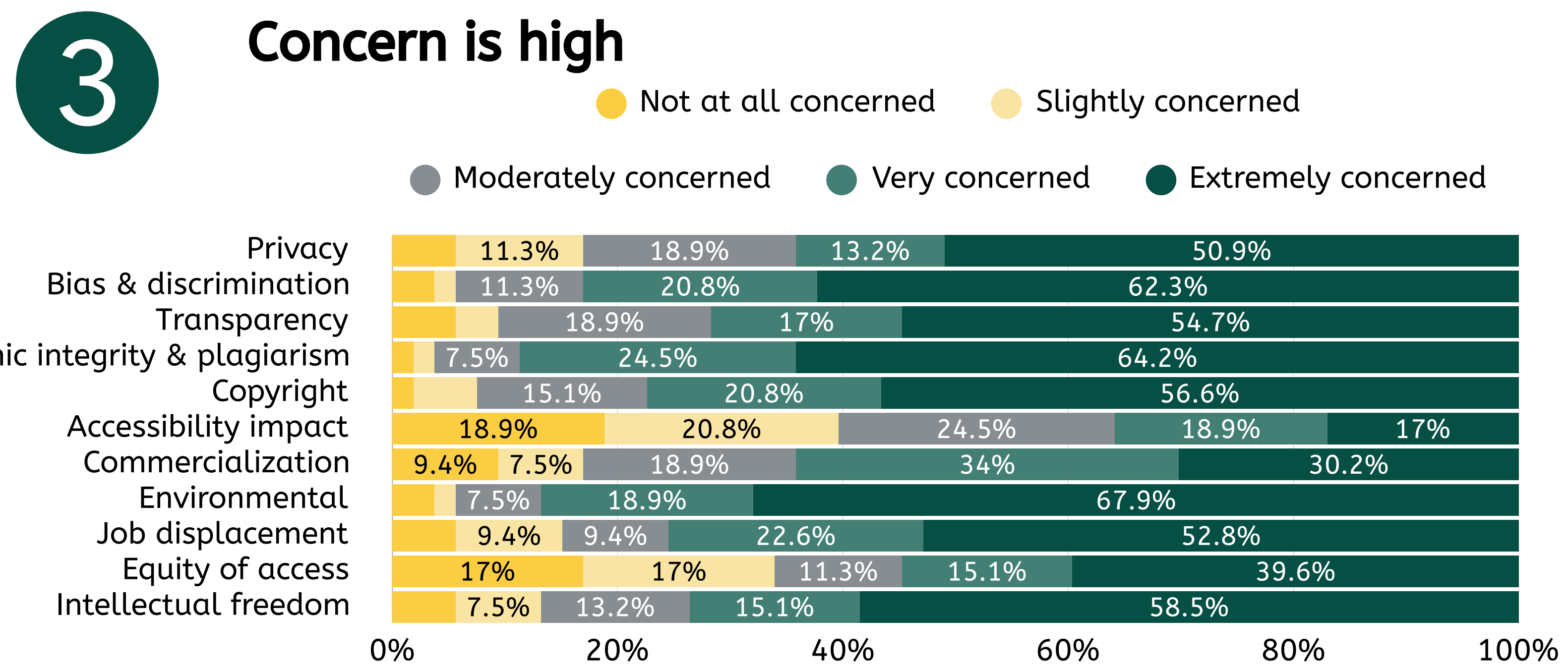
An online survey was distributed to LIS (SIS) students, librarians, and faculty/instructors in the Wayne State Library System. The survey asked about AI familiarity/recent use, tools & tasks, attitudes toward usefulness & trust, concerns/risks, and policy preferences. Results were analyzed to identify patterns across and within groups.



### Results

- AI use isn't trendy**  
49% haven't used AI in the past 30 days.  
26% have used it only 1-3 times.  
68% disagree that they would use it more with more training.  
63% disagree that AI would improve the quality of their work/study.

- Trust is low**  
98% disagree that AI is reliable enough for high-stakes decisions.  
50% report more negative feelings than positive feelings.



- Regarding Policy**  
Nearly all agree that meaningful AI use should be disclosed, and that sensitive information should not be entered into AI tools unless institutionally approved.  
Over half say current AI guidance is unclear or that they are unaware of any guidelines.

### Analysis

These findings suggest that the WSU information community isn't rejecting AI outright, but it isn't embracing it either, with feelings overwhelmingly leaning negative. Students value impacts on learning and authorship the highest, librarians privacy and trust, and faculty assessment validity and acceptable scholarly use. Between all groups, the strongest priorities are disclosure, privacy, and responsible use, over innovation and adoption. Overall, librarians are the most negative/cautious, followed by students, and then faculty who are slightly more optimistic.

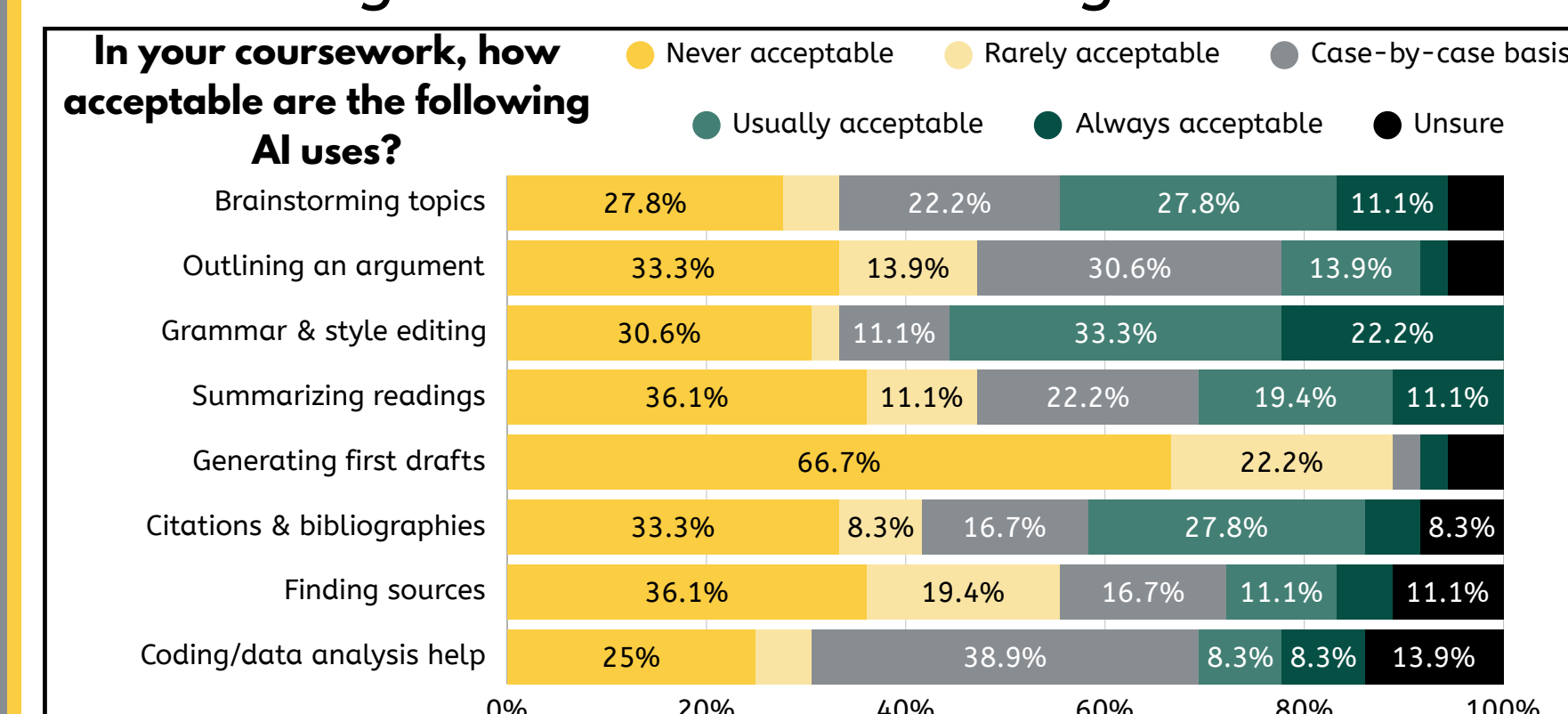
### Discussion

The results suggest that institutions need less emphasis on uncritical AI adoption, and more on role-specific guidance.

- Students want clearer expectations for coursework, and stronger support for distinguishing "assistive use" from substitution.
- Librarians want practical guidance for service contexts, especially around patron data, and clarity in backend vs. public facing uses.
- Faculty want support for making instructional and assessment decisions in ways that fit course goals.

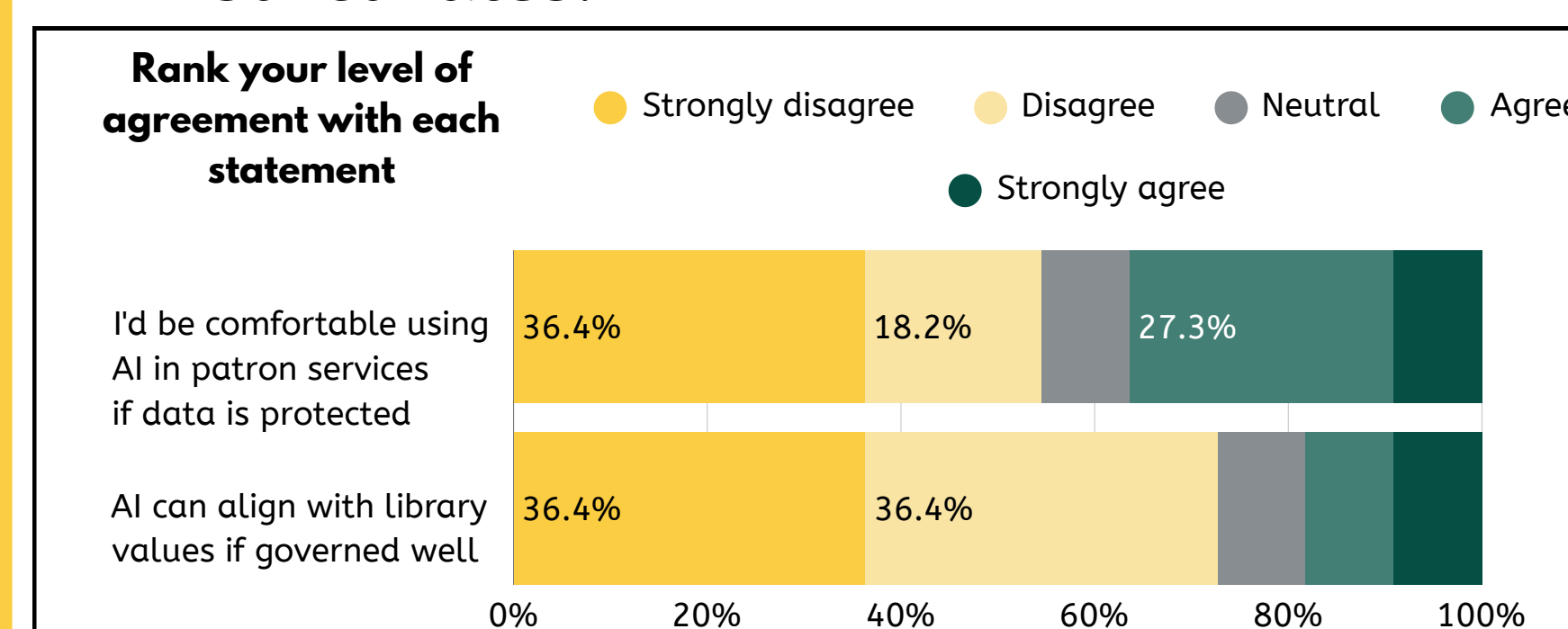
### Students

- Most concerned about learning loss and acceptable coursework use.
- More than half haven't used AI recently, and overwhelmingly dislike using AI in coursework in general.



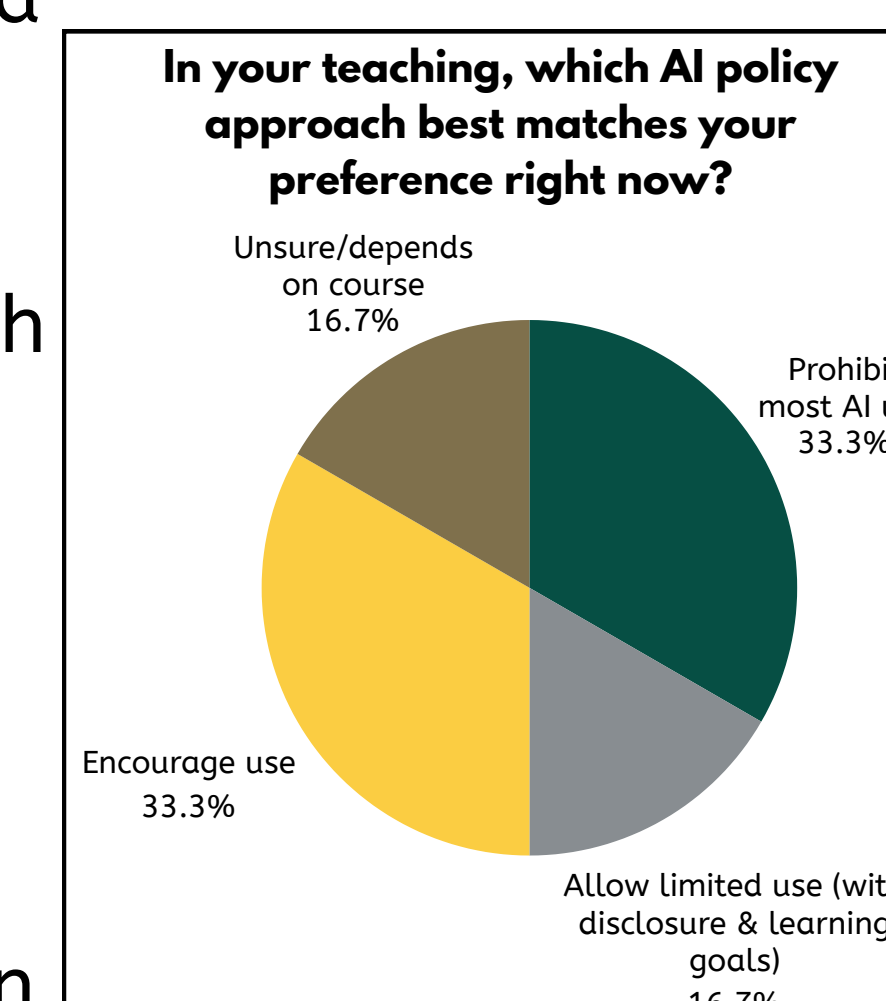
### Librarians

- The group most focused on privacy and policy between the three.
- Most likely to say current guidance is unclear or absent.
- Strongly prefer flexible guidance over strict rules.



### Faculty

- Split between restricting AI and encouraging it.
- More comfortable with brainstorming research questions and summarizing articles (with verification) than drafting prose.



### Further Information

A more in-depth breakdown of the data can be found here:



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