Digital Horizons: Faculty and Student Perspectives on ChatGPT and the Future of English Studies

Jessie Hendriks

English Language and Literature: Text/Community/Discourse

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Faculty of Humanities, Brock University
St. Catharines, Ontario

“To reflect on the discipline [of English] is not to bookmark its beginning or end but to experience its practices in the present.”

Jessica Yood (538)

Abstract

The growing body of literature on the uses, challenges, potentials, and ethics of generative AI (Artificial Intelligence) is rich and nuanced; however, such research rarely examines faculty and student perspectives comparatively or in the context of discipline-specific issues and concerns. Since both faculty and students are implicated in shaping a future for their discipline of study, and both are deeply affected by disciplinary policies and standards of practice, it is crucial to situate faculty and student perspectives as a part of a shared discourse rather than two related but distinct conversations. This thesis investigates the specific expectations, concerns, ambitions, and desires for the future that circulates among and between English faculty and students in the wake of the widespread availability of generative AI applications like ChatGPT. It employs mixed-methods to compare and contrast the responses of eleven faculty and thirty-one students from one Ontario university's English department to semi-structured questionnaires on the topic of generative AI, the future of English studies, and participants' perceptions of one another. Participant perspectives are contextualized within a discussion of the imagination as a mechanism for inventing into being. This research emphasizes self-reflexivity as a method for establishing trustworthiness. This MA thesis finds that participants imagine generative AI and one another in both similar and contrasting (and occasionally contradictory) ways. In that context, the thesis ends by discussing misconceptions and mistrust among and between faculty and students as a potential cause for differences between what participants anticipate and what they desire for the future of their field.

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AI: Artificial intelligence

LLMs: Large-language models

ENGL: English Language and Literature

ENCW: English and Creative Writing

WRDS: Writing, Rhetoric and Discourse Studies

Introduction

Background and Context

On November 30th, 2022, OpenAI[1] announced the launch of their new, free-to-use generative AI (Artificial Intelligence) model, ChatGPT ("Introducing ChatGPT"). Shortly after its public release, ChatGPT gained renown as "one of the most advanced" AI models of its kind (Ray 134). Seemingly overnight, the world had changed, and the capabilities of computers and cellphones had grown exponentially. Anyone with access to the Internet could now type out a prompt and, in a matter of moments, receive context-appropriate written material tailored to their specific request. Educational stakeholders, students especially, were quick to recognize the vast capabilities of the potential applications of ChatGPT. Among other things, the AI chatbot could write essays or code, proofread and edit text, summarize or paraphrase written materials, solve mathematic and logic problems, and develop learning activities tailored to the user's needs (Ray 137).

Almost as rapidly as ChatGPT gained popularity, conversations about its yet-to-be-seen effects on writing, teaching, and learning began to occur in academic institutions. Students, teachers, administrators, and policymakers began to speculate: Would ChatGPT and other AI-based tools usher in "a new era of plagiarism" (Xiao et al. 1)? Could existing plagiarism detection software reliably identify AI-written text (Fazackerley)? What are the ethical implications of AI adoption (Lim et al. 63)? Should it be banned (De Clercq)? *Could* it be banned (Terry)? Would it propel educators towards more creative and innovative modes of assessment (Wingard)? Would this spell the end of the English essay (Herman)? Could it be used a tool to enhance student learning, or to mitigate instructor workload (Roose)? How would it affect the

[1] AI (Artificial Intelligence) research and deployment company.

academic job market (Krislov)? Clearly, writing-focused disciplines, such as English studies, met a new existential crisis. How would a technology capable of generating, understanding, and responding to human language affect systems meant, in part, to teach humans to do the same? How might higher education institutions secure a future for their most affected disciplines? My work develops from ongoing conversations in education that respond to the widespread availability and continuous development of generative AI models like ChatGPT by asking, "what now?"

In recent years, scholars have contemplated how AI-powered technologies like ChatGPT might (and in fact have already begun to) alter, inform, and/or shape the trajectory of English studies and higher education more broadly.[2] Technologies developed using AI are a trending topic in contemporary educational research—generative AI tools, large language models (LLMs) in particular, are the subject of much scholarly research and debate.[3] An overwhelming majority of such research is published in specialized AI or computing technology journals, not higher education journals, implying that the body of existing literature on the topic might not adequately engage with AI-related concerns specific to higher education (Bearman et al. 371). Existing research on and discussions about the uses, challenges, potentials, and ethics of AI in education are often rich and nuanced; and yet, rarely do these intellectual spaces place faculty and student perspectives in conversation with one another. Instead, many studies focus on either faculty *or* student perspectives.[4]

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[2] See, for example, Bearman et al. "Discourses of Artificial Intelligence in Higher Education"; Chan and Hu, "Student' Voices on Generative AI: Perceptions, Benefits, and Challenges in Higher Education"; Popenici, *Artificial Intelligence and Learning Futures: Critical Narratives of Technology and Imagination in Higher Education*.

[3] "Generative AI" is a term that encompasses AI models capable of generating new content and/or data, rather than strictly interpreting existing data (Chan 2-3).

[4] Note: I use "faculty," "instructors," and "professors" interchangeably throughout this document. There are semantic differences between these terms but, for the purposes of this thesis, I use them all when referring to a person or group of people who teach(es) English courses at the university level.

Given that both groups are implicated in shaping a future for the discipline, and since both are deeply affected by disciplinary policies and standards of practice, it is crucial to situate faculty and student concerns, expectations, and ambitions for the future direction of English studies as part of a shared discourse rather than two related but distinct conversations. My project does so by interrogating the perspectives of faculty and students operating in shared spaces and contexts (the same institution and discipline) using semi-structured mixed-methods questionnaires. The participants of this research work and study in the Department of English Language and Literature at Brock University. This comprehensive university, located in the Niagara Region of Ontario, Canada, has a student population of over nineteen thousand and employs approximately six hundred faculty ("Brock Facts"). Brock University offers over one hundred and thirty undergraduate and graduate programs across seven faculties: Applied Health Sciences; Education; Humanities; Mathematics and Science; Social Sciences; Graduate Studies; or the Goodman School of Business ("Brock Facts"). In the 2023-2024 academic year, there are approximately twenty-five faculty and instructors teaching with Brock's Department of English Language and Literature and three hundred and sixty-five students pursuing a major, co-major, or minor in English at the same institution.[5] This research does not seek to examine the perspectives of English faculty and students broadly, but rather to document the beliefs, ambitions, expectations, and desires of faculty and students from this university's English department during a unique and fleeting moment—one defined by uncertainty in the early stages of publicly available generative AI.

[5] (Liz Keenan, email to author, May 5, 2024).

Imagination and self-reflexivity

The imagination is central to my research design: it is a driver of change and innovation and a mechanism through which humans construct our understandings of the world and each other. My research contextualizes participant perspectives on ChatGPT within a larger dialogue about faculty and student imaginings for the future of the field of English studies. Benedict Anderson's *Imagined Communities*, David Bartholomae's "Inventing the University," Edward Said's *Orientalism*, Michael McGee's "In Search of 'the People,'" and Stefan Popenici's *Artificial Intelligence and Learning Futures* inspire my interrogations of how English faculty and students imagine generative AI, the future, and each other. I take interest in the perspectives of English faculty and students because these groups are directly impacted by departmental and institutional AI policies, and writing-focused disciplines are especially affected by developments in text-based generative AI. As a graduate English student at Brock University, I am also personally implicated and invested in this research. The participants of this study are my peers, colleagues, friends, and mentors. In asking them to consider their expectations and wants for the field, and how they perceive one another, I participate in a long-standing tradition of English scholars calling for self-reflexive investigations of their discipline's practices and traditions.

Research questions

The primary research questions underpinning this project are the following:

1. How do English professors' understandings of and engagement with ChatGPT compare to those of English students?
2. How do English professors and students incorporate and/or account for AI-powered tools such as ChatGPT in their imaginings of a future for the discipline?

3. How do faculty perceive their students' perspectives on ChatGPT and English studies (and vice-versa)?
4. (How and why) do faculty and student wishes for the future of English studies align/diverge?

In Chapter 1, I conduct a literature review that begins by considering a definition for English studies. I then examine English faculty and students as imagined communities and discuss the significance of the imagination to this study. Finally, I contextualize participants' questionnaire responses by exploring the "here and now" of AI and higher education during April 2024, the time at which participants responded to the surveys. In Chapter 2, I outline the methodological underpinnings of this study, beginning with a statement of positionality and my reasons for incorporating self-reflexivity into this study's methods. I then describe the mixed-methods design of this research, explaining how, when, and why I employ both quantitative and qualitative approaches, and how I use these methods in my questionnaire design and data analysis. Chapter 3 illustrates and summarizes the questionnaire results. This chapter examines trends in the multiple-choice question results and themes that emerge from participants' responses to the open-ended questions. In Chapter 4, I discuss these findings and consider their implications for current and future English faculty and students. The organization of Chapters 3 and 4 follows the order and topics of the research questions. Chapter 5 examines the limitations of this study, reports conclusions, provides suggestions for future directions, and considers the significance of this research. As an addendum to this thesis, after the Appendices and Works Cited, I turn to the form of Epilogue. This supplemental section is less traditional in structure and content to the chapters that precede it. With the goals of establishing trustworthiness and transparency, the Epilogue provides an audit trail of my research process by making artifacts of

my design and analysis processes visible. It assembles self-reflexive notes, logs, and journal entries that I wrote throughout the research process. These pieces trace moments of uncertainty, resulting changes, and my rationales behind these changes, and as such, they provide valuable insights into the process of employing empirical research methods for humanities researchers.

Chapter 1: Literature Review

The field(s) and communities of English studies

Defining English studies

The precise origin of English as a scholarly field is the subject of much debate, as are its definition and purpose as an academic discipline.[6] What it means to study English varies greatly across social, cultural, and historical contexts, and across higher education departments and institutions. The term "English studies," then, likely invokes different meanings for academics operating across various contexts. For the purposes of this study, when I refer to the field of English studies,[7] I draw on the traditions, rules, and conventions that inform what it means to teach and study English at Brock University today. I turn to these specific understandings of English studies as a grouping of academic disciplines because they speak directly to the expectations that shape how the participants of this study take part in and experience the scholarly study of English. The definitions and conventions that follow inform the structure,

[6] See, for instance, the following texts, which point to some of the ways that English scholars have historically defined (and often sought to *redefine*) their field: James M. Garnett's "The Course in English and Its Values as a Discipline" (1886); Randel William's "English as a Discipline" (1958); Dwight L. Burton's 1964 address, "English Education as Scholarly Discipline"; William R. Parker's "Where Do English Departments Come From?" (1967); Alan Bacon's "English Literature Becomes a University Subject: King's College, London as Pioneer" (1986); Thomas P. Miller's 1990 response to Parker's work entitled, "Where Did College English Studies Come From?"; Robert Sholes's *the Rise and Fall of English* (1998); Janet Batsleer et al.'s *Rewriting English* (2003); and Jessica Yood's 2003 essay, "Writing the Discipline: A Generic History of English Studies."

[7] Or, perhaps more accurately, the collection of fields that make up English studies: literary, rhetorical, cultural, or genre studies, to name a few.

content, and organization of the undergraduate and graduate English programs at Brock University. For faculty and students working and studying within the Department of English Language and Literature at Brock University, "English studies" points to three possible areas of concentration, corresponding to the three major undergraduate degree paths for English majors: English Language and Literature (ENGL); English and Creative Writing (ENCW); and Writing, Rhetoric and Discourse Studies (WRDS). These three major areas of study are interrelated, and students from one stream frequently take courses belonging to other streams. For instance, it is common for an ENGL student to take classes in ENCW or WRDS (and vice versa). Brock University's English courses are also frequently cross-listed between programs.[8] The three major streams are also connected through their adherence to the English Department's mission:

> The Department aims in all of its programs to foster an informed, creative, and critical intelligence, a mastery of the best uses of language, and an appreciation for the social and personal centrality of powerful imaginative and expository writing across times and cultures . . . All of our courses create the capacity in our students to be readers who can read critically in order to discern the underlying assumptions and the rhetorical strategies which inform all manner of written work and social texts. ("About the English Department")

Each program values close, informed, critical readings and understandings of various forms of text.

"English Language and Literature" is simultaneously the name of the English Department at Brock University and the title of its primary degree offering. Students majoring in ENGL

[8] ENGL/ENCW/WRDS 3P72: "The Creative Writer and the Community," for example, is offered as an English Language and Literature, English and Creative Writing, and Writing, Rhetoric and Discourse Studies credit ("English Language and Literature"). Students can register for the class using whichever course-code best fills a remaining slot in their required courses list.

"focus on an understanding of the traditions, themes and dynamics of imaginative writing in English, within its various historical and cultural contexts" ("About"). The ENCW program "combines [the] study [of] English literature with workshop and lecture courses designed to give students practical experience in creative writing as well as study in the social and theoretical aspects of creative writing," while the WRDS program "focuses on the theory and practice of situated discursive production. It incites students to critically examine and produce texts as provocative historical, theoretical, and material objects" ("Undergraduate Programs"). The graduate English program emphasizes, "a critical examination of the power of texts to reflect and shape both communities of origin and communities of reception . . . also . . . how literary and non-literary texts are produced and used in the often-conflicting discourses that constitute the culture of community" ("English (MA)").[9] I refer to ENGL as the Department's primary degree offering because most English students at Brock University are ENGL students. Additionally, all English students at Brock University are required to enroll in a certain number of ENGL courses. Though the number of ENGL credits vary, ENCW and WRDS students must earn ENGL credits to fulfill the requirements of their program, ENGL students are not required to take ENCW or WRDS credits ("English Language and Literature"). In general, Brock University's English faculty and instructors teach courses from one primary stream while the minority teach in multiple streams based on their areas of expertise. In other words, a professor might teach both an ENGL and a WRDS course in the same academic term or year, but this is rarely the case.

Calls for self-reflexive practice

Common to most writings on English studies are calls for a self-reflexive examination of the discipline. In 1886, James M. Garnett sought to "ascertain what it is practicable to teach in a

[9] The Master of Arts in English: Text/Community/Discourse program.

full course of English, and what results for mental discipline are likely to follow from such teaching" (61). Three-quarters of a century later, Randel Williams questioned, "whether English shares the degree of validity that warrants designation as a discipline . . . what is the subject matter of English?" (359). Come 1964, Dwight L. Burton began his keynote address at the *Conference on English Education* with, "I do not have to convince most of you that English education . . . *is* a scholarly discipline," and subsequently raised the question anew, "What *is* the nature of the discipline? What does the scholar in the field know?" (2). In 1990, Thomas P. Miller thought about "why college English began in the first place" (50), and he troubled the assumption that the history of English studies begins with its acceptance at elite higher education institutions rather than as "theory and research develop[ed] out of trends set by teachers and students working together to address a changing social world" (67). Each of these works share a common dissatisfaction with a previous or widespread understanding (or, as they suggest, lack thereof) of English as a scholarly discipline. For more than a century, English scholars have grappled with a shifting landscape. These writings are self-reflexive in that they interrogate the "assumption, belief, and judgement systems" of English studies and the scholars who shape the discipline (Jamieson et al. 2). This continuous reiteration of the question of what it means to study English suggests that this meaning is not static, and that the pursuit of a timeless definition is, perhaps, a fruitless ambition. To assume that English studies have always been and always will be as they are now is to ignore the myriad ways in which the practices of the discipline are contingent on the "here and now." By 2003, Jessica Yood explicitly called for continuous self-reflexive practice on the part of English scholars in their writings on the "fluid practices of teaching and writing" (537). These calls are especially relevant at a time during which

developments in generative AI spark anew debates about the purpose and value English as a scholarly discipline.

The imagination and what could be

At the foundation of my research design is a philosophical tradition of pondering the nature of the relationships between the imagination and lived reality. Though here I use the term "imagination," the concept I refer to is sometimes discussed under different names: beliefs, myths, things we have made, imaginaries, inventions, learned or constructed discourses. All of these ideas encapsulate a powerful (both power-driven and power-shaping) phenomenon in which immaterial thoughts, especially when shared by or between a large number of people, affect the conditions of our material or lived reality. Under any of its various names, the imagination is the mechanism that links, among other things, the participants of this study. I turn to Benedict Anderson's *Imagined Communities*, David Bartholomae's "Inventing the University," Edward Said's *Orientalism*, Michael McGee's "In Search of 'the People,'" and Stefan Popenici's *Artificial Intelligence and Learning Futures* to discuss the significance of invoking the imagination to address the research questions that inform this project. I do so by first discussing how "English faculty" and "English students" take part in imagined communities, followed by why "imagined" does not mean "not real." Then, I examine the relationships of these imagined communities to power. Finally, I discuss the importance of imaginativeness for addressing the changes that advancements in AI have and will continue to bring to the field(s) of English, and to higher education more broadly.

Benedict Anderson's concept of imagined communities complicates the relationships within and between the discipline(s) of English studies and the categories of "English faculty/instructor," and "English student." In the subsections above, I point to the difficulty of

establishing a definition for English studies that would satisfy everyone who identifies as a part of its community/communities of scholars. Anderson points to a similar difficulty—impossibility, even—with defining the concepts of nations and nationality (13). These terms elude a singular satisfactory definition, and yet, they are very much *real* and capable of exerting immense influence on and within the world (13). As with nations, academic disciplines draw together a group of people—who refer to themselves using specific titles—under a generally shared set of values, principles, and traditions. These communities and their underlying assumptions, like all communities as Anderson suggests, are imagined: "[they are] *imagined* because [their] members . . . will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion" (15) and they are formulated as a "*community*, because, regardless of the actual inequality and exploitation that may prevail in each, [they are] always conceived as a deep, horizontal comradeship" (16). It might be difficult to define precisely what it means to be an "English professor" or an "English student," but in the minds of members of both groups is a shared belief in these names and (at least to some degree) in their legitimacy and correctness. English faculty are colleagues even to "colleagues" they have never met; English students are peers even to "peers" they do not know.

Imagined communities make it possible that two people might never meet and yet can still be "connected": "An American will never meet, or even know the names of more than a handful of his 240,000,000-odd fellow Americans. He has no idea of what they are up to at any one time. But he has complete confidence in their steady, anonymous, simultaneous activity" (31). The rituals and routines of academia produce a similar effect: during exam season, for example, faculty can assume that most of their colleagues, even the ones they have never met and who work at a different institution, are also faced with an intimidating number of assignments to

grade and marks to submit; at the same time, students can perhaps find comfort in knowing that a countless and unknowable number of their peers across post-secondary institutions are simultaneously studying, completing final projects, or procrastinating alongside them. They steadily and simultaneously progress through the academic year, mostly anonymous to one another and yet certain in the shared nature of their experience. Even a faculty member sitting alone in a closed office or a student studying solo in their bedroom might imagine (with good reason) that they are but one of many members of their academic community carrying out that same activity at that very moment. Should they venture towards other faculty offices in search of open doors, or walk their institution's library, this hypothesis would likely prove correct. Anderson notes a similar effect with the ritual of reading the newspaper:

> It is performed in silent privacy, in the lair of the skull. Yet each communicant is well aware that the ceremony he performs is being replicated simultaneously by thousands (or millions) of others of whose existence he is confident, yet whose identity he has not the slightest notion . . . At the same time, the newspaper reader, observing exact replicas of his own paper being consumed by his subway, barbershop, or residential neighbours, is continually reassured that the imagined world is visibly rooted in everyday life. (39)

This effect occurs in academia at all times of the academic calendar. Activities such as writing, researching, evaluating, applying for grants, lecturing/presenting, travelling to conferences, composing emails, attending department meetings, studying, and rushing to meet deadlines can all to some degree be imagined as shared, simultaneous actions that form invisible links between their participants. These regular occurrences characteristic of academic life affirm and reify these imagined communities described by Anderson, solidifying the legitimacy of the roles of faculty and student in their imaginations.

These communities are imagined, but this imaginative quality does not detract from their realness. Community identifiers such as "English professor" and "English student" are naturalized, "taken-for-granted frames of reference" through which to understand the world and one's place within it (20). These communities are taken-for-granted in that they rarely need to be explicitly argued as legitimate: they are widely *understood* and *accepted* to exist (36). This widespread acceptance makes it so that they can "command such profound emotional legitimacy . . . [and] such deep attachments" (14).[10] To borrow from Edward Said's description of the idea of the Orient, our imagined communities "ha[ve] a history and a tradition of thought, imagery and vocabulary that have given [them] reality and a presence" (132). Tied to these histories, thus, are the strong emotional attachments that grant the mere idea of these communities power to influence the behaviours of their members. This influence, however, is not unilateral: the community members, as the driving imaginative force behind the community's invention and sustained existence, are also empowered to shape, define, invent and reinvent it. In this way, both faculty and students play crucial roles in shaping the field(s) of English studies. Bartholomae argues that the very act of taking part in higher education involves simultaneous active participation in its invention:

> Every time a student sits down to write for [their professors, they have] to invent the university . . . or a branch of it, like History or Anthropology or Economics or English. [They have] to learn to . . . try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing that define the . . . various discourses of our community. (4)

[10] In other words, *they matter*.

The conventions, rules, and discourses that characterize the writings of an English scholar (as opposed to the writings of a scholar from any other field) are recognized because English faculty and students rehearse them in their writings. There is an "internal consistency" to an imagined community (Said 132), a consistency that is reinforced by the buy-in of its members. English faculty and students can perform these roles because they imagine these communities to exist, and themselves to be a part of their community. By acting as a member of their community, they participate in shaping what it means to belong to that community.

These communities, though imagined, are very much real and powerful (Said 133). This same imaginativeness is at the heart of all major institutions: it is the force, for example, that gives massive real-world influence to religious and government institutions (Anderson 18). This power is nonetheless always relative to the other communities with which they come into contact. Thus, between and within the communities made up of students, faculty, and university administrators are deeply inlaid power dynamics though which one often claims the authority to speak for the other (Said 133).[11] Faculty are frequently positioned to speak on students' behalf: they vote on decisions in department meetings, for instance, that directly impact their students; those who conduct research about students produce written portrayals of their participants; and their voices carry more power than students' in most academic settings. University administrators, in turn, are often positioned to speak (and write policy) on behalf of both faculty and students.[12] Two significant risks that accompany the representation of one community by

[11] Here, I take heavy inspiration from Said's discussion of power relations between imagined communities in the context of Flaubert's written representations of Kuchuk Hanem.

[12] These power dynamics are far more complex than a simple hierarchy, as individuals also possess relative power *within* their communities (see Anderson's point above on inequalities that manifest within imagined communities). A person can also belong to multiple of these communities at once. In the case of faculty or students, a person can affect their relative power by taking on different administrative and leadership positions. Faculty department head, student departmental representative, or student government representative, for example, are all roles that increase an individual's relative power.

another, especially when one community is in a position of power relative to the other, are "distortion and inaccuracy" (Said 135). As such, one serious question that accompanies my inquiry into how faculty perceive their students' perspectives on ChatGPT and vice versa is whether these communities form distorted or inaccurate imaginings of one another's perspectives. Identifying possible misunderstandings of this nature is crucial because they could become significant barriers to open conversations between faculty and students about generative AI. These communities are especially implicated in institutional and departmental AI policies, thus, any barriers to their participation in the development of such policies should be identified and, where feasible, mitigated. Given ongoing rapid developments in generative AI, the time for these discussions is now.[13]

Stefan Popenici expresses a similar urgency in his writings on AI, the imagination, and education in *Artificial Intelligence and Learning Futures*. Popenici's work responds to numerous crises affecting contemporary higher education: rising social and economic inequality, institutional corruption and power imbalances, the global rise in authoritarianism, fascism and extremism, student and instructor burnout, and the development of technologies (such as AI) capable of facilitating a widescale manipulation and distortion of available information and data (145-49; 166). AI development and adoption, Popenici warns, presents one of the most significant (and imminent) risks for the future of education and humanity (148). He posits that a majority of these large-scale issues affecting higher education in the twenty-first century point to a failure of the imagination—a failure on behalf of academics to dream up solutions to institutional crises (145). Popenici in fact wonders if we might consider the greatest disappointment of higher education to be "the failure of the imagination" (173). I propose that

[13] "The future of education is determined now" (Popenici 183).

these issues do not quite arise from the *failed* imagination, but rather from the *unfocused* imagination. Because imagining brings about the formation of communities, helps to establish their rules and traditions, and helps to define their problems, the existence of problems does not necessarily imply the failure of the imagination. Rather, it suggests that the communities and their members are not unified in their imaginings of a solution. Individuals might have ideas and beliefs that can help address issues affecting their communities but lack the resources or spaces to share these ideas with their communities.

As these issues exert increasing pressure on academic communities, their need for imaginative solutions becomes increasingly evident. Popenici anticipates that developing ethical guidelines for AI—a critical response to the emergence of AI—will by necessity be accompanied by a rethinking, or re-storying, of the purpose of higher education in the twenty-first century (184). As I point to above, such calls for re-storying are not uncommon for the discipline(s) of English studies. This moment, it seems, is but one of many opportunities (albeit an extreme example) to critically and reflexively examine the ambitions and desires of those working and studying within the discipline—and to examine how the current realities and expected futures of the discipline can support or hinder (or both) these goals. Michael McGee frames this re-storying as a shifting in the collective beliefs of 'the people': "Each political myth presupposes a 'people' who can legislate reality with their collective belief. So long as 'the people' believe basic myths, there is unity and collective identity. When there is no fundamental belief, one senses a crisis which can only be met with a new rhetoric, a new mythology" (245). The emergence of generative AI in the public consciousness brings upon a crisis—as Popenici calls it, a "crisis of the imagination" (145). Generative AI challenges (or at least raises questions about) some of the basic myths that circulate within and between English departments and higher education

institutions.[14] McGee suggests that the destabilization of longstanding, discipline-wide traditions and beliefs can only be met by a reconstructed imagining of what it means and why it's valuable to pursue higher learning in a world in which a full-length text can be generated within minutes from a short prompt. Herein lies the significance of the imagination to my research: it has heretofore helped define English as a discipline and its related communities, and it is poised to enable community-wide and cross-community shifts in understandings of the field(s). My research, therefore, seeks to generate a snapshot of the imaginative landscape of faculty and student beliefs about their field(s) of study and AI as these technologies emerge, so that these perspectives might inspire conscious, open, and more focused conversations about the future.

Popenici is cautiously hopeful, placing confidence in the generative and transformative powers of the human imagination. He proposes principles for ethical AI adoption in education, operating under the assumption that the end goal for higher education should be a "meaningful education that prepare[s students] to be good human beings [who are] engaged in lifelong learning and responsible members of society with agile minds" (193). Though it is beyond the scope of this project to specifically interrogate faculty and students' beliefs about the overall purpose of higher education and studying English, it is possible that some participants might be inspired to reflect on these questions as they consider their desires for the future of the field. Popenici argues that reflexive practice is necessary so that we can anticipate and imagine the "futures we can expect and want to build" for education (150). Imagining, especially when paired with reflexive practice, creates a lower-stakes environment for building and testing possibilities for AI adoption:

[14] For example: authorship is a purely and fundamentally human activity.

> The main benefit of thinking about possible scenarios for the future is that it creates a narrative of a possible future, which can engage our imagination and explore the implications of our decisions. Imagining the future can build and test alternatives in a safe way. Thinking about the future is especially crucial for optimal integration and use of AI and other edtech solutions, and provides opportunities to explore challenges and potential approaches for a new architecture of ideas and practice. Our "stories about the future" play an important role in building a better future, revealing possible new approaches while creating possibilities to consider challenges and obstacles ahead. Some scenarios are more plausible than others, but it is important to explore the entire range for an informed choice or for a proper consideration of implications for the future. (175)

Popenici prioritizes imagining a future that "we," global citizens, educational stakeholders, and academics, should wish to see. My research engages with this practice on a smaller scale, seeking to closely examine the imaginings of a subset of communities encompassed by Popenici's larger categorization of "we": English faculty and students from one Ontario university.[15] As I describe in Chapter 2, Popenici's reflections on the relationship between the imagination and shaping the future serve as direct inspiration for my final three survey questions, which ask participants to think beyond the outcomes they believe to be the most plausible. My questionnaires conclude with open-ended questions on the future of English studies in part because I hope to inspire some participants to begin more consciously considering their own "stories about the future": the version that they imagine is more plausible, certainly, but also the scenarios that they want to become true, and those that they have not yet imagined to be possible.

[15] Brock University.

Our current moment

Given the continuous rapid developments that have informed and continue to shape the complex relationship between generative AI and higher education, this research will inevitably and quite rapidly become "dated."[16] I place "dated" in quotation marks because this quality is intentionally ingrained into my research design: this project sets out to capture a snapshot of a unique and fleeting moment for faculty and students, a moment characterized by change and uncertainty. My research is *not* meant to outlast this moment, but to become an artifact of its creation. Appropriate context, thus, is crucial for reading and interpreting the results of this study. In the subsections below, I outline key information that speaks to the "here and now" of AI and higher education at the time that participants received and responded to the questionnaires. The "current moment" as I define it for the purposes of this research project is April 2024, the month during which I collected questionnaire responses. Any developments in AI or in AI adoption in higher education occurring post-April 2024 have been excluded from this report, since these circumstances would not have been known to survey respondents at the time of their participation.

"Artificial intelligence": LLMs, machine learning, and ChatGPT

LLMs emerge as the result of a combination of generative AI, natural language processing, and deep learning techniques (Amaratunga, ch. 1).[17] While capable of responding to questions; generating code and content; translating; and using some reasoning skills to solve

[16] This process, in fact, has already begun to take effect: at the time of questionnaires development for this project (January 2024), ChatGPT 3.5 was the newest version of the chatbot; by the questionnaire distribution stage (April 2024), ChatGPT 4 had been introduced; now, at the time of writing the final report (June 2024), ChatGPT 4o is the most up-to-date version.

[17] Natural language processing combines AI and computational linguistics, aiming to allow computers to create and interpret human language (Amaratunga, ch. 2). Deep learning AI models require minimal human intervention; they are capable of learning and analyzing complex patterns through multi-layered processing, using simpler patterns to work towards an understanding of more complex patterns (ch. 1).

logic problems, accomplishing language-related tasks is the general purpose of LLMs (Dhamani and Engler, ch. 1). A comprehensive explanation of LLMs, how they work, and how they have developed is beyond the scope of this project. The focus of my project, and the model that this section will describe in more detail, is OpenAI's ChatGPT. As a "conversational" AI model, ChatGPT produces text responses to instructions presented through user-generated prompts (OpenAI, "Introducing ChatGPT"). In development since 2018, ChatGPT is not the first LLM of its kind, but it is by far the most influential and widely used to date (Amaratunga, ch. 1). ChatGPT has undergone significant changes and revisions since the launch of its free research preview in 2022. As of March 2024, the version of ChatGPT available to the public at no monetary cost is ChatGPT-3.5. As a result of its free-to-use status, my project assumes this version of ChatGPT to be the most widely used model at the time of questionnaire distribution.

OpenAI acknowledges several limitations of ChatGPT-3.5: its ability to compose "plausible-sounding but incorrect or nonsensical answers"; its tendency to produce "excessively verbose" responses and "overuse certain phrases"; its inclination to assume user intent rather than ask clarifying questions; its ability to hallucinate; and potential biases in its responses derived from the data on which the model was trained ("Introducing ChatGPT"; "GPT-4"). ChatGPT-4, the most up to date version of ChatGPT as of March 2024, is described by OpenAI as the company's "smartest and most capable model" ("GPT-4"). Currently priced at $20 USD per month, ChatGPT-4 is advertised to address many of the shortcomings of ChatGPT-3.5: according to OpenAI, it is reported to be "82% less likely to respond to requests for disallowed content and 40% more likely to produce factual responses than GPT-3.5," and to possess "advanced safety features" in comparison to previous models ("GPT-4"). As educators and scholars engage in debate over how to account for ChatGPT in their classrooms, OpenAI

continues to develop and advertise AI and ChatGPT-related features and technologies, including GPTs (2023), customisable versions of ChatGPT; ChatGPT Enterprise (2023), a "high-security" and "advanced-privacy" version of the chatbot designed for corporate use; the GPT store (2024), where GPT creators can advertise their models; and ChatGPT Team (2024), a collaborative workspace for teams to work together using AI assistance.[18] Though these emerging features and models are certainly pertinent to discussions of how ChatGPT might affect the discipline of English studies, my work focuses more closely on ChatGPT 3.5, given that it is currently the most widely accessible model, and so the one most likely to be employed by and familiar to this study's participants.

AI policies in higher education

My project aims to record and analyse current-moment faculty and student perspectives on AI adoption in the field of English studies. Research on the discourses that shape existing conversations about AI in education help to orient my discussion of themes arising from the data collected as a part of this study (see Chapters 4 and 5). Bearman et al.'s meta-analysis of scholarly research on the relationships between AI development and higher education traces two dominant discourses that characterize the treatment of AI as an object of study: AI as "unprecedented sociotechnical change [to which] higher education has an imperative to respond," and AI as a disruptor to "the locus of authority and agency surrounding academic work" (374). Elements of both discourses are present in several studies on AI policy development and faculty and student perspectives further outlined below. Though my research adopts an inductive thematic analysis approach, thereby not relying on research like Bearman et

[18] "Introducing GPTs"; "Introducing ChatGPT Enterprise"; "Introducing the GPT Store"; "Introducing ChatGPT Team."

al.'s to inform my initial treatment of the data, this work provides a useful point of comparison for trends in participant responses to my study's questionnaires and overall trends in research on AI adoption in higher education.

Questionnaire responses, especially to the open-ended questions,[19] provide some insight into English faculty and student imaginings of potential directions for AI policy development and implementation (see Chapters 4 and 5). These perspectives are especially significant to note at a moment fraught with uncertainty for faculty, administrators, and students alike. In a Spring 2023 special topics report, Dr. George Veletsianos analysed data from a survey of administrators and faculty from post-secondary institutions across Canada (4). Of the 425 respondents, 101 indicated that they were unaware of any AI-related policies, guidelines, or regulations provided by their institution; 138 provided inconsistent information regarding their institution's AI-related policies;[20] and 146 provided consistent responses to the question, "Does your institution have any regulations, guidelines or policies on Artificial Intelligence tools?" (5). Representing 91 institutions, thirteen percent of the latter group indicated that their institution did provide guidance, while forty percent indicated that they had received no institutional guidance, and forty-seven percent responded that their institution was in the process of developing guidelines (5). Veletsianos's report suggests that AI policies in Canadian higher education institutions are emerging, (at times) subject to confusion, and, at many institutions, inefficiently propagated to faculty and administrators (6). These findings are consistent with other reports that inform my research questions—reports that suggest that faculty and students face much uncertainty, hesitancy, and confusion regarding AI policies, adoption, and development.

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[19] Questions 14, 15, and 16.

[20] For example, one respondent claimed that their institution had developed a clear policy, while another respondent from the same institution claimed that no clear policy had been established.

Faculty perspectives on AI[21]

Numerous articles and studies have documented and examined faculty responses to generative AI. Strawser et al.'s initial report on faculty perspectives on AI and higher education presents faculty beliefs ranging from "instead of running from technology we need to embrace it" (13) to "AI may be either a positive or negative disruption" (14). Adhering to Bearman et al.'s concept of AI as "unprecedented sociotechnical change [to which] higher education has an imperative to respond," this article frames generative AI, primarily ChatGPT, as a significant disruptor that will likely usher higher education into a "new era" (Strawser et al. 13). Faculty reports in this article share a sense of responsibility and urgency: faculty, they suggest, should be thinking about how they plan to respond to the changes that generative AI will bring to their fields and lives (13). Lim et al. find in their review of AI research that academics tend to raise a broad range of ethical issues related to AI adoption. Commonly cited concerns are fairness, accountability, accuracy, explainability (of results/content), auditability, privacy, and cheating (63). Faculty also express significant concerns about the biases that generative AI is capable of reproducing (55), and about its potential to be used as a tool for students to circumvent engaging with their course assignments (62). Many of these ethical considerations are echoed in other writings on generative AI and ChatGPT, including in Zembylas's work on theorizing a decolonial approach to AI development and adoption (28-30), Popenici's writings on the importance of finding "ways to use AI in education in transparent forms, within complex and ethical

[21] This subsection is quite brief, and intentionally so. Unlike student perspectives, which are generally only represented in writings that pay explicit attention to students, faculty perspectives are represented across various other subsections. While faculty perspectives are the explicit subject of many research projects on AI in education, faculty are also positioned to write and publish their perspectives in more visible and reputable spaces than students. Articles that do not set out to explicitly examine the perspectives of faculty are still representations of the point of view of the researchers (who are often faculty). Contrarily, student perspectives are primarily represented when they are the subject of research. Even then, their perspectives are still mediated by the researcher's interpretations of their responses.

frameworks" (169), and Ray's comprehensive review of ChatGPT (140-49). Faculty responses to generative AI and ChatGPT are, overall, varied. There is little agreement across faculty writings on the general character of these developments (the degrees to which they are "good" or "bad"). Nonetheless, most emphasize taking a critical or cautious approach to AI adoption and express that they feel a pressure to prepare a response to technologies like ChatGPT.

Student perspectives on AI

Documented student perspectives on generative AI are less divided than faculty perspectives but also less represented across AI-related literature because, unlike faculty, students are not often positioned to research and publish their perspectives in reputable spaces. Studies pertaining to student perceptions of generative AI find, overall, that higher education students are more willing to consider the possible benefits of AI adoption. These studies, however, often do not address AI-related ethical concerns in detail. For instance, Antony and Ramnath situate their consideration of the potential benefits of using AI chatbots in higher education within an interpretive phenomenological analysis of students' perspectives on the use of such technologies (25). They conclude that AI chatbots, if embraced by higher education institutions, have the potential to reshape educational support for students into a process that is more timely, supportive, and engaging than ever before (25). Participants in this study demonstrate an overall positive attitude toward AI adoption, only briefly addressing certain risks and dangers associated with the use of generative AI in the classroom. Similarly, Chan and Hu invite student voice into contemporary conversations on AI use in higher education. Their study analyses the responses of 399 students from various disciplines enrolled in one of six Hong Kong universities to a survey on their perceptions of generative AI in the higher education classroom (6). Chan and Hu find that students generally perceive generative AI as a positive technological development, only

citing major concerns about how AI might affect the value attributed to a university degree (8). Students who self-report to use generative AI are more frequently identified as knowledgeable about the potential risks of using the technology to complete work, such as the risk of generating questionable or incorrect outputs (7). Chan and Hu's questionnaire often employs AI-positive language when asking respondents to rate how much they agree with various statements about generative AI. While its assessment of student perspectives on generative AI is perhaps skewed by the framing of its survey questions, this article provides context for some of the enthusiasms and concerns about generative AI use that are most pertinent to students.

More difficult to come across is the perspective of students *in their own words*. In the articles described above, student opinions are mediated through the perspectives of the researchers who describe them. Student newspapers are an interesting source for exploring individual students' opinions on ChatGPT and generative AI. Even a rapid glance at these pieces suggests that student perspectives are perhaps more varied than the literature above asserts. The editorial board for The Western Gazette, the University of Western's independent student newspaper, for example, published an article in 2023 titled "Editorial: It May be Cheating Now, but Using ChatGPT Shouldn't be Wrong." The authors of this article express their discontentment with unclear guidelines on AI use at their institution, and assert that, "the onus is on instructors and institutions to strive for educational reform—creating assessments that require the type of critical thinking that ChatGPT can't provide." An article in the Queen's University Journal by Ben, a third-year law student at the time, argues that generative AI can interfere with the learning process and cause students to lose critical thinking and writing skills as a result. Despite its overall negative opinion of ChatGPT, this article also expresses that "educators need to find appropriate uses for AI in student learning because it's here to stay." Andrew Hawlitzky, in an

article published by the Brock Press, sets out to establish guidelines for students to "us[e] ChatGPT responsibly." Hawlitzky, too, claims that, "just as calculators and laptops have revolutionized how students learn and teachers teach, so must ChatGPT be accepted as a progressive tool in education." Though a systematic review of student writings on AI is beyond the scope of this project, an exploration of this developing genre would be an interesting area for further research. At the very least, these articles suggest that students, regardless of their opinions of ChatGPT, believe that generative AI will become ingrained in higher education. The use of language like "the onus is on instructors and institutions" and "educators need to…" suggests that students perhaps do not imagine themselves as key players in the development of educational AI policies.

Chapter 2: Methodology

Self-reflexivity and positionality

It is questionable whether a human being's collection, analysis, and interpretation of data about other human beings can, under any circumstances, be considered fully objective (Jamieson et al. 8). It is possible, however, to account for and mitigate the risks of researcher bias silently and subtly affecting research outcomes. One such strategy is to incorporate reflexivity across all stages of the research process. In their article advocating for more self-reflexive practice in quantitative research, Jamieson et al. define reflexivity as follows: "Reflexivity refers to the conscious, active acknowledgement of one's own belief, bias, and judgement systems . . . if positionality refers to what we know and believe, then reflexivity is about what we do with this knowledge" (2). This practice of critically reflecting on the experiences, biases, and beliefs that influence and inform how a person takes part in and engages with the world around them is

deeply embedded in my research process. Though some critics of reflexivity statements in research advocate for methodological transparency and rigor in their place (see, for example, Savolainen et al. 1331), these practices are not (and should not be considered) mutually exclusive but rather concomitant. Acknowledging and accounting for the "biases, beliefs, and judgement systems" that inform how I as a researcher approach the research process does not take away from the methodological transparency and rigor of my work; it helps to reinforce it (Del Busso and Leonardson 186). Self-reflexivity can mitigate (or at least account for) researcher biases (Jamieson et al. 3; Moss-Racusin et al. 16475), especially for researchers investigating potentially sensitive or highly politicized topics (Jamieson et al. 11), as is the case with research on AI in education.

There are, too, certain risks to positionality statements. Drawing attention to researcher demographics, for instance, involves the risk of affecting how the quality of the research is perceived by its readers (Jamieson et al. 6.). I (and by extent my research) am vulnerable to many of these effects. Young and early-career academics, like myself, hold less academic capital and authority than older, more established academics (Kathawalla et al. 2). This academic capital (or lack thereof) could affect the perceived reliability, validity, and quality of my research. Undergraduate research is especially susceptible to this effect, but graduate and early-career research is far from immune (Bray et al.).[22] It is also a risk to highlight my position as an English

[22] I mean here to draw attention to a trend in academia of undervaluing or unduly dismissing research conducted by young or early-career academics. This pattern contributes to the risk of calling attention to my position as a graduate student and young researcher, especially as I conduct research on a contentious topic. This is not to discredit the importance of experienced researchers and their work—they are a significant and invaluable part of the research community and often provide necessary guidance and supervision to novice and early-career researchers. I also do not mean to suggest that undergraduate and graduate research should be held to lower standards of rigour. In fact, thoughtful criticism can help novice researchers improve and suggests respect for the researchers and their work. I think here to Socrates's dialogue with Callicles in Plato's *Gorgias*: "Because I am sure that if you agree with me in any of the opinions which my soul forms, I have at last found the truth indeed . . . Many whom I meet are unable to make trial of me, because they are not wise as you are; others are wise, but they will not tell me the truth, because they have not the same interest in me which you have."

major conducting a research project that employs empirical research methods rarely practiced in the Humanities (van Peer et al. xvi). Humanities scholars who conduct empirical research can face skepticism from both inside and outside of their field as researchers are often unconvinced of the usefulness of such methods for addressing the major questions of Humanities-based research projects (28). English departments rarely follow a tradition of empirical research and, as a result, English students generally lack knowledge of, experience in, and access to adequate resources for conducting research using qualitative and quantitative methods (Kinkead 39). Though some researchers have advocated for the adoption and adaptation of empirical methods in Humanities research,[23] this practice remains far from common. Additionally, perceptions of the quality of my research are susceptible to the effects of gender bias. Female researchers generally receive less funding than male peers, and this gap widens significantly when the "calibre of the principal investigator" is included as a part of the application assessment criteria (Witteman et al. 531). Female-led research papers are cited significantly less often than male-authored publications, and this gap has steadily increased over time (Dworkin et al. 918). Female-identifying researchers are especially underrepresented in AI research and development (Stathoulopoulos and Mateos-Garcia 14). As a person of primarily European descent, however, I do not face the same barriers as racialized researchers (especially racialized women). Black tenure-track scholars, for instance, experience marginalization regardless of their academic and professional accomplishments (Carter and Craig 570).[24] In the same article in which they highlight inequities that racialized female scholars in particular face, Carter and Craig argue that "the introduction of diversity in education

[23] See, for example, van Peer et al.'s *Muses and Measures: Empirical Research Methods for the Humanities* (2007), and Kinkead's "An Empirical Research Project in English and Writing Studies" (2019).
[24] With accounts from over 40 authors, *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*, edited by Gabriella Gutiérrez et al. (2012) dives into firsthand accounts of the challenges that racialized women researchers face in academia.

in sustained and meaningful ways can be perceived by some as a threat" (577). Bringing attention to these facets of my positionality, though accompanied by certain risks, is important, and its value outweighs its accompanying risks. Naming and acknowledging potential sources of bias affecting both my research and perceptions of my work helps to identify and mitigate these issues, as well as join the wider conversation on bringing long-term changes to academia (Canada Research Coordinating Committee).

The following questions posed by Jamieson et al. guide my positionality statement:

> To what extent am I "within" the participant group that I am researching? Am I an "insider" or "outsider" researcher (or do I occupy both positions?) . . . (10)
>
> . . . why [do] we research a particular topic and not another? Why one population and not another? Out of all possible gaps in the literature and all the possible research questions we could have asked, why this one in particular? Why is this interesting? And perhaps most importantly, why are we best placed—or not—to research and involve this population group, and answer these questions? (5)

As a graduate student enrolled in the Brock University Master of Arts in English program, I am uniquely positioned as both insider and outsider to the participant groups I am researching: some of the participants are my direct peers (other MA in English students); many are students following the same course of study that I completed when pursuing my Bachelor of Arts in English; some might be students whose English seminars or tutoring sessions I have facilitated; and some participants are and/or have been my professors, course instructors, and work

supervisors.[25] I am well-positioned to conduct this research because I am invested in supporting a promising future for the discipline of study that I have called my own for many years. I am devoted to doing work that can contribute to positive outcomes for the people who work and study within that field, many of whom are my colleagues, friends, and mentors. I am committed to the people who will continue the academic tradition and, under their guidance, learn the practices, traditions, and philosophies that have historically defined the field. These are the individuals who will, together, be poised to help shape future trajectories for the field.

My interests in studying the concerns, expectations, ambitions, and desires of English faculty and students echo a long-standing tradition of English scholars calling for self-reflexive investigations of the meta-theoretical concerns of the discipline—calls that have largely remained unanswered in any formal or wide-spread capacity.[26] My research takes part in this tradition by inviting a certain degree of participant self-reflexivity. I encourage self-reflexivity at both the individual and discipline-wide levels. By surveying individuals who contribute to the field as students of it, researchers working within it, and educators teaching (and writing) its curricula, I hope to encourage conversation among and between these key actors. I also hope that

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[25] Beyond my positionality, this insider/outsider dynamic is deeply embedded in this project at multiple other levels. Due to the supervisory structure of master's research projects, which has faculty overseeing and supporting the master student's work, the positionality of the supervisory committee is also important to acknowledge. My supervisory committee, too, is composed of insider/outsiders to the populations under study. Each committee member has a distinct level of insider/outsider-ness relative to the participants of this research. Two are "more insider" in the sense that they are English faculty at Brock University, making the faculty participants their direct peers and the student participants their students. One occupies the "middle ground" of the insider/outsider dynamic, because they are a professor from Brock's Faculty of Education: the faculty participants of this study are their cross-departmental colleagues, and some of the students are quite possibly their students, given that the Concurrent Education program enables students to be simultaneous English/Education majors, but most are not. Finally, the external examiner for this project is also an insider/outsider, but one who is "more outsider" than the rest of the committee. They are a member of faculty at a different Ontario higher education institution, and this positions them as outsider to the participant groups—but not entirely. They are, to a degree, insider to the participant groups because they are a part of the imagined communities that link academics—with faculty more closely, but with students as well. They, like the participants of this study, are immersed in the practice of what it means to be an academic today. Thus, they are faced with similar questions about how their scholarship, the communities they take part in, and their life will be affected by the emergence of increasingly accessible AI programs. This is to say that all participants in the research process are implicated in the questions that this study addresses, even if tangentially.

[26] See Chapter 1, "The field(s) of English studies."

these conversations will extend well beyond the confines of this project—in terms of both scope and time. For these conversations to take on a life of their own well beyond the immediate relevance of the findings of this research would be, in my mind, the best possible outcome. My pairing of these research interests with an investigation of the early disciplinary impacts of ChatGPT is rooted in my first-hand experience of the disruptions brought upon by its release in November, 2022. Since that time, I have been a witness and party to countless discussions and debates about the chatbot, and how (if at all) we, English faculty and students, ought to respond to its existence and availability. My involvement with the Department of English as a student, tutor, teaching assistant, research assistant, and graduate student representative has positioned me to hear a variety of perspectives on the subject, and to note how little faculty/instructors and their students seemed to voice their perspectives among and between one another. These experiences have undoubtedly and inevitably informed much of my research design.

Given that researchers who have experienced or observed a phenomenon firsthand are more likely to design their research in the hopes of establishing evidence of that phenomenon (Jamieson et al. 7), I often and critically reflect on the ways in which I can mitigate the effects of my biases as a researcher by practising self-reflexivity. Such a task is not achievable through a simple acknowledgment of my positionality; thus, as a part of my self-reflexive process, I have incorporated numerous strategies to account for and reduce the effects of my biases on my research. For example, since I occupy an insider/outsider position among the populations I am researching, and because I have experienced firsthand the disruptions within higher education brought upon by the release of ChatGPT, I have been careful to avoid designing a questionnaire that strictly confirms or denies my perception of how faculty and students feel. I have aimed instead to capture with minimal interference how faculty and students report their perspectives.

As a part of this process, I sought feedback on my questionnaire design from various sources: I received suggestions from my institution's Research Ethics Board as a part of the ethics review process; I consulted with my peers in the early stages of questionnaire design for their thoughts on my question topics and outlines; I received verbal and written feedback from my supervisory committee prior to questionnaire distribution. This process granted me access to valuable alternative perspectives on my work and helped identify questions in need of clarifying, editing, or removal. I excluded several questions from the final versions of the questionnaires because they were too easily influenced by my biases. Making assumptions about shared understandings between researchers and participants can also be problematic (Hayfield and Huxley 92). I omitted multiple-choice questions that were too dependent on my assumptions about why faculty and students might be enthusiastic or apprehensive about ChatGPT. When formulating response options for multiple-choice questions, I included a choice of "other" with a fillable text-box for questions that risked otherwise omitting or misrepresenting participants' perspectives. I also avoided assuming that any specific similarities or differences *would* arise between faculty and student perspectives, regardless of my firsthand observations. With guidance from Cohen et al.'s *Research Methods in Education*, I took care to avoid asking leading questions. As is described in more detail below, I also incorporated Nowel et al.'s recommendations for establishing trustworthiness in my data analysis ("Thematic Analysis"). While these strategies cannot entirely remove the risks and effects of researcher bias, they do help to mitigate them. In Chapter 5, I describe additional strategies I would recommend for similar future research.

Mixed-methods research design

This study adopts a primarily qualitative approach but incorporates some quantitative methods. My research questions, questionnaires, and report aim to generate an account of

English faculty and student perspectives on ChatGPT, their field of study, and one another. I seek, therefore, to investigate the "what," "how," and/or "why" of each group's responses to how AI development and adoption might affect them and their discipline. Mixed-methods research is conducive to investigating these questions (Cohen et al. 42), since "both [qualitative and quantitative research] use observational data . . . describe data, and construct explanations and speculations about the reasons why observed outcomes are as they are" (35). In my research design, I endorse the "mixed-methods research as pragmatism" perspective offered by Cohen et al. in their guide to research methods in educational studies, wherein they elaborate an approach to mixed-methods research that is "driven by the research question[s]" (35). In other words, rather than "engaging in the debate over qualitative or quantitative affiliations" (36), I prioritize research design and data collection methods that "work" to address my research questions and to "'deliver' useful, practicable, reliable and valid answers to [these] questions" (36). I find a mixed-methods approach appropriate, too, because it disrupts what Jamieson et al. refer to as the "problematic, or at least counterproductive . . . distinction of objective versus subjective research" (10). Following their logic that "tools deemed appropriate only for qualitative (or, indeed, quantitative) research may be mutually beneficial and informative" (10), my work incorporates both qualitative and quantitative methods as is appropriate for addressing the research questions.

Given that my project aims to capture a focused snapshot of current perspectives on the impacts of AI adoption, engagement, and/or avoidance among faculty and students in the field of English studies, the end-result of this approach is a study that analyses its participants' responses to primarily qualitative questions. I seek to generate an account of the ambitions, desires, and expectations of faculty and students operating within the same institution and field. Qualitative

research design is, generally, the more suitable approach to addressing my research questions, because it is useful for establishing a baseline understanding of participants' perceptions on a given issue, and for identifying emerging issues (Cohen et al. 42). Qualitative research is well-suited to gathering information on the general thoughts and views of a group on a particular subject over a short period of time (Bartram 1), such as current English faculty and student perspectives on how AI might affect their discipline. Timeliness is a key consideration of my research design. I aim to generate a current account of faculty and student imaginings, encouraging dialogue between stakeholders that might contribute to AI policy development and decisions about the direction of English studies; the most common barrier to the development of evidence-informed policy is poor access to high quality, relevant, and timely research (Oliver et al. 8).

I incorporate quantitative methods because they are useful for gathering a succinct "overall picture and pattern of response" (Cohen et al. 42). As is described in the sections below, I use likert scales in many of the project's survey questions, which make it possible to convert the subjective response options featured most often in qualitative research into the numerical, ordinal data that are characteristic of quantitative research (726). In my analyses, I use frequency distributions to make observations about trends in faculty and student responses to qualitative questions. Through this practice, I further bridge qualitative and quantitative methods, producing more easily summarized, compared, and contrasted results. Some questions solicit exclusively quantitative responses.[27] I collect such data primarily when it is more pertinent to analyse the average response of participants than it is to examine the distribution of responses across a

[27] Questions 7 and 13 (see Appendix B).

variety of more subjective options, or to analyse respondents' free-form thoughts on a given topic.

Semi-structured questionnaires

My research involves two mirrored semi-structured questionnaires: one for faculty respondents, and one for student respondents. I use two separate questionnaires to minimize confusing wording in questions that ask participants to share their understandings of the other group's beliefs or behaviours.[28] To ensure that the data generated through each questionnaire are suitable for cross-comparison, the few questions that require different wording incorporate as little change as possible.[29] My project aims to generate an account of faculty and student perspectives that operates using a shared language rather than a collection of responses generated from different surveys administered across different contexts. This approach will allow my research to contribute new information to a growing body of literature on faculty and student perspectives on AI in education. I use semi-structured questionnaires because they bring together the strengths of both their structured and unstructured counterparts by combining closed and open-ended question types (Cohen et al. 475). Closed questions are more focused than open questions, are useful for drawing comparisons between groups, and allow for the calculation of response frequencies (476); open-ended questions are useful for more exploratory purposes (475). Open-ended questions are also best for soliciting responses to complex issues that cannot easily be summarized by a simple list of response options or a numerical rating (476). Many of the closed questions include an "other" option with an accompanying text-box to mitigate the risk that the listed categories do not accurately reflect participants' thoughts (476)—an additional

[28] For example, Question 12 asks faculty, "What is your impression of your students' overall attitude towards ChatGPT?" but asks students, "What is your impression of your professors' overall attitude towards ChatGPT?" (see Appendix B).
[29] Changing "your students" to "your professors" or vice versa, for instance.

safeguard against researcher bias possibly restricting participants' response choices. Since open-ended questions may require much more time to answer than closed questions (476), I limit the number of open-ended survey questions to three with the goal of avoiding respondent fatigue.

The questionnaires consist of thirteen multiple-choice questions about the participants' level of familiarity with, knowledge of, engagement with, and perspectives on ChatGPT. Multiple-choice response options are inspired by existing studies on faculty or student perspectives on ChatGPT,[30] writings about ChatGPT posted to the OpenAI website,[31] and my existing knowledge of potential uses, limitations, and ethical concerns related to ChatGPT. This section of the questionnaire pertains to the first three research questions.[32] Questions 1 through 5 primarily serve to assess participants' level of familiarity with ChatGPT; Question 6 asks participants to indicate the purposes for which they believe the other group might use ChatGPT (faculty are asked to indicate why they believe their students might use ChatGPT and vice versa); Questions 7 through 12 aim to collect data on participants' attitudes towards and experiences with ChatGPT (including their perceptions on one another's attitudes towards the chatbot); Questions 13 asks participants to indicate their feelings towards ChatGPT in relation to the future of English studies.

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[30] Antony and R. Ramnath, "A Phenomenological Exploration of Students' Perceptions of AI Chatbots in Higher Education"; Bearman et al., "Discourses of Artificial Intelligence in Higher Education: A Critical Literature Review"; Chan and Hu, "Students' Voices on Generative AI: Perceptions, Benefits, and Challenges in Higher Education"; Chan, "A Comprehensive AI Policy Education Framework for University Teaching and Learning"; Strawser et al., "Faculty Development for AI"; Lim et al., "Ethical Considerations for Artificial Intelligence in Educational Assessments."

[31] "Introducing ChatGPT"; "GPT-4."

[32] How do English professors' understandings of and engagement with ChatGPT compare to those of English students? How do English professors and students incorporate and/or account for AI-powered tools such as ChatGPT in their imaginings of a future for the discipline? How do faculty perceive their students' perspectives on ChatGPT and English studies (and vice-versa)?

The questionnaires also invite participants to complete three open-ended questions about their opinions on the future of English studies.[33] These questions aim to generate data pertinent to the second, third, and fourth research questions.[34] Stefan Popenici's writings on AI and the imagination serve as inspiration for the focus of these questions. The first question asks participants to describe the direction they anticipate for English studies in the wake of ChatGPT's widespread availability; the second then asks respondents to imagine what the other group anticipates for the future of their discipline; the final question asks faculty and students to describe the future they *want* to see for English studies. By embracing Popenici's argument that it is crucial to explore the entire range of possibilities when imagining and planning for the future (175), I ask faculty and students to not only consider what they believe is realistic (the first question), but also what they can imagine the other might believe, as well as the future that they wish to see.

Data collection

This study invited English faculty/instructors and students (English majors and graduate students) working and/or studying at the same institution to participate. I contacted the chair of the Department of English Language and Literature at Brock University via email with a request to share information about the study with Department of English faculty/instructors and students pursuing a major in English (including MA students). This request was supplemented by two attached messages: one to be shared with prospective faculty participants, and one to be shared with prospective student participants. The messages invited prospective participants to respond

[33] See Appendix B for a complete transcript of the questionnaires.
[34] How do English professors and students incorporate and/or account for AI-powered tools such as ChatGPT in their imaginings of a future for the discipline? How do faculty perceive their students' perspectives on ChatGPT and English studies (and vice-versa)? (How) do faculty and student wishes for the future of English studies align/diverge?

to a digital questionnaire administered through Microsoft Forms on the topic of their opinions on the implications of ChatGPT use/availability for the future of English studies.

Faculty and students who agreed to participate in the study were directed to access the questionnaire via a link to the appropriate Microsoft Forms page. Upon accessing the questionnaire, participants were first informed of the potential risks and benefits associated with their participation and asked to indicate their consent to participate by pressing "Start now." The questionnaires required approximately 15 minutes to complete, with an average time to complete of 15:23 for faculty and 15:53 for students. Prior to selecting "Submit," participants were presented with an optional check box indicating their consent to allow their responses to appear as anonymous quotations in the final report (as opposed to strictly being analysed as a part of a larger dataset). After submitting the questionnaire, participants were provided with a complete summary of the purpose of the research, the research questions, and instructions on how to contact the research team via email should they wish to access the results of the project following its completion. This information became available immediately after participants submitted their responses to the questionnaire, as a part of the "thank-you" message displayed by Microsoft Forms.

Ethical considerations

The level of concern, discomfort, or upset that a participant may experience when thinking about AI and the future is entirely contingent on their personal history, positionality, and unique perspective on these topics. To manage psychological risks, a disclosure of risks was included as a part of the consent form. This disclosure stated the potential risks involved with participating in this research project and reminded participants of their right to opt out of participating at any time, or to skip any questions in the questionnaire for any reason. Participants were also reminded that there are and will be no negative consequences, academic or

otherwise, to opting out of participating, and that their participation or decision to opt out will remain entirely anonymous and confidential. Additionally, a link to Brock University's mental health resources site was provided.[35] Participants could opt out of the study at any point prior to submitting their questionnaire response by closing the Microsoft Forms page, or by choosing not to submit their response. To ensure anonymity, the Microsoft Forms settings were adjusted so th-at the emails of participants were not retained; they were, however, be required to sign in using their institutional email address (@brocku.ca) prior to accessing the survey. This process helped ensure that only Brock University faculty and students were permitted to access the questionnaires, and that each institutional email address was only permitted to submit one response to the survey. To manage the risk of prospective participants feeling obligated to participate due to close and/or regular contact with myself or any member of my supervisory committee, they were informed that their names, emails, and other identifying information will not be retained, nor linked to their responses. For this reason, I limited the collection of personal identifiers, prioritizing participant anonymity over the possibility of searching for demographic-linked correlations within the data. This study was granted Ethics Clearance for Human Participant Research by the Brock University Social Science and Research Ethics Board, file number: 23-232-COSKAN-JOHNSON.

Data analysis

I analyze participants' responses to the multiple-choice questions in the context of the relevant research question(s) identified above. I have tabulated and plotted responses to these questions according to their relative frequency distributions. Using frequency distributions allows me to draw comparisons based on the proportion of faculty and students who chose a

[35] "Student Supports" page for student participants, and Employee & Family Assistance Program (EFAP) resource information page for faculty participants.

response option, rather than strictly relying on the raw numbers. Given that the amount of student respondents far exceeds the number of faculty respondents, and that the overall English student population far exceeds the population of English faculty and instructors (see Chapter 3, "Participants"), this approach enabled more direct and easily visualized comparisons of the data. I sorted these findings according to their relevance to the following categories: current faculty and student engagement with ChatGPT, faculty and student perceptions of one another, and faculty and student imaginings of the future. I did not conduct inferential statistical tests to draw comparisons between faculty and student responses, nor to test for correlations between variables. The data possessed too many qualities in violation of the assumptions of most statistical tests (Cohen et al. 776-801), therefore limiting their effectiveness and accuracy: small samples sizes, a lack of homogeneity in the sample variances, and a lack of normality in the distributions of the data. Instead, I relied primarily on descriptive statistics (distribution, mean, median, mode, standard deviation) to present and discuss my findings.

Following Nowell et al.'s guidelines in "Thematic Analysis: Striving to Meet the Trustworthiness Criteria," I analyze the responses to open-ended questions using an inductive thematic analysis approach. I coded the data according to themes generated inductively, meaning that these themes emerged from the data themselves rather than from preexisting theories or texts. I prefer this approach to a deductive method because inductive analysis is data-driven (8) and therefore allows for a more comprehensive summary of the overall data. Throughout the coding and analyzing processes, I followed the six phases of thematic analysis outlined by Nowell et al. (and their supplementary "recommended practices for establishing trustworthiness"):

1. Familiarizing yourself with the data.

2. Generating initial codes.
3. Searching for themes.
4. Reviewing themes.
5. Defining and naming themes.
6. Producing the report. (Nowell et al. 4).

It is important to note that thematic analysis is an iterative process (4). Though I have followed Nowell et al.'s example in enumerating the steps above, my analytical process involved returning to and jumping between steps as necessary. For example, I turned on multiple occasions to the "Familiarizing yourself with the data" stage in order to ensure that my analyses remain rooted in close engagement with the raw data. I also implemented the following recommendations for establishing trustworthiness:[36]

- Prolonging my engagement with the data:
    - For a two-week period following the data collection, I read, sorted, and reread the raw data. During this period, I regularly reviewed the data and kept notes on my preliminary thoughts but did not proceed with steps 2 through 5.[37] This prolonged period of data review allowed me to familiarize myself with the data without the pressure to draw premature or underdeveloped conclusions.
- Documenting my thoughts about potential codes/themes:

[36] Nowell et al. (4) base these recommendations on the criteria for trustworthiness proposed by Lincoln and Guba in *Naturalistic Inquiry*.
[37] I did, however, proceed with other steps involved in producing the report, such as analyzing participant responses to the multiple-choice questions.

    - I kept detailed notes of my thoughts as I sorted and analyzed the data. These notes helped me verify that I was attributing equal attention to all data items.

- Using a coding framework:
    - I developed a coding sheet with definitions and examples for each code (see Appendix A), a process that helped to establish a "clear trail of evidence for the credibility of the study" (7).
- Leaving an audit trail of code generation:
    - I kept note of my coding techniques throughout the process, ensuring to document any changes in my approach along with my reasoning for making such changes. These supplementary notes provide evidence of my coding and decision-making processes throughout the research process.
- Keeping reflexive notes throughout the entire process:
    - I kept a journal throughout the research process as a means by which to remain self-critical and reflect on the rationales behind my choices.
- Testing code/theme validity by returning to the raw data and seeking input from my supervisory committee:
    - I regularly reviewed the established codes and themes alongside the raw data to ensure their consistency and validity. I also shared the raw data and coding sheet with my supervisory committee and sought out their feedback on my analyses of participants' responses.

After coding and sorting the data, I compared and contrasted themes emerging from faculty and student participant group responses. My analyses (see Chapter 4) highlight themes arising from

the data that point to commonalities and differences in faculty and student imaginings of and ambitions for the future of the field of English studies in the wake of the development and widespread adoption of ChatGPT.

Chapter 3: Results

Participants

This study compares and contrasts the survey responses of two closely related participant groups: faculty and instructors from Brock University's Department of English, and students pursuing a major or co-major in English at the same institution. Representing approximately half of the population, eleven faculty and instructors responded to the questionnaire invite. A majority of faculty respondents indicate that they have sixteen or more years of experience as a professor and/or instructor, with the largest number of participants (36%) situated between twenty-one and twenty-five years of experience. One faculty respondent did not declare their years of higher education teaching experience (see Appendix C for an account of all participants' non-responses).

Thirty-one students responded to the questionnaire invite. Of these students, twenty-nine are English majors (94%), and two are English co-majors (6%). These students represent 8.5% of the total population of students pursuing a degree involving English studies at Brock University,[38] and 9.2% of current English majors or co-majors.[39] Twenty-six student participants (84%) identify their major as ENGL, while four are ENCW majors, and one is a student of WRDS. Of these students, two are enrolled in the Concurrent Teacher's Education program with a primary teachable subject in English. I include them in the ENGL group because that stream

[38] During the 2023-2024 academic year.
[39] There are currently 365 students pursuing a degree involving English studies at Brock University; 337 of these students are majoring or co-majoring in English (Liz Keenan, email to author, May 5, 2024).

corresponds to the bachelor's degree that they will earn in partial fulfilment of the Concurrent Education program requirements (Bernat). The students pursing a co-major do not specify their second major. Student respondents represent all years of study across English programs offered at Brock University. These groups are: first, second, third, fourth, or fifth-year and above (if pursuing a Bachelor of Arts degree), or the MA group (if pursuing a Master of Arts degree). Brock University does not offer a Doctor of Philosophy (PhD) in the English program. Respondents who indicate fifth-year or above are possibly enrolled in part-time studies. With eight respondents from each category, second and third-year students are the most highly represented groups in the survey data (26% each), followed by MA students (16%), then first and fifth-year or above students (13% each), and finally, fourth-year students (6%).

Current faculty and student engagement with ChatGPT

Several of the closed questionnaire items asked participants to point to how they understand and engage with ChatGPT (and, sometimes, other AI-powered programs and tools), if at all. These questions aim to establish a baseline account of how faculty and students perceive, understand, and use ChatGPT. The results related to these questions are summarized below. Table 1 provides an overview of respondents' use, knowledge of, and attitudes towards ChatGPT. Closer snapshots of participants' perspectives are illustrated in the subsequent figures and table: figure 1 depicts participants' self-reported levels of knowledge about ChatGPT; figure 2 pertains to faculty and students' use of ChatGPT for academic purposes; table 2 summarizes how faculty and students feel ChatGPT has affected various areas of their academic lives; figure 3 outlines participants' responses to a question that asked them to indicate on a scale of human-written to AI-written where one of their recent academic projects lands (see Appendix B, Question 7); and figure 4 summarizes both participant groups' reasons for using ChatGPT.

Table 1

Faculty and Students' Engagement with AI

		Faculty		Students	
		N	%	N	%
Level of Knowledge	None	0	0	0	0
	Less-than average	2	18.2	7	22.6
	Average	5	45.5	18	58.1
	Above average	2	18.2	3	9.7
	Lots	2	18.2	3	9.7
Use of ChatGPT for Academic Purposes	Yes	1	9.1	12	38.7
	No	10	90.9	18	58.1
	Prefer not to say	0	0	1	3.2
Use of Other AI Programs for Academic Purposes	Yes	1	9.1	8	25.8
	No	10	90.9	22	71.0
	Prefer not to say	0	0	1	3.2
Attitude Towards ChatGPT	Very Positive	0	0	0	0
	Positive	0	0	5	16.1
	No Strong Opinions	1	9.1	4	12.9
	Ambivalent	5	45.5	5	16.1
	Negative	1	9.1	9	29.0
	Very Negative	4	36.4	7	22.6
	Uncertain	0	0	1	3.2

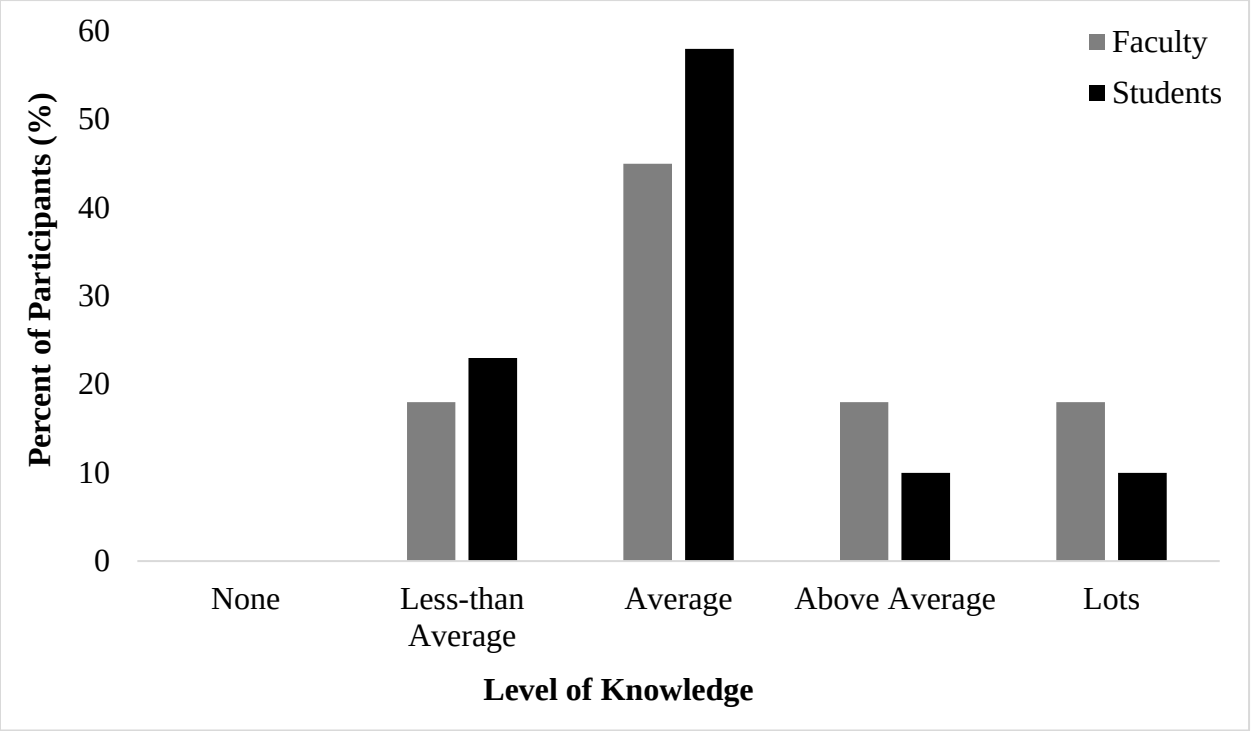

Figure 1. Faculty and Students' Self-Reported Level of Knowledge About ChatGPT.

The largest proportion of respondents from both faculty and student groups indicate that they feel they possess an average level of knowledge about ChatGPT. In general, students most often situate their knowledge about the chatbot somewhere between less-than average and average. Approximately 58.1% of students (n = 18) report having an average level of knowledge about ChatGPT, while 22.6% (n = 7) describe their level of knowledge as "less-than average." An equal proportion of students (9.7%, n = 3) report having either an above average or high level of knowledge. Faculty responses are more evenly distributed. Under half (45.5%, n = 5) report feeling that they have an average level of knowledge, and equal proportions of the remaining respondents categorize their level of knowledge as "less-than average," "above average," or "lots" (18.2% each category, n = 2). English faculty generally claim to feel slightly more knowledgeable about ChatGPT than students, but both groups tend towards reporting an average

level of knowledge. All participants indicate that they have some level of knowledge about ChatGPT.

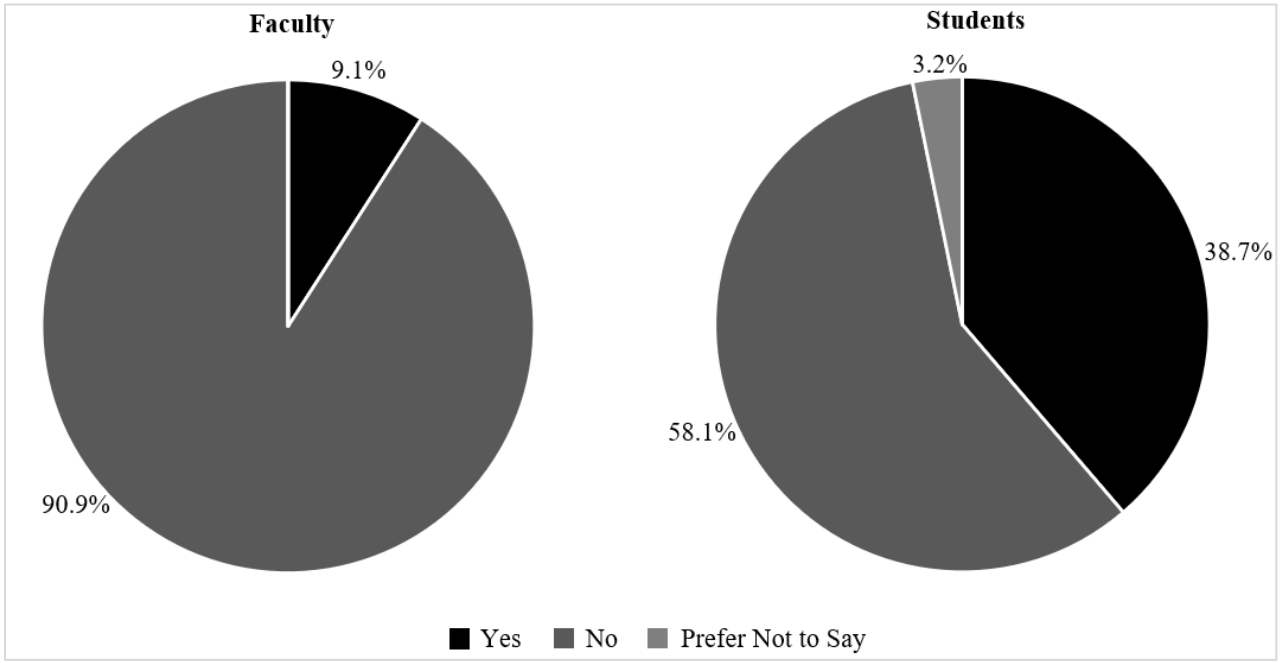

Figure 2. Faculty and Students' Use of ChatGPT for Academic Purposes.[a]

a. Faculty and instructors were asked to indicate if they had ever used ChatGPT to assist with their manuscript writing; students were asked if they had ever used the chatbot to assist with their course assignments (see Appendix B, Question 2).

The majority of faculty (90.9%, n = 10) indicate that they have not used ChatGPT (or other AI-powered tools, see table 1) to assist with their manuscript writing (see fig. 2). Only one faculty member reports that they have used ChatGPT for this purpose; this same faculty respondent indicates that they have used other AI-powered tools to support their manuscript writing (see table 1). A smaller majority of student respondents, 58.1% (n = 18), indicate that they have not used ChatGPT to aid in completing their course assignments, while 38.7% (n = 12) affirm that they have in fact used ChatGPT for this purpose (see fig. 2). Of these students, one notes that they took a course designed around ChatGPT but would not otherwise use it. Most

students (71.0%, n = 22) state that they have not used other AI-powered tools to help them with their course assignments (see table 1). Of the 25.8% (n = 8) of students who confirm that they have used other AI tools, half identify Grammarly as their program of choice. One respondent clarifies, however, that they do not use Grammarly's generative AI features. Other students mention using Adobe Express's image generator, Google Bard, and "most" AI tools. Seventy-five percent of students who say they have used other AI tools for academic purposes also indicate that they have also used ChatGPT for this reason.

Table 2

Faculty and Students' Perceptions of How the Availability of ChatGPT has Affected Various Areas of Academic Life.[a]

	Very Positive		Positive		No Notable Effect		Negative		Very Negative	
Students'…[b]	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)
Writer Development.	0	3.2	9.1	9.7	18.2	77.4	27.3	6.5	45.5	3.2
Ability to Meet Program Expectations.	0	6.5	9.1	12.9	18.2	77.4	27.3	3.2	45.5	3.2
Adherence to Academic Integrity.	0	3.2	0	3.2	9.1	80.6	36.4	9.7	54.5	3.2
Engagement with Their Courses.	0	3.2	0	12.9	54.5	71.0	9.1	9.7	36.4	3.2
Academic Workload.	N/A	3.2	N/A	3.2	N/A	87.1	N/A	3.2	N/A	3.2
Faculty's…[c]										

	Very Positive		Positive		No Notable Effect		Negative		Very Negative	
	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)
Assignment Design Creativity.[d]	10.0	0	40.0	12.9	20.0	77.4	20.0	6.5	10.0	3.2
Assessment Design Creativity.	9.1	0	27.3	9.7	36.4	83.9	9.1	3.2	18.2	3.2
Teaching Workload.	0	N/A	0	N/A	54.5	N/A	18.2	N/A	27.3	N/A
Research Workload.	0	N/A	0	N/A	90.9	N/A	9.1	N/A	0	N/A

a. "F (%)" signifies the percentage of faculty, and "S (%)" the percentage of students, who selected the corresponding response option.

b. In this section, faculty indicate their perceptions of how ChatGPT has affected their students generally, while students speak to how they feel the chatbot has affected them personally (see Appendix B, Question 8).

c. An inversion of the previous section, faculty here indicate how they feel ChatGPT has affected them personally, and students point to their perceptions of how it has affected their professors more broadly (see Appendix B, Question 8).

d. Faculty response percentages for the "Assignment Design Creativity" category are calculated out of 10 instead of 11 because one faculty respondent did not indicate how they believe ChatGPT has affected the creativity of their assignment design (see Appendix C).

When asked to describe how they feel ChatGPT has affected their academic life so far, students generally indicate that they have not noticed any discernible effects (see table 2). The

majority of student respondents state that the technology has had no notable effect on their development as a writer (77.4%, n = 24), their ability to meet the expectations of their program (77.4%, n = 25), their adherence to rules of academic integrity (80.6%, n = 25), their engagement with their courses (71.0%, n = 22), or their academic workload (87.1%, n = 27). With a couple of notable exceptions, students who have noticed a change generally claim that ChatGPT has had a positive or very positive effect on these areas. This is especially true for students' assessments of its impact on their ability to meet the demands of their program, where 13% more students claim that ChatGPT has had a positive or very positive effect than those who claim it has a negative or very negative influence. The only area where students note a negative or very negative effect more frequently than a positive or more positive effect is in their adherence to the rules of academic integrity, where 6.5% more students choose "negative" or "very negative" compared to those who choose "positive" or "very positive." Students who state that the chatbot has affected their academic workload are evenly divided (3.2%, n = 1) across every response option other than "no notable effect." Generally, faculty have a more negative perspective on how ChatGPT has affected students' academic lives. For all categories except students' engagement with their courses, the highest number of faculty select that it has had a very negative effect: 45.5% (n = 5) for students' development as writers and ability to meet the expectations of their programs, and 54.5% (n = 6) for students' adherence to academic integrity rules. Approximately half of faculty participants (54.5%, n = 6) agree with students that ChatGPT has not affected their engagement with their classes. Faculty's second most frequent response is almost always "negative," except for in the case of students' course engagement, in which case it is "very negative." No faculty member in any case indicates that they think the chatbot has had a very positive effect on students.

Faculty outlooks on how ChatGPT has affected various elements of their academic lives are more divided than those of students. In terms of its impact on the creativity of their assignment designs, the highest proportion of faculty (40%, n = 4) claim that it has had a positive effect, with the remaining split between no effect and negative effect (20% each, n = 2), and very positive effect or very negative effect (10% each, n =1). For other areas of their academic lives, the largest proportions of faculty indicate that the chatbot has had no discernable effect: 36.4% (n = 4) for the creativity of their assessment designs; 54.4% (n = 6) for their teaching workload; and 90.1% (n = 10) for their research workload. Faculty who express that ChatGPT has affected the creativity of their assessment designs are divided on the quality of this effect, with 36.4% (n = 4) of participants claiming positive or very positive, and 27.3% (n = 3) of respondents stating negative or very negative. Those who note that the technology has affected their teaching workload point towards an overall increase in the amount of work: 18.2% (n = 2) state that their workload has increased moderately, while 27.3% (n = 3) characterize this increase as more dramatic.[40] One respondent (9.1%) indicates that their research workload has increased. No faculty member declares that ChatGPT has reduced their overall teaching or research workload. The majority of students do not believe that ChatGPT has affected the creativity of their professors' assignment (77.4%, n = 24) and assessment (83.9%, n = 26) designs. Of those who do note an effect, slightly more tend to characterize this effect as positive. No students claim that ChatGPT has had a very positive effect on these areas.

[40] Faculty were instructed to use "negative" and "very negative" to indicate an increase in their workload, and "positive" or "very positive" to indicate a decrease.

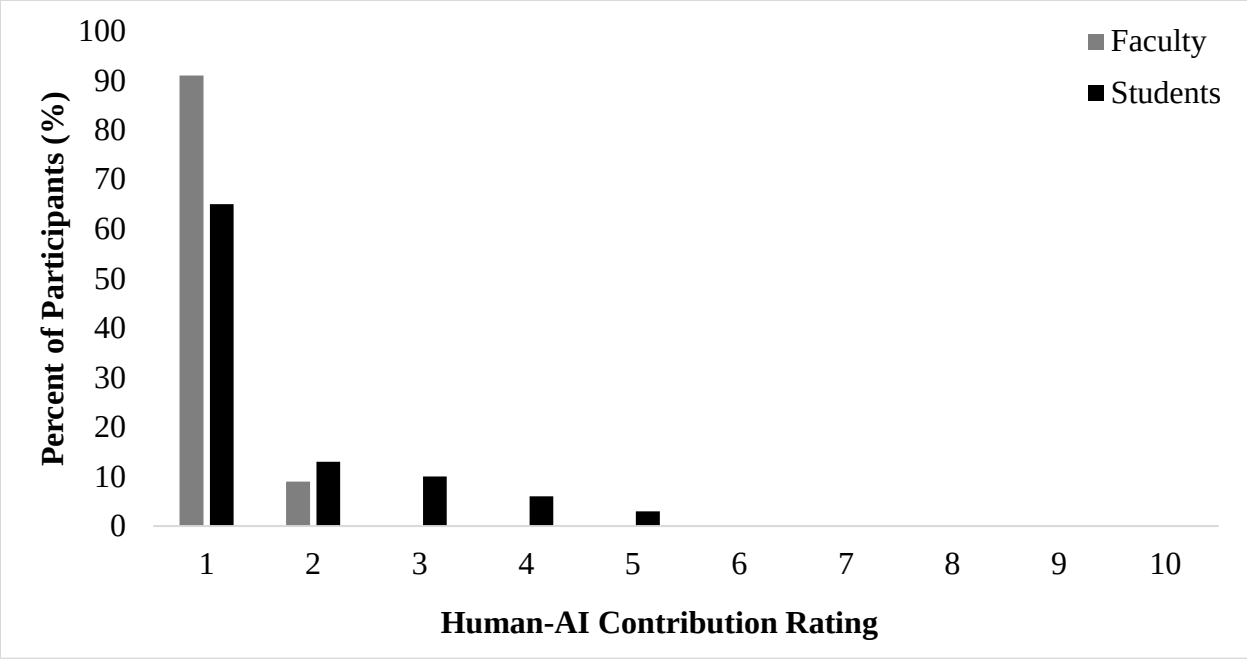

Figure 3. Proportion of Human Versus AI Contributions to a Recent Research or Academic Project.[a,b]

a. Participants were asked to think of a recent project (a research project for faculty; an academic project for students) and to rate on a 10-point scale how much of their project consisted of human versus AI contributions (see Appendix B, Question 7). Participants were instructed to consider a 1 on this scale to indicate total human contribution, and a 10 to signify entirely AI-generated work.

b. One student participant did not respond to this question and has been excluded from the percentage calculations that inform this figure. Thus, the percentages of students displayed here are calculated out of 30 rather than 31 (see Appendix C for a summary of participant non-responses).

Faculty almost unanimously (90.9%, n = 10) declare their work to consist of entirely human contributions. One faculty member rates their project a 2 out of 10, meaning that their work consisted of mostly human contributions with a small amount of AI use. At 1.7 out of 10,

students' mean rating is 0.6 points higher than that of faculty. With a standard deviation of 1.0 points, student responses are more varied compared to faculty's (with a standard deviation of 0.3). Both groups, however, demonstrate a strong skew towards entirely or mostly human contributions. The majority of students (66.7%, n = 20) situate their project as entirely human-written. Increasingly smaller proportions of students claim that their work incorporated some level of AI contributions: four students (13.3%) rate their project a 2 out of 10; three (10.0%) select 3 out of 10; two (6.7%) choose 4 out of 10; and one (3.3%) indicates that their work was a 5 out of 10, or, slightly more human than AI (see fig. 3). No participants from either group rate their project as more AI than human.

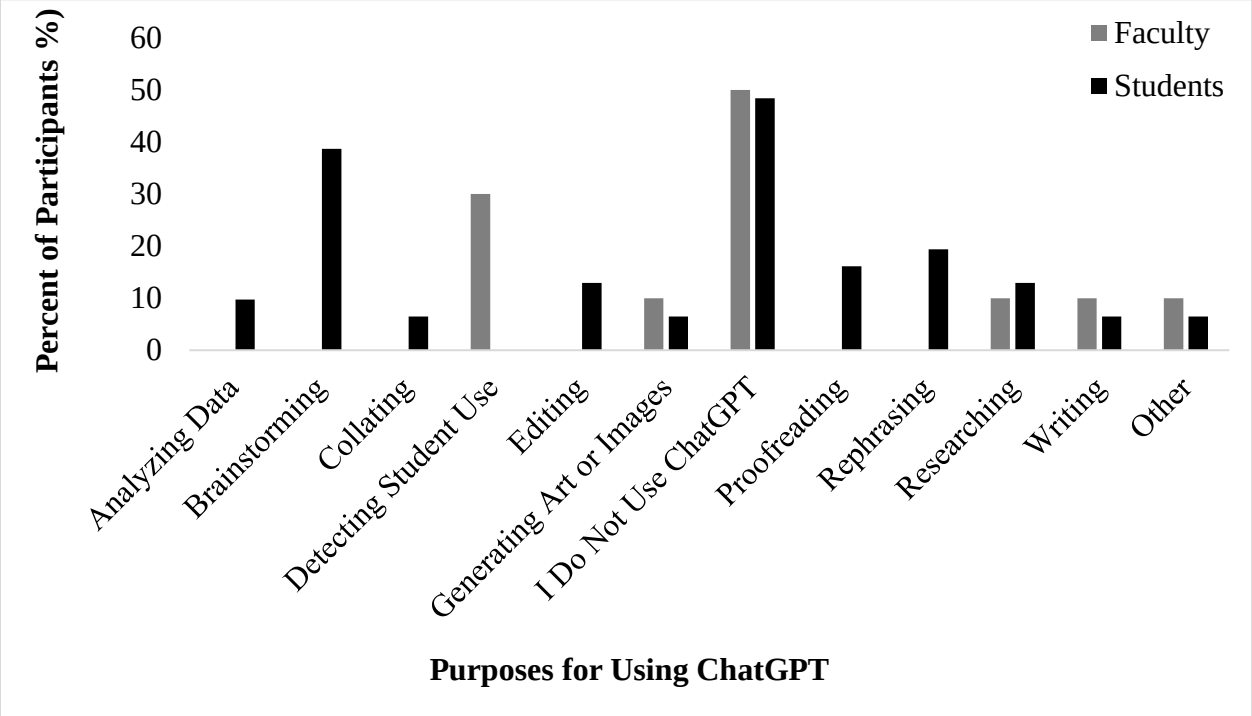

Figure 4. Faculty and Students' Self-Reported Reasons for Using ChatGPT.[a, b, c]

a. The "Detecting Student Use" category did not appear as an option in the questionnaires but is added here because several faculty/instructors' manually input this response into the "Other" text box. Responses that remain included in the "Other" category are:

learning about ChatGPT (faculty), writing cover letters (student), and personal entertainment (student).

b. Participants were permitted to select more than one response option when answering this question (see Appendix B, Question 5), thus the percentages above are calculated for each category individually by dividing the number of responses by the total number of participants from each respective group.

c. One faculty participant did not respond to this question and has been excluded from the calculations that inform this figure. Thus, the percentages of faculty displayed here are calculated out of 10 rather than 11 (see Appendix C for a summary of participant non-responses).

Fifty percent of faculty (n = 5) indicate that they do not use ChatGPT. A similar number of students (48.4%, n = 15) respond the same. Thirty percent of faculty (n = 3) add that they use ChatGPT for the purpose of detecting student use and plagiarism. The following categories were selected by one faculty member each (10%): generating art or images, researching, writing, and other. Faculty do not indicate that they use ChatGPT for any of the following purposes: analyzing data, brainstorming, collating, editing, proofreading, or rephrasing. Student responses are more varied, and at least two students select each response option. Second in popularity to "I do not use ChatGPT," 38.7% of students (n = 12) say that they use the chatbot for brainstorming purposes. Several students also report using ChatGPT for help rephrasing (19.4%, n = 6), editing (12.9%, n = 4), and analyzing data (9.7%, n = 3). Each of remaining categories were selected by 2 students (6.5%): collating, generating art or images, writing, and other. Faculty-written responses in the "other" category are related to improving their knowledge of the chatbot, either by checking for similarities between their students' work and a ChatGPT-generated response to

their assignment prompt or to learn more about how it works (see fig. 4, note a.). Student-written entries are more geared towards ChatGPT's non-academic uses (see fig. 4, note a.).

Faculty and student perceptions of one another

Questions 5 and 6, 11 and 12 of the questionnaires were designed as paired questions (see Appendix B). The first question in each sequence asked participants to respond with their personal answer while the follow-up question asked participants to instead indicate their perception of the other respondent group (faculty commented on students and vice versa). While the previous section primarily summarizes faculty and students' self-reported perspectives on ChatGPT, this section compares one group's actual responses to the other group's perception of their engagement with the chatbot. These comparisons point to the level of accuracy and/or distortion that affects each group's interpretation of the other's perspective, suggesting areas where faculty and students' perceptions of one another might need clarification. Figure 5 examines faculty's reasons for using ChatGPT in comparison to students' estimates about why faculty use ChatGPT (if at all). Figure 6 compares the inverse relationship: students' purposes for using ChatGPT and faculty's interpretations of their reasons for using the chatbot. Figures 7 and 8 compare participants' self-reported attitudes towards ChatGPT with the other group's perceptions of their opinions.

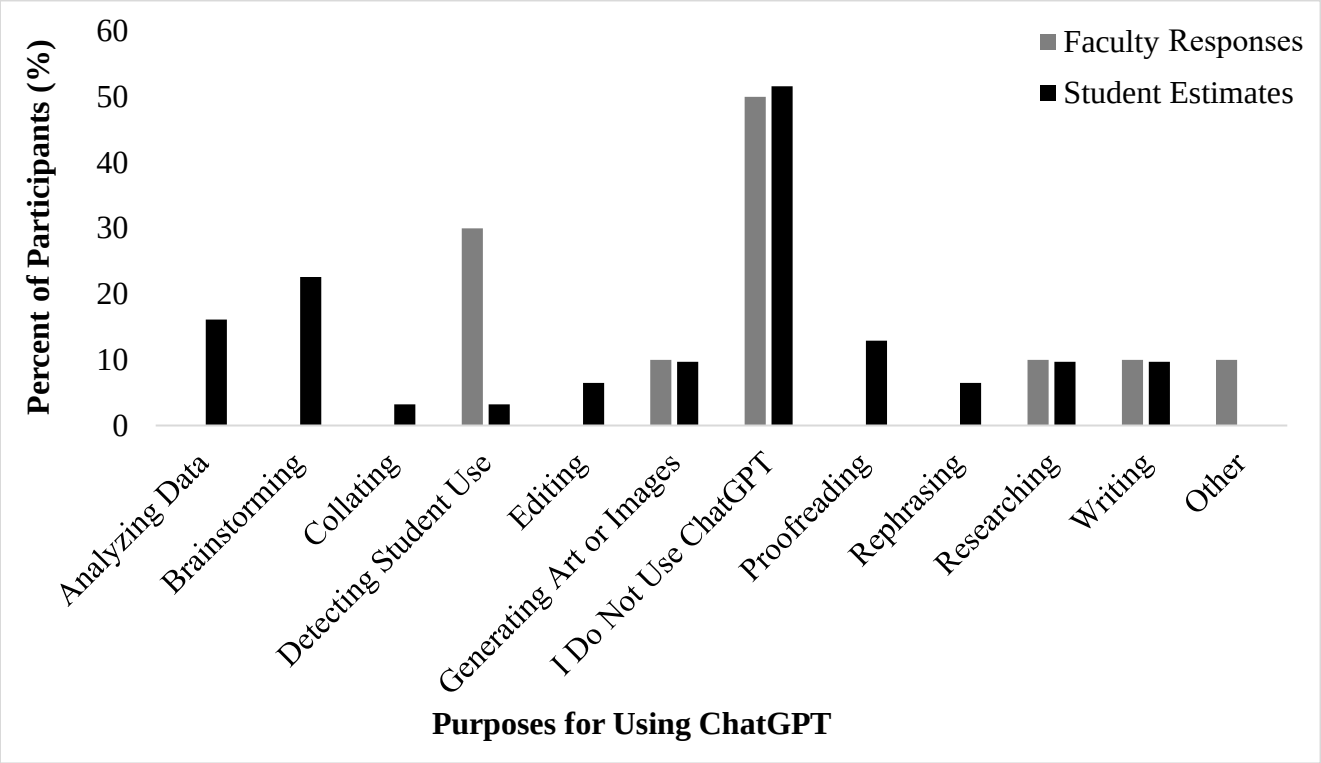

Figure 5. Comparisons Between Faculty's Self-Reported Purposes for Using ChatGPT and Students' Estimates of Faculty's Reasons for Using ChatGPT.[a, b, c]

a. Faculty/instructor response included in the "Other" category: learning about ChatGPT.

b. Participants were permitted to select more than one response option when answering this question (see Appendix B, Questions 5 and 6), thus the percentages above are calculated for each category individually by dividing the number of responses by the total number of participants from each group.

c. One faculty participant did not respond to this question and has been excluded from the calculations that inform this figure. Thus, the percentages of faculty displayed here are calculated out of 10 rather than 11 (see Appendix C).

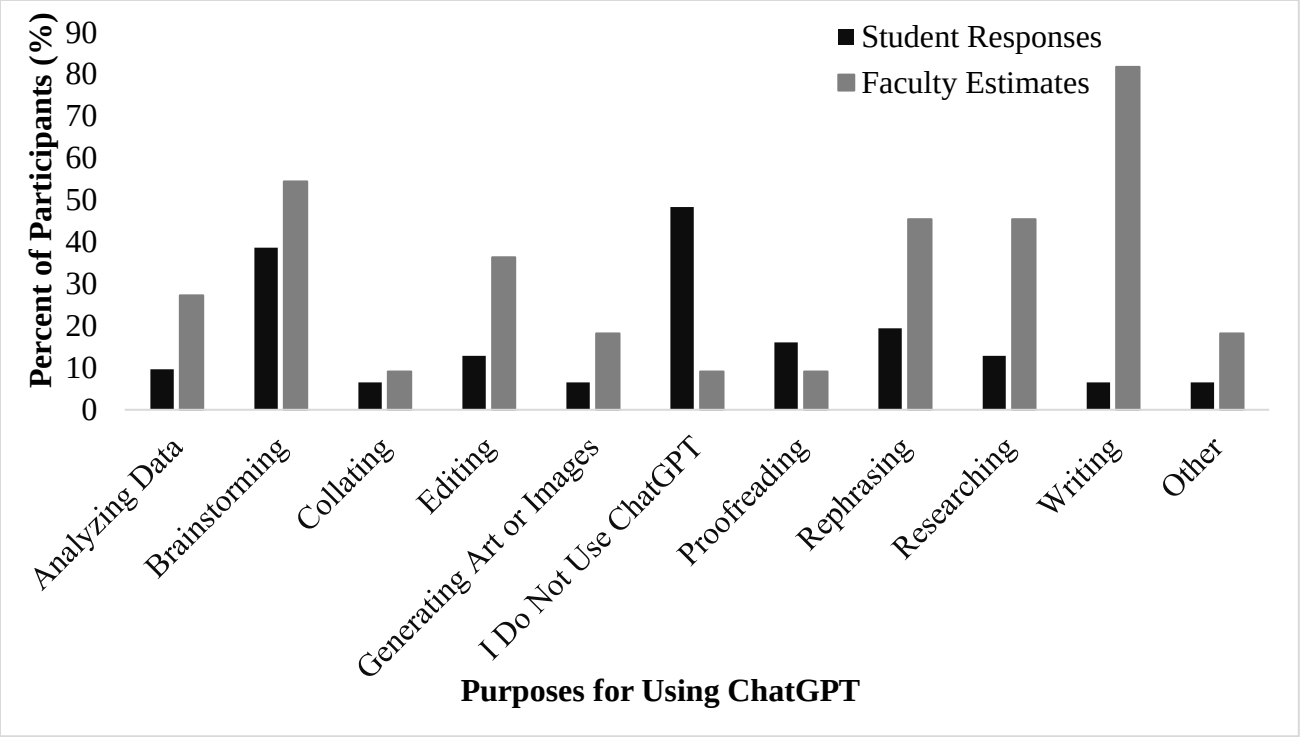

Figure 6. Comparisons Between Students' Self-Reported Purposes for Using ChatGPT and Faculty and Instructors' Estimates of Student's Reasons for Using ChatGPT.[a]

a. Faculty/instructors' entries for "other" are: "In one case: generating an account of why my proof that they used ChatGPT is inadequate," and, "Writing is not quite correct: the honest answer is 'avoiding thinking for themselves.'" Students add writing cover letters and using the chatbot for personal entertainment.

Students accurately anticipate several of faculty's responses to Question 5 (see fig. 5). Fifty percent of faculty (n = 5) do not use ChatGPT, a response that 51.6% of students (n =16) indicate. Faculty and student responses are similarly close for the categories of generating art or images, researching, and writing (10% of faculty versus 9.7% of students). Students underestimate faculty's use of ChatGPT for the purpose of detecting its use/plagiarism: 30% of faculty (n = 3) point to this reason versus only one student (3.2%). Since this category emerges from faculty's written responses under "other," however, and did not appear on the pre-written

list of response options, it is not surprising that few students anticipate this response. Since faculty select no other reasons for using the chatbot, students overestimate faculty's use of ChatGPT for the remaining categories: analyzing, brainstorming, collating, editing, proofreading, and rephrasing. Meanwhile, faculty perceptions of students' reasons for using ChatGPT tend to overestimate their students' use of the chatbot (see fig. 6). While 48.8% (n = 15) of students state that they do not use ChatGPT, only one faculty member (9.1%) anticipates this response. Faculty also overestimate students' purposes for using ChatGPT in almost every category: generating art or images (11.7% difference); brainstorming (15.8% difference); analyzing data (17.6% difference); editing (23.5% difference); rephrasing (26.1% difference); researching (32.6% difference); and writing (75.3% difference). In the case of proofreading, faculty slightly underestimate students' use of the technology for this purpose (7% difference). A similar proportion of faculty (9.1%, n = 1) and students (6.5%, n = 2) select collating.

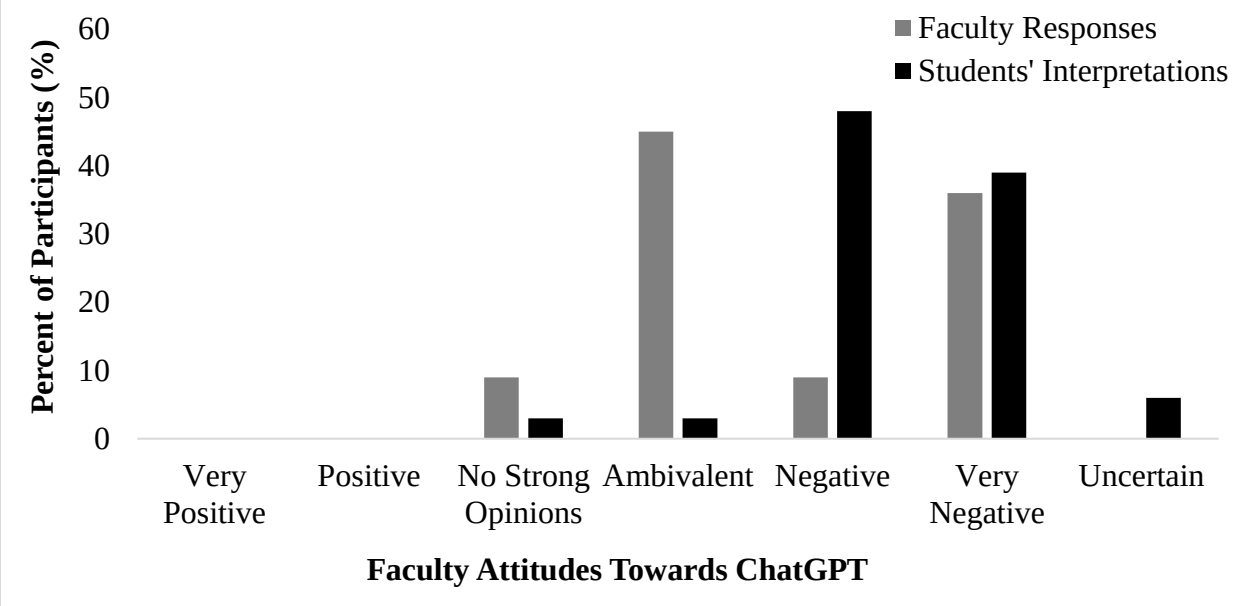

Figure 7. Comparisons Between Faculty's Self-Reported Attitudes Towards ChatGPT and Students' Interpretations of Faculty Attitudes.

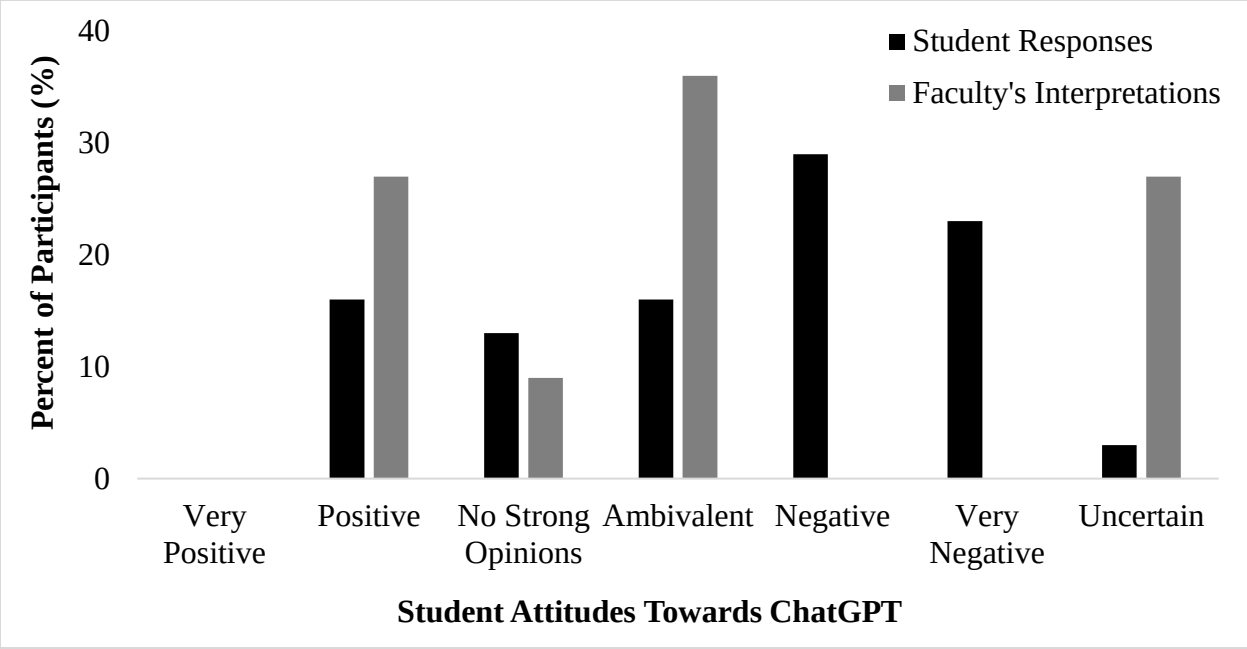

Figure 8. Comparisons Between Students' Self-Reported Attitudes Towards ChatGPT and Faculty's Interpretations of Student Attitudes.

Figures 7 and 8 point to how faculty and students describe their attitudes toward ChatGPT in comparison to how the other group perceives their attitudes. Faculty most often record their views as ambivalent (45.5%, n = 5), followed by very negative (36.5%, n = 4). While less than half of faculty (45.5%, n = 5) report negative or very negative feelings towards ChatGPT, 87.1% of students (n = 27) perceive their attitudes in this way. Students accurately perceive faculty's very negative responses to ChatGPT (38.7%, n = 12 versus 36.4%, n = 4) but very few students understand faculty to be ambivalent (3.2%, n =1 versus 45.5%, n =5). Notably, faculty do not report any positive attitudes and students correctly do not perceive any such responses. Most students report their own attitudes towards ChatGPT as negative (29%, n = 9) or very negative (22.6%, n = 7). Smaller proportions of students (16.1% each, n = 5) report ambivalent or positive views. Faculty overestimate students' positivity (27.3%, n = 3) and ambivalence (36.4%, n =4) towards the chatbot and do not at all perceive students' negative and

very negative attitudes. Nearly a third of faculty (27.3%, n = 3) report that they are uncertain how students perceive ChatGPT.

Faculty and student imaginings of the future

Several questionnaire items asked participants to exercise their imaginations and turn their attention towards the future. These questions focused on faculty and students' thoughts and feelings in relation to ChatGPT and the future of English as a field of study, their field of study. The section below summarizes participants' responses to both multiple-choice and open-ended questions: table 3 examines participants' reports of how often generative AI is currently permitted for academic use in contrast to how often they anticipate it will (or will not) be permitted in the future; table 4 illustrates participants' feelings when imagining the future of their discipline in relation to ChatGPT; table 5 and 6 compile and compare themes in participants' imaginings of the future and perceptions of each other's perspectives. Themes include the following: *little or no change; significant changes to course designs; in-person learning; job scarcity; decline of human skills; AI adoption; strict rules, regulations, or punishments; increase in plagiarism or misconduct; AI will be perceived as a replacement for us; AI cannot replace us; uncertainty; job protections; focus on human skills; AI education; clear guidelines; unclear*.[41]

[41] See Appendix A: "Coding Sheet" for definitions of each theme paired with example entries.

Table 3

Current and Anticipated Frequency of English Faculty Permitting Their Students to Use Generative AI to Assist with Their Course Assignments, According to Faculty and Students.[a]

	Always		Often		Occasionally		Rarely		Never		I don't know	
	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)	F (%)	S (%)
Current	9.1	0	0	0	0	6.5	18.2	25.8	72.7	67.7	N/A	N/A
Anticipated	9.1	0	0	3.2	0	9.7	18.2	45.2	63.6	38.7	9.1	3.2

a. "F (%)" signifies the percentage of faculty and "S (%)" the percentage of students who selected the corresponding response option.

Responses from both faculty (72.7%, n = 8) and students (67.7%, n = 21) suggest that generative AI use is not currently permitted in most English courses. When its use is permitted, it is generally rare, with only 9.1% of faculty (n = 1) always allowing its use, and 6.5% of students (n = 2) reporting that they are occasionally granted permission to use the technology. Most faculty (90.9%, n =10) anticipate that they will not change their policy on generative AI use. One faculty member states that they are uncertain at this time. Students generally anticipate that ChatGPT and generative AI use will become slightly more frequent, with 19.4% more students selecting "rarely" when predicting the future than in their descriptions of current English course AI policies. Though some students guess that generative AI might be permitted on occasion (9.7%, n = 3) or even often (3.2%, n =1), no students believe that it will be allowed at all times. These responses suggest that both faculty and students do not generally anticipate that generative AI use will be encouraged in the English classroom in the foreseeable future. As table 4 demonstrates below, faculty and students do, nonetheless, report some moderately intense feelings when thinking about the future.

Table 4

Faculty and Students' Ratings of Their Feelings in Relation to ChatGPT and the Future of English Studies.[a]

	Faculty				Students			
	Mean	SD	Median	Mode[b]	Mean	SD	Median	Mode
Anxiety	2.7	1.4	3	1, 4	3.6	1.3	4	5
Optimism	1.9	0.9	2	1	1.7	1.1	1	1
Apprehension	2.7	1.4	3	1,4	3.8	1.1	4	5
Curiosity	2.1	1.3	2	2	2.6	1.2	3	3
Disconcertment	2.7	1.4	3	1, 3	3.3	1.3	3	3
Excitement	1.6	0.8	1	1	1.8	1.0	1	1
Frustration	3.6	1.6	4	5	3.6	1.2	4	5
Ambivalence	3.6	1.2	4	4	2.3	1.2	2	1, 3

a. Respondents were asked to rate on a scale from 1 to 5 how strongly they experience each of the feelings listed above when they think about ChatGPT in relation to the future of English studies (see Appendix B, Question 13).

b. The responses for certain categories are bimodal, in which case both numbers are reported in the table above, separated by a comma.

c. One faculty member and four students did not provide their response for one or more of the categories listed above. In each case, the mean, standard deviation, median, and mode are determined using the total number of responses that the question did receive: as such, the faculty responses for disconcertment and ambivalence are calculated out of 10 instead

of 11; the student responses to anxiety, optimism, and ambivalence are calculated out of 30 instead of 31; their responses to disconcertment, excitement, and frustration are calculated out of 29; and their responses to apprehension are calculated out of 28 (see Appendix C).

Generally, participants report higher levels of negative emotions (frustration, anxiety, apprehension, and disconcertment) than positive emotions (optimism, excitement, curiosity) when thinking about ChatGPT and the future of their discipline. Faculty and students alike report high levels of frustration: both groups rate this emotion on average as 3.6 out of 5 (see table 4). The most popular response for this category from both groups is 5, suggesting that faculty and students tend to feel this frustration with high intensity. Half or more of all faculty and student respondents select a 4 or higher when rating their frustration, pointing to a generally shared sense of annoyance among participants. This category does also present, however, the highest standard deviation between faculty responses (1.6), showing that some faculty do not feel such intense frustration. Students report higher levels than faculty of the remaining negative emotions: students most often select 5 when rating their anxiety and apprehension, while faculty are evenly divided between 1 and 4; students generally rate their feelings of disconcertment 3 out of 5, while faculty are split between 1 and 3 for this category. These reports are consistent with participants' ratings of their attitudes towards ChatGPT in general, wherein students tend towards negative or very negative attitudes and faculty are divided between negative views and ambivalence (see table 1).

Both participant groups tend to rate their feelings of optimism, excitement, and curiosity as very low (see table 4). Optimism and excitement rate lowest among faculty and students alike: across both participant groups, the most popular response choice for each category is 1. These

categories also feature the lowest standard deviations between participant responses, suggesting internal consistency to how each group is feeling. In other words, most faculty and students currently feel neither optimistic nor excited about the future. Both describe their levels of curiosity as slightly higher, with the most popular response being 2 for faculty and 3 for students. These findings suggest that faculty and students are moderately curious about the future (students more so), but that their negative emotions about how ChatGPT might affect their discipline are overall stronger than this sense of curiosity. Similarly low are students' ratings of their feelings of ambivalence. Students on average measure their ambivalence at 2.3 out of 5 (0.3 points lower than their mean curiosity rating), with 1 and 3 as the most popular response choices. These responses are also consistent with students' reports of their attitudes towards ChatGPT, as most students do not claim to feel ambivalent towards the chatbot (see table 1). Faculty ratings of their ambivalence are significantly higher, with an average rating of 3.6 and a mode of 4. These findings also align with faculty's self-reported feelings towards ChatGPT in general (see table 1).

Table 5

Summary of Themes in Faculty and Students Responses Survey Questions 14 and 15[a,b,c]

Themes	**Number of responses**			
	Q14 faculty	**Q14 students**	**Q15 faculty**	**Q15 students**
Little or no change.	4	3	1	1
Significant changes to course designs.	2	4	0	6
In-person learning.	1	4	0	2
Job scarcity.	2	5	0	3
Decline of human skills.	1	10	2	4
AI adoption.	2	6	1	3

Themes	Number of responses			
	Q14 faculty	Q14 students	Q15 faculty	Q15 students
Strict rules, regulations, or punishments.	1	4	0	5
Increase in plagiarism or misconduct.	0	2	0	12
AI will be perceived as a replacement for us.	3	3	3	2
AI cannot replace us.	3	4	2	1
Uncertainty.	1	1	4	2
Unclear.	1	0	0	0

a. Question 14: Now that AI-powered programs like ChatGPT are widely-available, what kind of future do you anticipate for English studies? (See Appendix B for a complete transcript of the questionnaires.)

b. Question 15: Now that AI-powered programs like ChatGPT are widely-available, what do you imagine your [students / professors] anticipate for the future of English studies?

c. One faculty member and two students did not respond to the open-ended questions and thus have been excluded from this table.

Faculty's imaginings of the future[42]

Little or no change; AI cannot replace us

Several faculty respondents share that they do not anticipate that developments in generative AI will bring significant changes to the discipline. Though each of these participants express this opinion, their reasons for believing so are varied: one respondent emphasizes that

[42] This section summarizes faculty's responses to Question 14 (see Appendix B) in the context of the following research question: how do English professors incorporate and/or account for AI-powered tools such as their imaginings of a future for the discipline?

reading, writing, and editing are timeless, invaluable skills, and that people trained in these skills will always be needed; another claims that the excitement around generative AI as a stand-in for the writer is already beginning to subside; a third believes that English departments will adapt to the availability of generative AI, and that this "issue" will diminish with time; a fourth explains that the existence of AI will not erase the presence of individuals who appreciate literature and want to pursue more complex engagement with texts.[43] Often, responses under this theme coincide with another trend: the assertion that *AI cannot replace us*. In faculty responses to Question 14, this idea serves as participants' explanation for why they anticipate little or no change. Who faculty imagine as included in this "us" is variable—English teachers, people, the individual who is interested in pursuing the study of literature, the critical thinker, the writer. Whether thinking about communities as broad as the one composed of all of humanity or as specific as the community of people who teach English, faculty formulate these groups as fundamentally irreplaceable—a sentiment that is echoed in faculty and student responses to subsequent questions (see table 5).

AI will be perceived as a replacement for us; Job scarcity

Despite some faculty's confidence that AI cannot and will not replace humans, an equally prominent theme across faculty expectations for the future is the notion that *AI will be perceived a replacement for us*. "Perceived" is a key distinction common to all faculty responses that address this topic: faculty do not themselves express belief that the outcome of AI exceeding

[43] I have refrained from directly quoting faulty when practicable to protect their anonymity. Since the population of English faculty at Brock University is relatively small, there is a high risk to reproducing their responses in this report. Likewise, there is a risk to attaching participant IDs, even ones that are numbered and without names, to paraphrases of participants' responses. These practices make it possible for readers, especially those who are familiar with English faculty or students, to recognize them by their wording or response patterns. Thus, I have also refrained from attaching participant IDs to the opinions expressed below. These practices are usually implemented to ensure the accurate and equal representation of participants' opinions. See Epilogue for an account of the steps taken to maintain an accurate and even representation of the data.

human capabilities is likely to occur, but they do imagine that it is possible that others will believe it can. As with the definition of "us" discussed above, different participants present unique ideas about precisely who will adopt this perception: administrators, people outside of academia, or people in general. Some respondents, too, identify specific consequences for such a belief becoming commonplace. A couple of faculty members raise *job scarcity* as a related concern: one suggests that this belief will be used to justify fewer faculty hires in the future, and another discusses this belief in terms of the threat that it poses to English departments if generative AI creates the impression that learning to write is no longer necessary. The *decline of human skills* also figures into this conversation, as one faculty member anticipates the deterioration of students' writing skills.

Significant changes to course designs, AI adoption, and other responses

Certain participants expect quite the opposite of *little or no change*. These faculty members anticipate significant changes to how English courses operate. Their responses focus on large-scale changes to assignments, assessments, and course policies that account for and respond to the new circumstances brought upon by technologies like ChatGPT. These respondents expect *significant changes to course designs* that involve a rethinking of current practices. One respondent does not specify the nature of these alterations, only that a new way of doing will be necessary; a second participant anticipates that *in-person learning* is and will continue to be necessary. This participant explains that in-person assignments will be the only reliable method for ensuring that students have produced the work themselves, that online courses cannot achieve this level of confidence or supervision, and that *strict rules* will be needed for assignments produced outside of the classroom. Other faculty foresee a different outcome: *AI adoption*. These participants describe the forthcoming place of AI in English to be

that of a tool for learning—in one case, as a conversation starter and a producer of examples of what not to do when writing, and in another, as a tool that is only useful for users who understand the fundamentals of writing to begin with. One response points to *uncertainty,* framing students' understandings of AI as a determining factor of how the future will take shape. Other predictions include a temporary increase in faculty's workload as they adapt to generative AI, and a long-term decline in the "market position" of books that affects the study of literature.

Faculty's imaginings of the future, according to students[44]

Increase in plagiarism or academic misconduct

The most popular perception that students share of their professors' predictions for the future is one defined by an *increase in plagiarism or academic misconduct*. More than one-third of student participants imagine that their professors' visions of the future focus on the issues of plagiarism and academic misconduct as they relate to generative AI. These responses equate generative AI use for the purpose of completing assignments with plagiarism and academic misconduct. Some participants articulate that they personally fear a rise in AI generated essays and assignments, and that they feel that their professors share this concern. One student worries that the use of ChatGPT for the purpose of cheating will become so pervasive that it causes faculty to become over-vigilant. Numerous respondents specify that they believe their professors are anticipating "more" plagiarism and misconduct, suggesting that these issues are already prevalent. Some students imagine beyond a mere increase and posit that their professors might anticipate that all assignments will be, to some extent, AI-generated. Interestingly, faculty

[44] The results described in this section attend to the following research question: how do students perceive their professors' perspectives on ChatGPT and English studies?

imaginings of the future do not explicitly discuss an increase in plagiarism and academic misconduct (see table 5).

Significant changes to course designs; Strict rules, regulations, or punishments; Decline of human skills; in-person learning

Many students expect that their professors anticipate making *significant changes to their course designs* in response to generative AI. As with faculty responses sorted under this theme, student responses describe a variety of ways in which faculty might dramatically change their assignments, assessment methods, and/or course policies to account for technologies like ChatGPT. Students suggest that faculty are contemplating changes to assignment types and formats, marking schemes, grading and AI detection strategies, and learning objectives. One student suggests that faculty will seek to identify and distinguish between students who use generative AI and students who do not. Others point to changing assignment designs as faculty's primary tool for responding to generative AI—a possibility that some faculty are, indeed, contemplating. Another says that modifying assignment rubrics to only assess skills that AI cannot assist with will prove challenging as faculty might find that "there will be little else to assess." Coinciding with students' expectations of great change to come is the perception that faculty predict *strict rules, regulations, or punishments.* Several students expect that faculty aim to ban or avoid AI use. They also believe that faculty are or will be seeking out accurate AI detection methods to support these tight restrictions. Responses under this theme that do not anticipate a full generative AI ban expect more restrictive rules around AI use. Some students also believe that their professors anticipate the *decline of human skills*, specifically of students' skills as a result of their reliance on AI. Participants cite critical thinking, writing, creativity, and the ability to work without the assistance of AI as skills that they believe their professors are

concerned their students will lose. A couple students believe that their professors expect *in-person* assignments to become the norm for English classes.

AI will be perceived as a replacement for us; Job scarcity; AI adoption; Uncertainty

Some students correctly think that their professors expect that *AI will be perceived as a replacement for us*. "Us" in this case means faculty and students, and the communities adopting this perception are framed as both people in general and students: one student's response echoes faculty's concerns about AI being perceived as capable of replacing professors, while another explains that they think that faculty expect students to become apathetic, believing that AI can fulfill their scholarly duties on their behalf. A few responses also predict that faculty worry about *job security*. One student points to the shrinking of English departments, another to the decline of the study of English except for the purpose of training K-12 teachers, and a final to faculty's personal fears for their own job security. Some students write that faculty might be considering *AI adoption*. These respondents each imagine the circumstances of this AI adoption in different ways: one student frames this scenario as one of two possibilities that faculty might envision, either total incorporation or total avoidance; a second student expects than only a few faculty plan to permit generative AI use in their courses; another states that their professor already uses generative AI, suggesting that they expect more faculty to use AI in the future. Two students' responses address *uncertainty* but in opposing ways: the first shares that they do not know what their professors anticipate for the future, while the second states that they think many faculty do not know what to expect. *Uncertainty* is also woven into the language that several students use when describing their perceptions of faculty's perspectives: "they may . . ."; "my professors seem to . . ."; "probably."

Little or no change; AI cannot replace us

Some students share perceptions of faculty expectations that are not repeated in their peer's responses. One participant believes that some faculty anticipate *little or no change* because they choose to have faith that students will not use generative AI. Another student suspects that faculty are of the opinion that *AI cannot replace us*. This student specifies that they agree with this perspective. A different participant thinks that faculty likely foresee their workloads increasing with developments in generative AI. This framing portrays a growing battle between faculty and generative AI that becomes more difficult for the former as the latter becomes more advanced. Two participants suggests that faculty must feel discouraged and concerned—the latter also offers that faculty should focus their attention on supporting students who do not use ChatGPT and other similar technologies to complete their assignments.

Students' imaginings of the future[45]

Decline of human skills; AI adoption; Job scarcity

The most common projection that students make about the future is that generative AI will cause the *decline of human skills.* Two distinct variations of this narrative arise in students' imaginations: either AI will cause people in general to become less capable, or, the more popular response, AI will cause students' skills to diminish. Most students who anticipate that AI will negatively affect humans' competencies express concern for their peers who use and rely on generative AI. The types of skills that students mention include writing, critical thinking,

[45] Returning to participants' firsthand accounts of their expectations for the future, this section summarizes students' imaginings for the future of English studies, and addresses the following research question: how do English students incorporate and/or account for AI-powered tools such as ChatGPT in their imaginings of a future for the discipline?

creativity, literacy, proofreading, editing, analytical skills, and the ability to work without the support of generative AI. These students also express concern over the uniqueness and accuracy (or lack thereof) of the assignments that future English students will produce if they become reliant on ChatGPT and other generative AI applications. Given that many students believe that AI dependency is a likely outcome, it is perhaps unsurprising that several also believe that *AI adoption* is probable. Some students expect limited AI adoption, in which its use is permitted for certain purposes like outlining but not for generating entire assignments or essays. Participants also frequently describe an educational environment that encourages the use ChatGPT and other AI-programs as learning supports. Other students view this outcome as contingent on other factors, like whether English departments will establish clear guidelines on when generative AI should and should not be used. Also related to the ideas of AI dependency and adoption is participants' concerns about *job scarcity*. Numerous students worry that generative AI will harm their employment prospects. Some think that job opportunities in their field will have already become scarce by the time they graduate university. A few suggest that the only reliable jobs for English majors will be in K-12 teaching. One student worries that AI will affect jobs within and outside of English-related fields, making it near impossible to find work regardless of their post-secondary degree. Common to most responses that address employment is a sense that the repercussions of the availability of generative AI programs will start to be felt in the very near future.

Significant changes to course designs; In-person learning; Strict rules, regulations, or punishments

A portion of student responses imagine that English studies will be transformed in response to generative AI. As with faculty imaginings, students who expect *significant changes*

to course designs sometimes identify specific alterations to English classes and at other times describe a vaguer sense that things will be different in some important way. Students who point to particular ways of addressing AI propose that attendance and participation will become significant contributors to final course grades, electronics may be banned in classrooms, assignments may become more demanding or difficult, and writing assignment might shift towards creative prompts to account for the more formulaic style of writing that ChatGPT excels at generating. Many respondents are also inclined to believe that *in-person learning* will become mandatory. All these changes are devised as ways of limiting AI use. Students also raise the possibility of *strict rules, regulations, or punishments*—with emphasis on the idea of punishment. Most students who foresee a tightly regulated relationship between English departments and generative AI think that students caught using AI without permission will receive more severe consequences. Since students caught using generative AI without authorization can currently experience repercussions ranging from "written reprimand" to "failure in the course" to "permanent debarment from the university" ("Academic Integrity Policy"), respondents likely mean that students will be assigned the less generous options on the potential disciplinary actions list as ChatGPT and similar applications become more familiar.

AI will be perceived as a replacement for us; AI cannot replace us; little or no change; increase in plagiarism or academic misconduct

A few students are worried that, for people in general or anyone not involved in the study of English, *AI will be perceived as a replacement for us*. These respondents think that the perception of AI as capable of achieving comparable proficiencies to people trained in English will detrimentally affect the perceived value of English studies in general. One of these same respondents rejects this idea and, like a couple of their peers, asserts that *AI cannot replace us*.

These students identify particular qualities, creativity especially, as inherently human traits that generative AI cannot achieve beyond inauthentic imitation. Some students even expect *little or no change*, stating that AI will have no significant effect on literary studies, students who are passionate about studying literature will be unaffected, and AI is incapable of generating new ideas and therefore irrelevant to English studies. The use of ChatGPT for any purpose, some students argue, will by its very nature lead to an *increase in plagiarism and academic misconduct*. One student predicts that this increase will manifest as a rise in unauthorized AI use. Another participant reasons that ChatGPT is trained on a data set composed of works by countless uncredited authors and, therefore, it plagiarises, and any work produced using it also commits plagiarism.

Uncertainty and other responses

One student's response emphasizes *uncertainty*. This respondent elaborates that they think that how English faculty and students choose to approach generative AI moving forward will determine the long-term future of the discipline and its relationship to AI. This participant argues that "disdain and immediate suspicion" will inhibit generative AI's potential to be used as a tool, and that clear guidelines about how and when to use ChatGPT will foster "a more curious, positive relationship with ChatGPT in English studies." Students also present other predictions: new courses on the topic of generative AI will emerge; English studies will become more valuable as generative AI invites "homogenized thinking and writing" practices, and ChatGPT will become unavoidable and thus English departments will need to strategize appropriately.

Students' imaginings of the future, according to faculty[46]

Uncertainty

When asked to describe what they imagine students anticipate for the future of their field, English faculty tend towards *uncertainty*. Four respondents state simply that they do not know what their students expect. Two of these participants write no more than that they have "no idea." One elaborates that they are puzzled by their students' apparent disinterest in ChatGPT, since generative AI will have a significant impact on their futures. A final faculty member shares that they are not sure, but that they would be curious to learn more about what students anticipate. Faculty's prediction about students' reasons for using ChatGPT and overall attitudes toward the chatbot generally contradict the data collected (see fig. 6 and fig. 8). These participants demonstrate an awareness of the disconnect between their perceptions of students' responses to ChatGPT and students' firsthand accounts of their perspectives.

AI will be perceived as a replacement for us; AI cannot replace us; Decline of human skills

Other faculty propose some possibilities for what students might expect for the future. A few suggest that students could imagine that *AI will be perceived as a replacement for us*. In these cases, faculty point to students as the primary drivers of this belief. In other words, they imply that students perceive or will perceive AI as capable of doing the work for them or even negating the value of pursuing an English degree. These respondents specify that they do not believe that all students share this perspective but rather that a subgroup of less academically inclined students are more likely to think this way. A couple of faculty members posit that some students believe that *AI cannot replace us*. One of these participants states that students might adopt this belief but that to persuade them, faculty must assemble a compelling case for what

[46] This section examines faculty perceptions of students' imaginings for the future: how do faculty perceive their students' perspectives on ChatGPT and English studies?

English studies offers them that generative AI cannot. Another suggests that many English students already recognize the ways in which their skills are more sophisticated than the capabilities of ChatGPT and other similar applications. Two faculty disagree and posit that students expect to rely on ChatGPT and witness (or perhaps more accurately, bring about) the *decline of human skills*, of their own capabilities.

AI adoption; Little or no change; and other responses

Some faculty share unique perspectives on what their students might anticipate. One returns to the idea of *AI adoption*, expecting that generative AI will become a normal fact of life but that this acceptance will not come without some difficulties for faculty and students alike. Another faculty member suggests, surprised, that students note *little or no change*. A couple of faculty list *other* ideas. The first asserts that students who work without generative AI should not be measured against their peers who do use it. This respondent expects that the former will soon recognize that faculty have not yet addressed this issue, and that this revelation will foster in them resentment and disenchantment. The second does not believe that students contemplate the future of the discipline.

Participants' desires for the future

The following section examines faculty and students' statements about what they *want* for the future of English studies, rather than what they *expect*. Table 6 highlights the themes that arise from faculty and student responses to Question 16 (see Appendix B). I summarize and analyze both participant groups' responses concurrently to address the following research question: (How and why) do faculty and student wishes for the future of English studies align/diverge?

Table 6

Summary of Faculty and Students' Wishes for the Future of English Studies.

Themes	Number of responses[a]	
	Faculty	**Students**
Little or no change.	0	2
Significant changes to course designs.	2	2
In-person learning.	1	0
Job protections.	1	3
Focus on human skills.	3	3
AI adoption.	4	13
AI education.	1	7
Clear guidelines.	0	2
Strict rules, regulations, or punishments.	1	6
AI cannot replace us.	0	1
Uncertainty.	1	3
Unclear.	0	1

a. One faculty member and two students did not respond to the open-ended questions and thus have been excluded from this table.

AI adoption; Focus on human skills

English faculty and students alike most frequently respond that they wish to see some form of *AI adoption* in the future. Both faculty and students frame generative AI as a tool that can be used to support learning. In almost every case, this perspective is paired with the contingency that this adoption should be limited—no respondent claims to want full and condition-free AI integration in higher education. Both participant groups identify that ChatGPT

has certain characteristics that might prove useful for English studies: one faculty member suggests that its formulaic writing style might help acquaint students with the basic structural elements of academic writing; another hopes to see AI integrated into research; other faculty express that they hope ChatGPT is used for its strengths but also that academics will recognize when the technology is too limited to assist with certain tasks; most students who wish to see AI adoption in the English classroom also specify that its limitations should be known and respected; some students hope that ChatGPT and other AI programs will be authorized for editing and proofreading purposes; others wish to see it permitted for the brainstorming and ideation stages of the writing process; a few want to be able to use AI to survey existing literature before reading the most relevant articles more closely; others want it to be used to save time on repetitive tasks or to help with organizational or structural decisions; several students draw a divide between creative tasks, which they argue should not involve generative AI, and less creative tasks, which they think should be supported by AI when appropriate. The prominence of *AI adoption* as a theme across both faculty and student responses suggests that the imaginations of many are ready to accommodate the presence of AI but that they wish to also remain vigilant in how this incorporation takes place.

Respondents from both participant groups also hope that English studies will adapt to the availability of generative AI through a renewed *focus on human skills*. Whether these participants support *AI adoption* or not, they do hope to see English courses emphasize skill-based practices. Faculty list ideas like reading closely and deliberatively, recognizing the qualities of good and poor writing, and learning the skills that AI cannot support. Students point to learning skills for the purpose of self-improvement and fulfillment; rewarding the development of creative and original thoughts, close engagement with primary and secondary sources, and scholarship that

engages with other academics; and developing increasingly necessary multi-literacies like digital and media literacies. These responses expect that certain skills will become increasingly important (or more evidently important) as generative AI develops and argue that these skills should be rehearsed in English courses.

AI education; Clear guidelines

Closely related to *AI adoption* is participants' desires for more and/or better *AI education*. One faculty member hopes that educating students about the uses and limitations of AI will become a more popular practice. Student respondents are inclined to agree, expressing that they want their professors to demonstrate to students how generative AI works, when its use is appropriate and beneficial, and when it is limited or should not be used. Some think that it is unreasonable for their professors to ask students to completely avoid generative AI, arguing that it is a useful tool for editing their work. One student believes that both faculty and students would benefit from training in the uses and limitations of generative AI. A student who appreciates their courses that have already integrated AI proposes that more professors might consider having their students critically evaluate ChatGPT's text generations as a learning activity. A different student hopes that English curricula will incorporate information about the risks of generative AI, especially for children. Multiple students who want better *AI education* say that they wish to learn about the subject from faculty, and to be able to turn to their professors for guidance on AI use. This sentiment sometimes is consistent with students' desire for *clear guidelines* that explicitly address when generative AI use is appropriate for English students and when it should be avoided. One student elaborates that they want these guidelines to include detailed information on what procedures English departments will employ to detect unauthorized AI use. This student wants absolute transparency about what AI detection software

will be used, how the applications work, and how honest students might protect themselves from erroneous accusations of generative AI use.

Strict rules, regulations, or punishments; Little or no change

Despite a large proportion of respondents expressing their desire for limited *AI adoption*, several participants instead want *strict rules, regulations, or punishments* for AI use. One faculty member wishes for tight regulations on AI within and outside of academic institutions. They hope, too, that these regulations will protect the public from unauthorized surveillance enabled by their devices. Several students are equally apprehensive about generative AI. Some want to see a total ban of the technology in English departments or across higher education institutions. One student wants to see the use of generative AI discouraged. A student who is content with the current treatment of ChatGPT and other similar applications as academic misconduct when used without permission shares that they want better AI detection methods and protections for students until less fallible AI detection softwares become available. This student advocates for an "innocent-until-proven-guilty" approach, suggesting that more harm is caused by falsely accusing and punishing students than by allowing some students' violations of the rules to go unpunished. A couple of students hope for *little to no change* in the sense that they want to return to or maintain the pre-generative AI traditions of English studies. One student would be happy to see faculty use any means possible to bring about such a future, while another wants essays and other similar assignments to remain the norm over in-person quizzes and tests.

Significant changes to course designs; In-person learning

Some participants welcome *significant changes to course designs* in response to generative AI. One faculty member welcomes a shift in priorities that sees creative applications of knowledge valued over writing papers and committing information to memory. Another

faculty participant looks forward to *in-person learning* that might push English studies towards smaller class sizes and thus more personal faculty-student relationships. Students who wish for significant changes imagine larger reforms to the way that courses and the education system in general function. One student asserts that their peers' unauthorized use of AI stems from their desire to achieve high grades. This participant proposes that using grades as motivators prevents students from prioritizing their learning because they are preoccupied with ensuring that they receive "good" final marks. Grade motivated-ness, the respondent suggests, is the reason that students cheat in their courses—thus, they recommend pursuing a model of education to emphasizes self-betterment over grades. Another student also contemplates an "overhaul of the conventional evaluation-based learning" but hesitates, imagining that this might be "too radical" a change.

Uncertainty; Job protections; AI cannot replace us; Other

Several participants respond with some *uncertainty* when asked what they want to see for the future of English studies. One faculty member answers that it is too soon to know, and a few students say that they are unsure. One student elaborates that they would like to see a balance between appropriate AI use and students producing original work but does not know what that might look like. Participants also raise *job protections* as an important factor to consider for the future. The faculty member who mentions employment prospects points to the risk of mass human job loss that unrestricted AI can bring. The students who think about future jobs hope that there will be reliable work opportunities for them. Of these students, one imagines that English scholars will likely become good candidates for jobs in training generative AI models. Another student raises another possibility, the resurgence of the arts as people realize that *AI cannot replace us* in creative endeavors. To follow are faculty and students responses that do not fit

within the themes above: one faculty member foresees the possibility that universities will tend towards elitism as a consequence of returning to in-person learning and narrowing their reach; another describes wanting to avoid living under similar circumstances to those illustrated in George Orwell's novel, *1984*; and one faculty participant hopes for more reliable AI detection tools; one student expresses that they wish to see open dialogue between faculty and students on the subject of generative AI and how to proceed; another student imagines that the humanities can help to preserve the non-digital human experience using the study of literature; a third student wishes that their peers would "just understand [generative AI is] not worth using and just do the work themselves"; another student wants to see an increase in the supports and resources for students who are experiencing difficulties with their writing; and finally, one student wants to see ChatGPT and other AI applications approached with both "curiosity and realism."

On worry, fear, and disaffection

Faculty and students' imaginings of the future point to a general sense of anxiety about what is to come. Across participants' responses to the three open-ended questions are word choices that point to this mood: students use the word "worry," for instance, eleven times; "fear" appears eight times between both groups; and multiple respondents mention that they hope for positive outcomes but expect the worst. This trend aligns with respondents' self-reported feelings of anxiety when thinking about ChatGPT (see table 4): students are generally more anxious about the future, and they are aware of this sense of dread. They relate their worries to multiple areas for concern. Some worry that they will not be able to find work after graduating, and many worry that people unaffiliated with their field of study will not be convinced of the value of their skills. A few are concerned that English studies as a discipline will cease to be: "I guess, really, I worry that English departments won't exist—not because they've become redundant, but because

administrators and corporate donors will believe they have." Many students express fear for their peers, for future generations of students, and for their professors—they worry about themselves, and they worry about others. Faculty's perceptions of students' attitudes towards ChatGPT in this study (see fig. 8) suggest that, perhaps, they have not sensed the degree to which their students look to the future with unease.

There are possibly barriers to communication that have caused faculty and students' perceptions of one another to become, at times, misaligned. Across participants' responses are indicators of tensions among and especially between English faculty and students. Some respondents use phrases that suggest that they are mistrustful of or cynical about the other group. For example, some faculty imagine that students will develop "ever poorer" skills, spend "even less time" on their academics, "avoid . . . thinking for themselves," or that they do not think about the future of their fields of study. This disaffection is not one-sided: one student does not trust that faculty will correctly identify which students have used generative AI and which ones have not; another expresses disenchantment with the state of academia and mistrust in the qualifications of researchers and professors; one thinks that their professors anticipate students will have "even worse writing and thinking skills," implying that their professors already view their students as poor writers and thinkers—and that students are aware of this perception; another believes that faculty meet their work with "immediate suspicion." Though many responses are not nearly as cynical as the examples listed above, there is a notable (and concerning) trend in the way that faculty and students construct their imaginaries of the other.

Chapter 4: Discussion

This chapter examines participants' responses to the questionnaires in the context of my research questions. The discussion below systematically addresses each research question and is divided accordingly. I begin by outlining what the survey results suggest about English faculty and students' understandings of and engagement with ChatGPT. I then explore how faculty and students account for such technologies in their imaginings of a future for English studies. Next, I interrogate how faculty and students imagine one another, and how these imaginings might inform their ideas about the future. Finally, I compare participants' desires for the future and the implications of the findings of this study for bringing such versions of the future into being.

How do English professors' understandings of and engagement with ChatGPT compare to those of English students?

In some areas, English faculty and students understand and engage with ChatGPT in similar ways. All participants, for example, have some level of knowledge about ChatGPT, and most situate this knowledge as average (see fig. 1). Few individuals from either group claim to have an above average level of knowledge about the chatbot, and a slightly larger proportion of students compared to faculty feel that they have a less-than average understanding of it (see fig. 1). Respondents across both groups also generally do not claim to use ChatGPT for academic purposes. Nearly all faculty and above half of students say that they have not used the technology to help them write manuscripts or complete their coursework (see fig. 2). Students are more likely than their professors to indicate that they have used ChatGPT for academic work, but it is significant to note that among those who do is a student who clarifies that they used the chatbot as a part of a course exercise and would not otherwise use it. This student uses the "other" textbox of the subsequent question to provide this explanation. Because such

clarifications are not explicitly solicited in the questionnaires, it is possible that other students have used ChatGPT for similar reasons but did not find the opportunity to share their reasoning. Participants' ratings of the degree to which their work is human or AI-written supports that most do not use ChatGPT, but that those who do still rely on primarily human contributions. No participant indicates that a recent academic project of theirs has consisted of more AI than human contributions, and the majority of both faculty and students rate their project as a 1 (the lowest possible number) on a 10-point scale of human-to-AI contributions (see fig. 3). These findings suggest that faculty and students are familiar with ChatGPT in concept, but that many have limited experience interacting with the chatbot, and few use it for academic purposes.

In cases where faculty and students use ChatGPT, their ways of using the chatbot are markedly different from one another. Faculty who use ChatGPT primarily cite employing it to help them detect students' unauthorized use of generative AI (see fig. 4). Other purposes for using it are only selected once each, suggesting that faculty do not generally engage with ChatGPT unless they want to monitor student use. By contrast, students use ChatGPT for many reasons, the most popular being brainstorming, proofreading, and editing. Few students report using ChatGPT for the purpose of writing. These preferences align with how students account for AI use in their academic projects—those who indicate some level of AI support to a recent academic project rate their project between 2 to 5 out of 10, or (varying degrees of) more-human-than-AI (see fig. 3). Students also indicate that they have non-academic uses for the chatbot, suggesting that some are exploring the technology as a tool outside of the classroom (see fig. 4). These differences in how and why faculty and students use ChatGPT suggest that students are more familiar with the technology, even though they are more likely than faculty to report having average or less-than average knowledge about the chatbot (see fig. 1). Most

students who have used other AI programs have also used ChatGPT (see fig. 1). The overlap between ChatGPT users and other AI program users suggests that students who use one AI tool are more likely to use others.

Students are more divided in their attitudes towards ChatGPT than faculty. While faculty attitudes toward ChatGPT gravitate to either very negative or ambivalent, students report every attitude except for very positive, with most stating either negative or very negative (see table 1 and fig. 7). Contrary to the findings of Antony and Ramnath (25) and Chan and Hu (8), this study finds that student perspectives on generative AI are divided and not always, or even often, positive. There is more variation across student responses than faculty responses in almost every category: use of and attitudes towards ChatGPT (see table 1 and fig. 7), reasons for using ChatGPT (see fig. 4), predictions for the future (see table 5), and desires for the future (see table 6). The opposite trend is true, however, for how faculty and students believe ChatGPT has affected academic life: while the majority of students agree, faculty are more divided (see table 2). Even though half of students report feeling negatively or very negatively about ChatGPT, they generally do not believe that the chatbot has had any effect on areas of their academic life like their workload or development as a writer, or the creativity of their professors' assignments (see table 2). Those who do register an effect are more likely to rate ChatGPT's influence as positive or very positive (except in the case of their adherence to the rules of academic integrity), thereby raising the question of why students feel negatively about the technology if they do not perceive it as having negative effects in these areas. As is discussed in the sections to follow, this apparent contradiction might be explained by how students perceive the relationship between academic misconduct and ChatGPT, and how students imagine their peers.

Faculty have different, at times contrasting perspectives on how ChatGPT has affected areas of their academic lives—a trend that is unsurprising given that nearly half of faculty report that they feel ambivalent about the chatbot (see table 1). Generally, faculty perceive ChatGPT as having either no effect or a negative to very negative effect on students' academic lives but are divided in terms of how it has affected areas of their own work (see table 2). Faculty report that ChatGPT has positively impacted the creativity of their assignment and assessment designs, but many also identify no effect or a negative effect (see table 2). One respondent clarifies that by "positive effect," they mean that the technology has pushed them towards more "creative and engaging" assignments in response to it, not through their use of it. Given that most faculty state that they do not use ChatGPT, it is likely that many of those who feel the creativity of their course designs has been positively impacted use similar reasoning. Some students indicate that ChatGPT has negatively affected their adherence to the rules of academic integrity, but most register no effect. Faculty, on the other hand, almost unanimously agree that ChatGPT has negatively or very negatively impacted this area (see table 2), a perspective that is reasserted in many of their responses to the open-ended survey questions.

Overall, faculty and students share a basic understanding of ChatGPT, an inclination to avoid its use for academic purposes, and some negative feelings towards the chatbot. Students, however, are more divided in their attitudes towards ChatGPT, and in their reasons for using it (if they use it). Faculty and students generally disagree on whether or not ChatGPT has affected various areas of academic life, with students often registering no effect and faculty frequently reporting the contrary. These findings demonstrate that English faculty and students begin with predominantly different perspectives on ChatGPT and generative AI. In many instances, these

differences carry forward into participants' imaginings for the future, though there are some notable exceptions and contradictions (see below).

How do English professors and students incorporate and/or account for AI-powered tools such as ChatGPT in their imaginings of a future for the discipline?

The questionnaire responses of both faculty and students suggest that both groups imagine ChatGPT and generative AI in a way that aligns with Bearman et al.'s model of AI as "unprecedented sociotechnical change [to which] higher education has an imperative to respond" (374).[47] When asked to imagine the future of English considering that technologies like ChatGPT are now widely available, both groups tend towards describing possible responses to generative AI (see table 5), and many envision these responses as necessary. The reactions to generative AI that many participants anticipate for English studies align more closely with AI avoidance than AI adoption. Even participants who anticipate *little or no change* or express belief that *AI cannot replace us* often imagine that English departments will be required to react or adapt in some way to generative AI, usually through *strict rules, regulations, or punishments*, *in-person learning*, or *significant changes to course designs*.[48] Though many participants anticipate a need to adapt, most do not expect that faculty will allow the use of generative AI in their courses in the future (see table 3).[49] This expectation creates an interesting contradiction among the responses of the two faculty and six students who anticipate *AI adoption* (see table 5). Of these participants, both faculty members predict that they will never allow the use of generative AI in their classrooms, three students also expect ChatGPT will never be permitted in their courses, while one student

[47] Some faculty specifically make a point to note that they think ChatGPT is no different to any other 'revolutionary technology,' in that it is not an unprecedented change that will replace all previous ways of doing.
[48] Some do advocate, however, for a more passive "wait and see" approach.
[49] This expectation contrasts with multiple participants' desires for the future (see "(How and why) do faculty and student wishes for the future of English studies align/diverge?" below).

believes that it will be permitted on rare occasions, and one is uncertain (see table 3). Thus, there is only one participant, a student, who anticipates *AI adoption* and indicates that they expect ChatGPT and similar tools to often be permitted in their English courses. These contradictions could suggest that these participants expect *AI adoption* but do not want to see it come to fruition—however, all but two of these participants also indicate that they wish to see limited *AI adoption* in English studies in the future (see table 6). There are other possibilities for why these participants expect and want limited *AI adoption* but do not anticipate its use in English course assignments. They possibly do not foresee themselves personally participating in this adoption: faculty might not plan to incorporate generative AI into their courses but still expect its wider adoption; students might expect that they will have graduated by the time this adoption takes place. Alternatively, these participants might expect this adoption to occur in other forms than faculty allowing the use of generative AI to complete course assignments, or they might not have a clear idea of precisely how AI adoption will transpire.

Both English faculty and students often raise concerns about AI that relate directly to some of the values prioritized by their department: "informed, creative, and critical intelligence, a mastery of the best uses of language, and an appreciation for the social and personal centrality of powerful imaginative and expository writing" ("About"). Numerous respondents point to worries about the *decline of human skills* (see table 5), and the desire for English courses to *focus on human skills* in the future (see table 6). In these responses, participants often use words like "creativity" and "critical thinking" to describe the skills that they imagine are in jeopardy. As faculty and students alike point to these skills, they demonstrate some of the shared language that

both communities use to define and make sense of their shared activities.[50] Students who raise concerns about the preservation of human skills frequently also worry about academic integrity issues. These responses depict generative AI (specifically, reliance on generative AI) as a threat to the skills and competencies of people—often, students. They also imagine ChatGPT and similar AI applications as enablers or promoters of academic misconduct or dishonesty. Aside from academic integrity concerns, both groups rarely raise any of the other ethical concerns that Lim et al. find trending across existing research on generative AI. Instead, faculty and students tend to point more broadly to ChatGPT's "limitations." It is unclear from the results of this study how other ethical issues like potential bias factor into most participants' attitudes towards ChatGPT, if at all. The prevalence of academic integrity concerns among survey responses suggests that this issue is pivotal to how most participants imagine the relationships between generative AI, their fields of study, themselves, and each other.

Faculty and students' questionnaire responses demonstrate that they incorporate their current attitudes toward ChatGPT into their imaginings of the future. When thinking about the future of English studies, faculty on average report high levels of frustration and ambivalence, moderate levels of anxiety, apprehension, and disconcertment, and low levels of optimism, excitement, and curiosity. Students report equally intense frustration, but higher levels of anxiety, apprehension, disconcertment, curiosity, and lower amounts of ambivalence and optimism (see table 4). These ratings align with faculty's self-reported ambivalent and negative attitudes, and with students' negative and very negative attitudes (see fig. 7 and 8). These negative emotions—students' anxiety especially—are implied throughout participants' imaginings of the future.[51]

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[50] These concepts, along with other ideas that hold a shared importance to both communities, make effective talking points to establish common ground between these imagined communities. They, too, might act as reminders of some of the ways in which both communities are closely related to and enmeshed with one another.

[51] See Chapter 3, "On worry, fear, and dissatisfaction."

Themes that emerge from the data also point to stress: *job scarcity*, *decline of human skills*, *AI perceived as a replacement for us*. While both groups use such language—recall the faculty member who references Orwell's *1984*—student responses exhibit these feelings far more frequently. Though there are many likely causes for this sense of anxiety, it is possible that tensions or mistrust between faculty and students (see below) exacerbate these feelings. This mistrust is especially poised to magnify students' anxiety if, as the language in student news publications implies, they believe their professors are key contributors to AI policy development but do not imagine themselves to have much influence in this area.[52] In other words, if students imagine their academic futures to be largely determined by their professors (and school administrators), then tensions between themselves and their professors are likely to increase their anxiety about the future and might invoke related feelings like frustration and apprehension.

How do faculty perceive their students' perspectives on ChatGPT and English studies (and vice-versa)?

Faculty and students' perceptions of one another are generally not corroborated by the data. When asked to indicate how they think students perceive ChatGPT, faculty overestimate students' positive feelings and do not anticipate students' negative attitudes (see fig. 8). In missing the students whose attitudes towards ChatGPT are negative or very negative, faculty perceptions do not account for half of students' perspectives. This overestimation of students' ambivalence and positive feelings towards generative AI suggests that faculty do not recognize just how anxious most students feel about the future (see table 4). Faculty's skewed perceptions of students' feelings about ChatGPT are also apparent elsewhere in the data. For example,

[52] See the *Western Gazette*'s "Editorial: It May be Cheating Now, but Using ChatGPT Shouldn't be Wrong," the *Queen's University Journal's* "ChatGPT Can Hinder Students' Critical Thinking Skills" by Ben, and the *Brock Press*'s "Embracing ChatGPT at Brock University" by Andrew Hawlitzky.

faculty underestimate the number of students who say they do not use ChatGPT (see fig. 6), and the percentage of faculty who anticipate that students use ChatGPT for the purpose of writing exceeds the percentage of students who report using the chatbot for that purpose by 75.3% (see fig. 6). According to faculty, ChatGPT's effects on students are very negative, while students express that they feel it has had no discernable effect or even a positive effect on many areas of their academic lives (see table 2). These differences between faculty's perceptions of students and students' self-reported perspectives are consistent throughout the data.

Faculty do not accurately predict most of students' expectations for the future of English studies, but many faculty participants also acknowledge that they are uncertain about how students perceive generative AI (see fig. 8 and table 5). Said identifies "distortion and inaccuracy" as risks that accompany one community being represented by another (135). Faculty's representations of students do not align with how students portray themselves in the questionnaires, which suggests that faculty may have a distorted or inaccurate perception of how students feel about generative AI. Several faculty members circumvent a potentially distorted or inaccurate representation of students by acknowledging that they are uncertain. This acknowledgment is encouraging in that it signals that some faculty are aware of a disconnect between their perceptions and those of their students.

Students are generally more accurate in their representations of faculty, but not in every case. While most students accurately assume that the majority of their professors do not use ChatGPT, some students overestimate their professors' use of/engagement with ChatGPT (see fig. 5). Students are accurate in their predictions of no faculty reporting a positive attitude towards ChatGPT, but they also perceive faculty's attitudes toward ChatGPT as excessively negative. Though nearly half of faculty respondents state that they are ambivalent towards

ChatGPT, 87.1% of students interpret their professors' attitudes towards ChatGPT as negative or very negative (see fig. 7). The proportion of students who perceive faculty's attitudes as negative is close to the proportion of faculty who claim to be ambivalent (48.4% versus 45.5%), suggesting that faculty's ambivalence is possibly received by students as negativity. Student anticipation of faculty perspectives in the open-ended questions emphasize concerns about plagiarism and academic misconduct (see table 5). Students seem to perceive academic integrity as a priority for their professors, and some adopt these concerns in their own anticipations of the future. Though faculty never raise these issues explicitly (see table 5), these students may not be mistaken. In their responses to the open-ended questions, faculty tend to think preventatively, and in doing so make academic integrity an implied concern. For example, faculty describe *significant changes to course designs* and a shift towards *in-person learning*, all of which have the potential to reduce instances of plagiarism and academic misconduct by either limiting students' ability to access ChatGPT while completing their assignments or adapting assignments so that generative AI cannot be used effectively to fulfill their requirements. Additionally, students' predictions about how faculty might account for ChatGPT in their future course designs are quite accurate to how some faculty explain their thoughts in their responses.[53] Though students' perceptions of faculty do not fully reflect the latter's reported perspectives, they are more accurate than faculty's perceptions of students to a significant degree.

It is possible that students more accurately predict their professors' perspectives because they are better positioned to *hear* faculty's opinions than faculty are to hear their thoughts. Students might learn about faculty's perspectives on generative AI from a variety of sources: their course syllabi, their lectures, their publications, their emails, their assignment descriptions

[53] See Chapter 3, "Faculty's imaginings of the future, according to students."

or course policies, other students, or by asking faculty directly. A student's academic success is partially reliant on understanding their professors' perceptions of and policies about generative AI, since violating these rules can result in punishment—including a failure in the class or suspension from their program. With such high stakes, students must understand and adapt to the policies of each of their department(s) and courses. Thus, students have higher motivation for learning about and adapting to faculty's perspectives. Faculty, on the other hand, are unlikely to learn about students' perspectives unless they solicit them directly or seek them out (in student newspapers, for example). Within this imbalance lies a second challenge: faculty are often positioned to speak *for* students,[54] but this research suggests they may not have a comprehensive understanding of students' perspectives on issues like how to respond to generative AI. The inaccuracies in faculty's perceptions of students pose a problem for the reliability of their representations of students' interests.

Faculty and student imaginings for the future and their perceptions of one another show evidence of mutual disaffection. In their survey responses, several faculty members adopt a cynical tone towards students, and many students appear distrustful of faculty in return.[55] These responses suggest frustrations on behalf of both parties: some faculty appear to be doubtful of students' academic skills or motivations while certain students are mistrustful of faculty's responses to generative AI and perceptions of their students. In other words, participants from both groups do not trust that the other group will respond to generative AI in what they perceive as an appropriate way. Some participants' phrasings suggest that they are aware of the other group's disaffection. These negative perceptions, especially when known to one another, can

[54] For instance, voting on departmental policies or writing course policies that affect students either directly or indirectly.
[55] See Chapter 3, "On worry, fear, and disaffection."

create significant communication barriers, which can result in a positive feedback loop that ultimately increases tensions.[56] These tensions are especially problematic when contextualized as apprehension between two closely related communities between which lies significant power imbalances. One student's comment both predicts and summarizes these tensions: "I fear the distrust that AI will foster between professors and students." Though, it is perhaps worth questioning whether generative AI has *caused* or merely *exacerbated* these suspicions.[57]

Faculty and students in this study tend to use adversarial language when describing one another, and so too do students when discussing their peers. Students generally express that they do not think that ChatGPT has notably affected their development as writers, ability to meet their program requirements, adherence to the rules of academic integrity, course engagement, or academic workload (see table 2), and yet many are fearful for how the technology is poised to affect their peers in the future. This concern is voiced by multiple students, some of whom reassert their worry across each of their responses to the open-ended questions. This trend suggests that some participants do not imagine "English students" as one community. These respondents identify other students as their peers by virtue of their shared participation in English programs, but they also draw a distinct line between themselves and these other students—or, rather, between themselves and *certain* other students. Within these responses is an implied set of subcommunities: "good" English students, and English students who use generative AI.[58] Moreover, students who place themselves in the first category often imply that the majority of their peers belong to the latter.

[56] "Positive feedback loop" in the sense that the product of one interaction causes more like-interactions to occur (Albert).
[57] Such interrogations are beyond the scope of this project but worthy of future consideration.
[58] Some faculty responses hint at this dichotomy as well.

The ways in which these students discuss their peers suggests that they share their professors' tendency to assume that most English students have a positive attitude towards generative AI. These trends point to students participating in or adopting some of the same discourses as their professors. The contradictions between how student participants depict their own perspectives and how they perceive their peers emphasizes the need to investigate more closely how faculty and students imagine their own communities. Power dynamics exist both between and within communities (Said 133), therefore, examining the origins of and discourses that shape such within-community divides can help better understand how disruptors like generative AI influence (and are influenced by) these intra- and inter-community relationships. These relationships are at the heart of this research project. Since the power dynamics within and between communities determines whose voice is considered and to what extent they hold influence in decision-making processes, they affect every member of each community implicated in the decision at hand.

Given that both faculty and students are implicated in decisions about generative AI, and that disciplines of study are written into being by those who participate in their practices (Bartholomae 4), it is important that both groups are fairly and accurately represented in decision-making. Faculty generally have the opportunity to represent their individual perspectives by taking part in departmental meetings and votes. Inconsistencies and inaccuracies in how faculty and students understand the community/communities of English students point to one reason why students should be consulted in such conversations on the future of English studies—and not just one student representative but the entire community of English students. This study finds that students present a diverse set of perspectives on the subject of generative AI, English, and the future. It finds, too, that students at times replicate or perpetuate among each

other the same mistrust that some faculty demonstrate towards them. Thus, it is unlikely—impossible, really—for one or two students to adequately represent the complex thoughts, ambitions, desires, and interests of their peers, especially if they exhibit hostilities towards one another. These tensions can create significant barriers to communication among and between faculty and students, which can in turn hinder or prevent conversations about the future that consider the perspectives of these communities as voiced by the members of these communities.

(How and why) do faculty and student wishes for the future of English studies align/diverge?

Participants' desires for the future of English studies intersect in multiple ways. Common to many of faculty and students' descriptions of their desired future for English studies is careful and limited *AI adoption* (see table 6). The prominence of *AI adoption* as a theme across both faculty and student responses suggests that the imaginations of many are ready to accommodate the presence of AI but that they wish to also remain vigilant in how this incorporation takes place. No respondent advocates for unconditional AI adoption. Rather, faculty and students both make various suggestions about the ways in which English studies as a discipline might carefully consider a place for generative AI in its practices while preserving many of its traditions.[59,60] When given space to hope and to (possibly) depart from the outcomes that they fear, many participants instead begin to wonder. Faculty wonder about how they might use ChatGPT to teach their students about structure and some of the more formulaic forms of writing. Students' wonderings about *AI adoption* incorporate imaginings of better *AI education* and *clear guidelines*

[59] See Chapter 3, "Participants' desires for the future."

[60] In their survey responses, some participants take up the debate of which traditions should be preserved (and which ones should be reconsidered or transformed). Calls for such examinations of English as a discipline are, in a way, a part of these traditions, as writers from each generation of English academics advocate for critical, self-reflexive considerations of the discipline (see Chapter 1, "Calls for self-reflective practice"). Though it is beyond the scope of this project to examine faculty and students' ideas about what it means and why it is important to study English, these conversations are relevant to the question of how English departments, faculty, and students ought to respond to generative AI. These conversations are far more complex than what can be summarized in the analysis of relatively short-form questionnaire responses—and they merit more time and attention, too.

for AI use, and students turn towards their professors for such guidance. Students express the desire to learn about how and when to use generative AI, what this technology can and cannot offer them, how it works, what the risks of using it are, and how AI detection software evaluates their work. As participants imagine the potential ways in which generative AI might prove to be a useful tool for English studies, they too ponder the skills and competencies that become ever-more important in the wake of AI adoption. Numerous participants express that they wish to see English courses *focus on human skills* (see table 6). Faculty and students both write about a shift towards skill-based instruction as a positive direction for English studies to take. In doing so, students point to a desire for the English classroom to become a space for the rehearsal of skills that they want and need to learn. These responses indicate, even if only implicitly, that they believe that studying English can provide them with something (or somethings) that generative AI cannot.

There are more faculty and students who state that they want to see generative AI adopted in English studies than there are participants who believe that this adoption will occur (see tables 5 and 6). This discrepancy suggests that participants do not necessarily *believe* that AI adoption will take place, but they think that perhaps, within reason, it should.[61] The tensions between some faculty and students might point to one reason why participants do not imagine this scenario to be plausible. Limited *AI adoption* would need to be established on a foundation of trust: faculty would need to trust students to declare their AI use and to only use AI for the established appropriate purposes; students would need to trust their professors to correctly arbitrate when their AI use has exceeded the limits of what is considered appropriate, to provide them with accurate and reliable information on AI, and to make choices in their best interests

[61] Each participant has a slightly different understanding of what falls within the boundaries of "reasonable adoption."

about when AI use should and should not be permitted. How these communities construct their imaginings of one another can affect how they interact, and how successfully they can collaborate. Given the mistrustful and at times adversarial language that some participants in this study use when writing about one another, these tensions would benefit from being addressed before limited *AI adoption* can be imagined in the minds of faculty and students alike as a likely and positive outcome.

Several participants (one faculty and six students) state that they want *strict rules, regulations or punishments* around generative AI use (see table 6). Generally, participants who advocate for this approach do not want *AI adoption* to occur and also believe that English studies can offer different (and better) support that generative AI. These respondents often propose restrictions on AI as a means by which to mitigate the adverse effects they worry it will have on students or humanity in general. Here, too, mistrust is a common theme. Among these respondents are students who do not trust their professors to implement such regulations, especially in terms of justly evaluating and punishing unauthorized AI use. These responses point to the fear and mistrust that students—especially those who are cognizant of power imbalances between these communities—harbor towards their professors. Students also do not trust one another to use generative AI responsibly and imagine that strict rules and punishments are necessary to prevent the diminishing of their peers' skills.

A resolution or synthesis between these different perspectives is beyond the scope of this analysis, or in this study in general. Such a task can only be achieved through interactions among and between these specific communities. Therein lies the most significant finding of this study: faculty and students imagine vast ways in which the practices and traditions of English studies might changes (or not) in response to generative AI, but existing mistrust and disaffection

between these communities creates communication barriers that muddy the path forward. If it is unclear to faculty and students alike how the other feels, it is difficult to imagine what might constitute a "best case scenario" for all. Most of the outcomes that faculty and students *want* for their field(s) of study are shared by the other group, but these desires do not necessarily align with what participants *expect* to occur. Perhaps in addressing the misconceptions, misunderstandings, and mistrust among and between their communities, faculty and students might together find it possible to "build and test" (Popenici 175) the versions of the future that they hope for instead of those that they fear. If they can imagine a solution, then that solution can become real (175). But first, a space must be created for such imagining to, 1. take place, 2. be discussed openly and without fear of retribution, and 3. be carefully and critically considered by the communities who would need to be involved in its implementation.

Chapter 5: Conclusion

Limitations and future directions

Sampling and generalizability

Faculty and student participation in this study is both voluntary and anonymous. These qualities are important for protecting the identities of participants as they share information about their experiences with and thoughts on a relatively contentious topic. Volunteer sampling, however, also entails some risks. The generalizability of volunteer samples is limited (Cohen et al. 222), but this fact does not pose a problem for this research. As discussed in Chapter 2, this study is not intended to reflect the ambitions, expectations, and desires of English faculty and students *in general*. This study examines the perspectives of faculty and students from the same department within the same post-secondary institution. As such, the findings of this research

provide insight into the specific ambitions, concerns, and desires of English faculty and students working and studying at Brock University during the 2023-2024 academic year but cannot dependably be used to make inferences about the perspectives of those operating outside of the department or university, nor future and incoming faculty and students. Instead, this research provides a snapshot of the current discourses that shape what it means to teach and study English within these programs at a moment in time where AI writing tools are in continuous development and the effects of their adoption are yet to be fully seen—its findings speak to a moment that many are experiencing, and that soon will pass. Though the results of this study should not be used to make inferences about how most English faculty and students perceive generative AI, they can inspire further investigations into the complex relationships between faculty, students, other higher education stakeholders, and generative AI. Volunteer samples also risk not being representative of the populations under study because volunteers could have a broad range of motivations for participating in research (Cohen et al. 222). For instance, people who chose to respond to the questionnaire invitations might have stronger opinions about or more recent and affecting experiences with generative AI. Thus, it is possible that the opinions of the participants of this study are not entirely accurate reflections of the general opinions of Brock University English faculty and students.

Some of the limitations in the representativeness of the samples are known. For example, this study excludes the perspectives of English minors—students who are implicated in English studies, even if to a lesser degree than English majors. These students demonstrate a certain commitment to English studies through their pursuit of a minor in the subject and might have unique perspectives to offer, given that their primary discipline of study differs from that of the participants of this study. Future studies would benefit from including them in their

categorizations of English students. English faculty and students appear to believe that most students in their department feel positively about generative AI (see Chapter 5), despite few participants in this study identifying themselves as enthusiastic about AI (see fig. 8). Both groups are persistent in this belief. It is possible that they overestimate the prevalence of AI-enthusiastic students as a part of a shared myth, but it is also possible that a large subset of English students is not represented in this study. In either case, future attention towards ways to encourage the participation of students who are enthusiastic about generative AI could broaden the range of perspectives represented in the data.

Additionally, no participants from the faculty and instructor group self-identifies as having between zero and fifteen years of experience teaching in higher education. This study, therefore, is missing key insight into the perspectives of faculty who are more likely to be younger than the majority of their colleagues, and to have more recently themselves been students. These faculty members and instructors are theoretically likely to have more remaining years of work in their field than any other group currently teaching at the postsecondary level; thus, they are perhaps the most likely group to experience firsthand the long-term effects of current and ongoing AI developments and policy decisions on both their discipline of study and their careers. Their thoughts, ambitions, and desires for the future of English studies must be included and valued in decision-making processes that will shape the future of the field and their careers. These faculty members might have avoided participating or self-identifying because their relatively fewer years in the career could risk making their responses more easily identifiable to others—especially given that Brock University's English department has few early-career faculty and instructors. Faculty and instructors with fewer years of teaching experience are in a more vulnerable position relative to their tenured peers, which stresses the importance of protecting

their anonymity—especially in the case of small-scale studies, like this one, that exclusively survey faculty working within a close, shared environment. To encourage the participation of this crucial group in future studies, researcher should consider expanding the ranges of years of experience to larger groupings, preferring increments of ten or fifteen years to increments of five years. This change would still allow for the observation of trends related to years of teaching experience more broadly while protecting the anonymity of faculty respondents with less years of experience in the career than the majority of their peers. Researchers might, too, consider whether the epistemic value of analysing faculty years of experience in relation to trends in the data outweighs the risks of discouraging certain faculty from participating.

Multiple-choice options and non-responses

A significant portion of the questionnaires used in this study consist of multiple-choice questions, which involve some limitations. For example, they grant only small insights into an individual's perspective, and they are subject to participants' interpretations of their meanings (i.e. "different respondents interpret the same words differently," Cohen et al. 478). Since multiple-choice questions can be used to generate statistics but cannot provide additional explanations for those numbers, they have an increased risk of incorrect or biased interpretations. In this study, the open-ended questions help contextualize some of the multiple-choice results, but do not account for all of them. These misinterpretations can also be mitigated for some questions by adding clarifying notes. Such notes might have helped, too, with the issue of non-response (discussed below). Question 13, for instance, asks participants to rate different emotions and feelings (see Appendix B). This question might have benefitted from the inclusion of definitions for words like "disconcertment," which could have minimized possible sources of confusion and improved response rates. Future research might incorporate a two-tiered study

model, using the first survey to collect information about how and why participants use AI tools, and what their specific excitements and hesitations about AI might be, so that researchers could then administer a follow-up survey informed by and tailored to the populations under study.

Another limitation—one that is especially difficult to address in small-scale research like this study—is the issue of non-responses. Numerous items from the questionnaires distributed as a part of this research have a less than a 100% response rate, as several participants submitted survey responses that do not contain answers to every question (see Appendix C for an account of all non-responses). Non-responses have many potential causes: the question(s) might have been overlooked by mistake; participants may not like the contents or subject matter of one or more questions; the subject of the question(s) might be perceived as too sensitive, insulting, or threatening; respondents could fear the possible consequences of their answer for themselves or others; participants may be busy and skip questions due to the competing pressure of other responsibilities or tasks (Cohen et al. 343). Some strategies for mitigating the effects of non-responses exist, like imputation or the removal of certain participants' submissions. The small sample size of this study makes drawing inferences about what participants might have answered unadvisable because it risks compromising the reliability and accuracy of the data, especially for small, heterogeneous samples (343). Disqualifying participants on the basis of having not responded to one or several questionnaire items would even further restrict the sample sizes, thereby also compromising the reliability of the data.[62] Thus, I account for non-responses on a question-by-question basis, calculating response frequencies using the total number of responses for the affected question rather than the total number of participants. I preserve the validity of the

[62] Additionally, as one of several mechanisms implemented for protecting participants from adverse effects related to thinking about topics that might distress them, respondents were informed that they could decline to answer any question for any reason—and that choosing to do so would not negatively affect them or their participation in the study in any way. My treatment of the missing data is a reflection of that assurance.

results by remaining transparent about which results are affected by non-responses, and to what extent. I call attention to non-responses in Chapter 3, explaining in each case how I account for the missing data, and I summarize the non-response rates in Appendix C.

Thematic analysis

Thematic analysis is a flexible qualitative method that enable researchers to examine and compare various perspectives within a data set, including unexpected results (Nowell et al. 2). There are certain disadvantages to thematic analysis, as with any method that relies on a researcher's interpretations of participants' responses. The flexibility of thematic analysis means that it can be especially susceptible to interpretational errors and researcher bias if not conducted in a rigorous, well-structured, and methodologically sound fashion (Nowell et al. 2). Some of the methods for protecting the identities of this study's participants could increase these risks—preferring paraphrases or short excerpts to lengthy direct quotations of participants' responses, for example. To mitigate these risks and establish trustworthiness, I implement Nowell et al.'s recommendations for best practices and practice self-reflexivity (see Chapter 2, "Data analysis" and "Self-reflexivity and positionality"). The Epilogue contains elaborations of my analytical process: it traces the evolution of codes and themes over time, contains excerpts from my reflexive journalling, and outlines specific problems that I encountered throughout the research process, how I responded to those issues, and my reasoning behind each choice. In the Epilogue, I also report the frequency with which I cite each participant in Chapter 3 and in the coding sheet.[63] This practice establishes additional evidence that the participants receive equal representation in the results of this study without increasing the chances that they may be

[63] See Appendix A for coding sheet.

recognized by readers who could trace their response patterns if their participant IDs were cited each time their opinion is depicted.

Time

Timeliness is an important consideration for research that studies ongoing and developing situations. This study strives for timeliness and, as a result, perhaps received less participation from faculty and students than it would have during a less intense period of the academic year. The questionnaires were distributed in April, a month during which students are studying and writing their Winter course finals, while faculty are wrapping up their courses, marking, and compiling students' final grades. Moreover, generative AI is under constant development, and higher education institutions are currently considering, developing, or publishing their policies on its use. ChatGPT alone has undergone significant changes since the data collection phase of this research. By the time this thesis is defended or published, it is very likely that technologies like ChatGPT will have, again, changed. The perspectives of the participants of this study are likely to evolve alongside these changes in AI policies and capabilities. In other words, this research is in some ways outdated even as this MA Thesis is written. The results of this study can only be fully understood in the context of April 2024, when ChatGPT 3.5 was the free version of chatbot, and ChatGPT 4 was newly released.[64] Since this research sets out to record the experiences of English faculty and students during a brief period of change, uncertainty, and potential, this outdatedness is not a concern but an intentional part of the research design.[65]

[64] See Chapter 1, "Our current moment."
[65] It does, nevertheless, limit the generalizability of the findings.

Imagining the future into being

This study finds that, at present, English faculty and students at Brock University imagine generative AI, their discipline(s) of study, and each other in similar, contrasting, and at times contradictory ways. For example, members of both communities share some negative attitudes toward ChatGPT but express the desire for their discipline to pursue limited AI adoption in the future. Likewise, students turn to their professors for guidance about AI use but suggest that they do not trust their professors to regulate AI use in a way that protects them from false accusations. Faculty imagine students as overly positive about generative AI, while most students report feeling negatively or very negatively. Nonetheless, both groups (students especially) bring forward an assortment of perspectives on generative AI and the future. The variety of ideas that emerge from students' responses signals that their perspectives on ChatGPT are more complex than the existing literature (and their professors) might suggest. The differences between this study's findings and those of existing research on faculty and student perspectives also indicates that English faculty and students might have different perceptions of AI than non-English academics, and that discipline of study should be considered in research on students, faculty, and AI. In this context, the results of this study suggest that both great uncertainty and great potential are at the forefront of faculty and students' minds as they look towards the future.

The results of this study are most immediately pertinent to the communities from which it draws its participants. I asked these participants to first think about their own perspectives on the AI developments that currently (and will continue to) affect their discipline and their lives and then to consider how they perceive the other group's response to these developments. Within faculty and students' imaginings for the future and of each other are indicators of tensions and mistrust that appear to affect which scenarios participants believe to be possible or probable, and

whether they imagine these outcomes as positive or negative. The misconceptions that both groups hold about the other's perceptions of generative AI appear to aggravate the frustrations and the anxieties that participants, students especially, feel for the future. To reach a state in which both communities can collaborate effectively towards a future that they want to experience, they will first need to move towards a more generous imagining of one another.[66] One way to disrupt such a feedback loop of negativity is to make these tensions known, and for both communities to make a conscious effort to address them. Those who participate in the study of English also take part in the invention of what it means to do so (Bartholomae 4). Generative AI has already disrupted what McGee calls the "mythology" of "the people" (245), in this case, the fundamental, unchallenged belief in certain disciplinary traditions and ways of doing of academics while studying English. Now, it is well time for all those who each day bring life to these field(s) of study to come together to collaborate on the writing of its next chapters.

This MA Thesis contributes to the discipline of English studies by exploring the early responses of English faculty and students to generative AI. This research documents how English faculty and students imagine one another and potential future directions for their field. In doing so, it records some initial ways in which the imaginations of scholars in the field have begun to accommodate or account for the existence and availability of technologies like ChatGPT—perspectives that would otherwise be lost to time. Within these imaginings are areas where tensions between faculty and students are poised to inhibit the timely invention of solutions to the disruptions caused by generative AI that can fulfill the needs and wishes of both parties. The findings of this study point to a need for open communication between educational stakeholders about their concerns, ambitions, and desires for how the field of English studies will change (if at

[66] I turn here to Kathleen Fitzpatrick's concept of generous thinking: "listening over speaking, community over individualism, collaboration over competition" (4).

all) in response to generative AI. These discussions might also spark further investigations into faculty and student perspectives on the meta-theoretical concerns of the discipline in general.

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Appendix A

Coding Sheet

Code	Definition	Notes	Example
Little or no change.	There will be minimal or no change to English studies as a result of ChatGPT and similar technologies.		"I don't believe AI will have a significant impact on the study of literature" (S13).
Significant changes to course designs.	English courses will need to undergo significant and/or large-scale changes in order to account for AI. Respondents might point to massive changes in assessment practices, assignment designs, or course policies.	It is also possible that responses do not describe the precise nature of the change—they might describe a sense that large or important changes will take place.	"I feel like the way English studies are set up will completely change" (S15).
In-person learning.	English courses will move towards in-person instruction and assignment models as a means by which to monitor for student AI use.		"Classes will demand your presence. Grades will be skewed towards attendance and participation . . . Essays may be done in person" (S11).
Job scarcity.	AI will bring about mass job loss or scarcity. It will be difficult for people trained in English studies to find or keep a stable job.	Several student responses that mention employment insecurity also note that they do not expect AI to have as severe an effect on jobs in the teaching sector.	"I'm afraid that I won't be able to get a job" (S23).
Decline of human skills.	AI use will result in the deterioration of	Most responses emphasize that	"English students will be vaguely

Code	Definition	Notes	Example
	peoples' skills (for example, writing or critical thinking). This deterioration will simultaneously be caused by and fuel a reliance on AI to accomplish tasks that require these skills.	students' skills will deteriorate, but some speak to a more widespread human loss of competencies.	literate, and possess little skill in creative thinking, writing, editing, English speech, reading comprehension, grammar comprehension, and working independently" (S4).
AI adoption.	AI will be adopted in English studies in some capacity. It will be accepted as a writing or teaching tool and incorporated into course designs. It will be used to provide examples of what to do (or what not to do) when writing.	Many responses in this category do not imagine unconditional AI adoption but rather anticipate that generative AI will have a clear, designated use in English courses.	"I think we will come to a place where we see it as a tool similar to the calculator: it will be a part of the landscape that makes some things easier, but will ultimately only help if one *can* do the basic work for oneself" (F7).
Strict rules, regulations, or punishments.	Tight(er) rules and regulations pertaining to AI use will be established. Strategies for AI detection will be implemented on a wide-scale, and punishments for students caught using AI without permission will be severe.		"I expect ChatGPT to be highly regulated and restricted when it comes to English studies" (S7).
Increase in plagiarism or misconduct.	The ever-growing availability of generative AI will bring about an increase in the number of students		"What I fear is that plagiarism in academia via ChatGPT becomes something so widespread that

Code	Definition	Notes	Example
	who commit plagiarism or academic misconduct, especially cases related to unauthorized AI use.		professors constantly have to be on high alert" (S14).
AI will be perceived as a replacement for us.	AI will be perceived as an adequate replacement for English instructors, people who have developed the skills taught in English classrooms, or people in general. The existence of English departments or programs may be jeopardized as a result.	There is possible overlap between this category and "job scarcity" (e.g. the notion that AI can replace human jobs). Responses should be sorted into one or both categories depending on their specific wording: do responses directly mention employment prospects? A widespread perception that AI can replace humans? Both?	"I worry more that students and professionals who are not actually affiliated with English studies . . . will start to believe that ChatGPT is capable of the same level of writing, critical thinking, project organization, creativity, etc. as people trained in English literature and literary criticism" (S12)
AI cannot replace us.	AI cannot, will not and/or should not be able to replace English instructors, people who have developed the skills taught in English classrooms, or people in general. Regardless of developments in generative AI, there is something innately unique about human creative processes that cannot be		"There will always be people that are needed to read and write and edit" (F5).

Code	Definition	Notes	Example
	replicated by a machine.		
Uncertain.	The respondent is uncertain. They use phrases like "I don't know" or "it depends."		"I don't know, though it would be interesting to hear [students' perceptions]" (F3).
Job protections.	There will be some mechanism in place to preserve human jobs.		"More jobs . . ." (S1)
Focus on human skills.	English courses will emphasize teaching skills that generative AI cannot or should not replace.	Creativity, critical thinking, close reading, etc.	"Perhaps a greater focus . . . on the practices of reading: patient, deliberative reading -- in precisely the way that ChatGPT can't." (F3)
AI education.	Better education or training about AI will become available, or classes will begin to incorporate education about AI.		"I would like professors to show their student a way to use AI as a tool, as well as how not to use it to avoid academic misconduct." (S6)
Clear guidelines.	Transparent guidelines about when generative AI should and should not be used will be established and shared with faculty and/or students.		"[A future] that is explicit about the appropriate uses of ChatGPT in various contexts . . ." (S19)
Other.	The response, in part or in whole, expresses thought(s) outside of the scope of the other codes in this coding sheet.	These responses require individual treatment since they express ideas that elude coding under a larger theme.	
Unclear.	The meaning of the response is unclear.		

Appendix B

Questionnaires Transcript

Below is a transcript that combines the contents of the faculty/instructor and student questionnaires into one copy. Where variations in wording were used to adapt the questionnaire to faculty/instructor or student groups, I use square brackets [] and a forward slash / to indicate and separate the differences. Entries from the faculty/instructor questionnaire are always the first word or phrase to appear within the square brackets; those from the student questionnaire appear after the forward slash. Section 1, which collects limited demographic information, is the only section to include questions unique to either group; thus, I separate Section 1 in this transcript into its faculty/instructor and student variations. Some multiple-choice questions ask participants to indicate their thoughts about several items in a list. All subcategories listed under a common question use the same response options; thus, in my transcription of these questions (see, for example, Question 8.a.-h.), I do not repeat the response options once they are listed below the first subcategory.

Section 1 (faculty/instructor)

I. How many years of experience do you have as professor and/or instructor?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31-35 years
- 36-40 years

- More than 40 years

Section 1 (student)

I. What is your current year of study?
   - First year
   - Second year
   - Third year
   - Fourth year
   - Fifth year or above
   - MA

II. Is English your major or minor? (Alternatively, do you plan to declare English as your major or minor?)
   - Major
   - Combined Major
   - Minor
   - No
   - Undecided

III. What is your major?
   - English (Language and Literature)
   - English (Creative Writing)
   - English (Writing, Rhetoric, & Discourse Studies)
   - Other

Section 2 (multiple-choice questions)

1. What level of knowledge do you feel you possess about the capabilities of the AI-powered chatbot called ChatGPT?

- No knowledge
- A less-than-average level of knowledge
- An average level of knowledge
- An above-average level of knowledge
- Lots of knowledge
- I don't know

2. Have you ever used ChatGPT to assist with your [manuscript writing / course assignments]?
   - Yes
   - No
   - I prefer not to say
3. Have you ever used any other AI-powered program to assist with your [manuscript writing / course assignments]?
   - Yes
   - No
   - I prefer not to say
4. If you answered yes to the previous question, which ones?

Short-form answer.

5. For what purposes do you use ChatGPT?
   - ☐ Writing
   - ☐ Editing
   - ☐ Rephrasing
   - ☐ Proofreading

- ☐ Brainstorming
- ☐ Researching
- ☐ Collating
- ☐ Analysing data
- ☐ Generating images
- ☐ I don't use ChatGPT
- ☐ Other

6. For what purposes do you believe your [students / professors] use ChatGPT?
   - ☐ Writing
   - ☐ Editing
   - ☐ Rephrasing
   - ☐ Proofreading
   - ☐ Brainstorming
   - ☐ Researching
   - ☐ Collating
   - ☐ Analysing data
   - ☐ Generating images
   - ☐ I don't think that they use ChatGPT
   - ☐ Other
7. Think of a recent [research / academic] project that you've drafted. Indicate where your project lands in terms of AI use on the following scale, where 1 is total human contribution and 10 is total AI contribution:

1	2	3	4	5	6	7	8	9	10

8. In your opinion, how has the widespread availability of ChatGPT affected the following:
    a. [Students' / your] development as writers?
        - Very positive effect
        - Positive effect
        - No discernable effect
        - Negative effect
        - Very negative effect
    b. [Students' / your] ability to meet the expectations of [their / your] program of study?
    c. [Students' / your] adherence to academic integrity?
    d. [Students' / your] engagement with [their / your] courses?
    e. The variety and/or creativity of [your / your professors'] assignment design?
    f. The variety and/or creativity of [your / your professors'] assessment design?
    g. Your [teaching / academic] workload (use "negative" to indicate an increase in work, and "positive" to indicate a decrease)?
    h. Your research workload (use "negative" to indicate an increase in work, and "positive" to indicate a decrease)?[67]
9. [Do you / Do your English professors] currently allow [your students / students] to use ChatGPT for the purpose of completing assignments in [your / their] courses?
    - Never
    - Rarely
    - Occasionally

[67] This final point appeared only in the faculty/instructor questionnaire.

- Often
- Always

10. [In the future, do you plan to / How often do you anticipate that your English professors will] allow students to use ChatGPT (or other similar programs) to assist with their course assignments?
    - Never
    - Rarely
    - Occasionally
    - Often
    - Always
11. What is your overall attitude towards ChatGPT?
    - Very positive
    - Positive
    - No strong positive or negative opinions
    - Negative
    - Very negative
    - Ambivalent
    - I don’t know
12. What is your impression of your [students’ / professors’] overall attitudes towards ChatGPT?
    - Very positive
    - Positive
    - No strong positive or negative opinions

- Negative
- Very negative
- Ambivalent
- I don't know

13. When you think about ChatGPT in relation to the future of English studies, please rank on a scale of 1 to 5 (with 1 being the lowest and 5 being the highest) your feelings of:
    a. Anxiety
        - 1
        - 2
        - 3
        - 4
        - 5
    b. Optimism
    c. Apprehension
    d. Curiosity
    e. Disconcertment
    f. Excitement
    g. Frustration
    h. Ambivalence

Section 3 (multiple-choice questions)

14. Now that AI-powered programs like ChatGPT are widely-available, what kind of future do you anticipate for English studies?

Long-form answer.

15. Now that AI-powered programs like ChatGPT are widely-available, what do you imagine your [students / professors] anticipate for the future of English studies?

    Long-form answer.

16. What kind of future would you like to see for English studies in the wake of the widespread availability of AI-powered programs like ChatGPT?

    Long-form answer.

Appendix C

Questionnaires Non-Response Rates

Table 7

Questionnaire Non-Responses by Question Number.

Question Number	Number of Non-Responses or Incomplete Responses	Non-Response Rate (%)[a]	Participant ID(s)[b]
I (faculty)	1	9.1	F11
5	1	2.4	F11
7	1	2.4	S31
8	1	2.4	F2
13 a	1	2.4	S24
b	1	2.4	S24
c	3	7.1	S3, S14, S24
e	3	7.1	F2, S14, S24
f	2	4.8	S23, S24
g	2	4.8	S23, S24
h	2	4.8	F2, S24
14	3	7.1	F11, S30, S31
15	3	7.1	F11, S30, S31
16	3	7.1	F11, S30, S31

a. Non-response rates were calculated based on the total number of participants (42) who had access to that question. This number is lower (11) for QI (faculty), since it was unique to the faculty/instructor survey.

b. Participant IDs beginning with an “F” were assigned to faculty and/or instructors; ID numbers beginning with “S” were used for student respondents.

Table 8

Questionnaire Non-Responses by Participant ID.

Participant ID	Number of Questions Not Answered or Incomplete[a]	Non-Response Rate (%)[b]	Question Number(s)
F2	2	11.8	8, 13e,h
F11	5	29.4	I, 5, 14, 15, 16
S3	1	5.3	13c
S14	1	5.3	13c,e
S23	1	5.3	13f,g
S24	1	5.3	13a,b,c,e,f,g,h
S30	3	15.8	14, 15, 16
S31	4	21.1	7, 14, 15, 16

a. Question 13 parts a. through h. were counted as one question.

b. Non-response rates for faculty were calculated out of 17 total questions; for students, this rate was calculated out of 19 total questions.

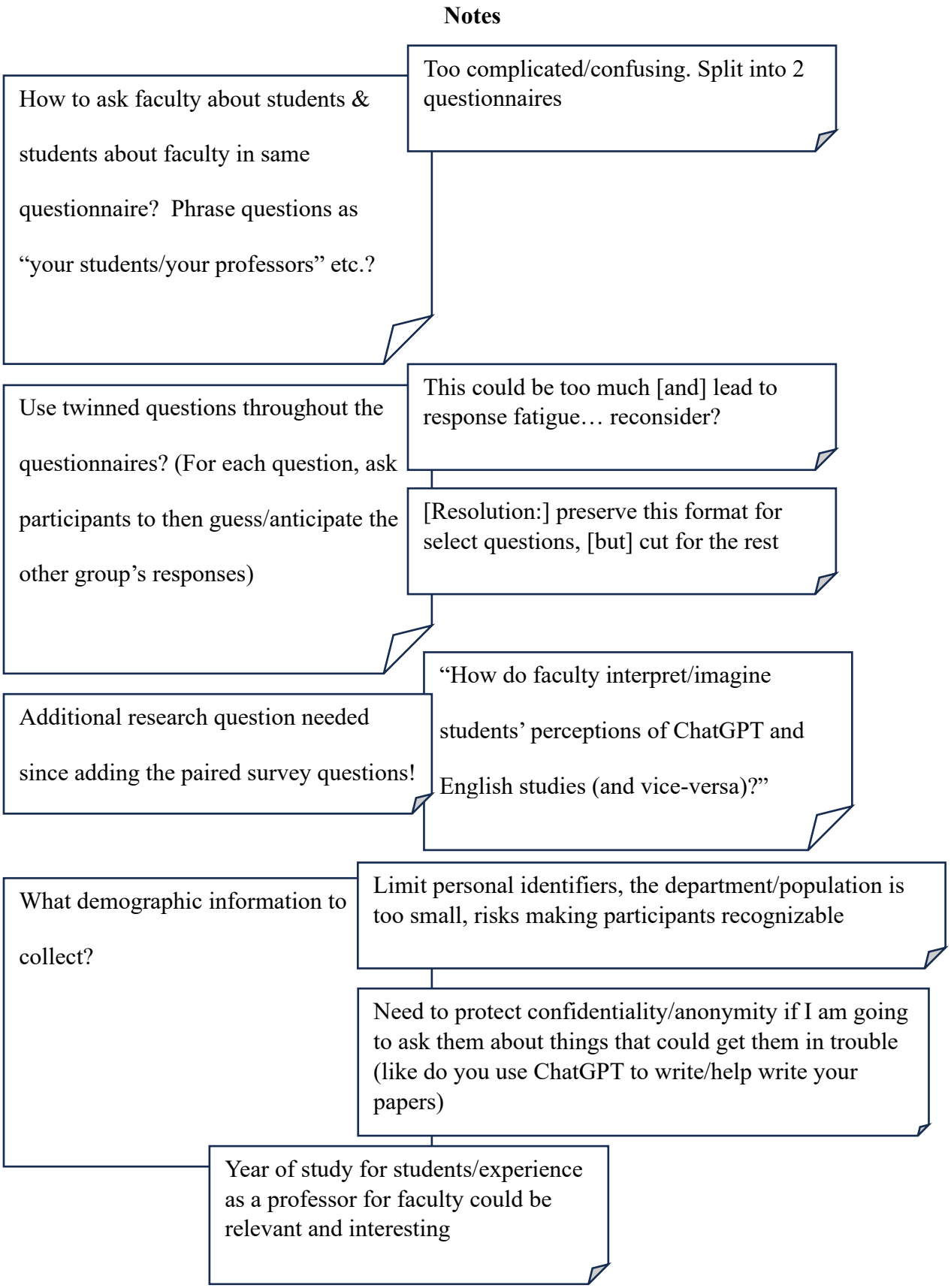
“Inside Out”: An Epilogue

Striving for and improving accountability and transparency in the production of academic work is perhaps now more relevant and important than ever. To contribute to these efforts, and bolster the trustworthiness of my own work, I have assembled a collection of artifacts of my research process. The sections to follow diverge from the rigid structure of other chapters in this work. I have opted to preserve these pieces as authentically as possible, and to embrace the “messiness” of the writing process in doing so. Since most of my notes consist of ideas scrawled onto sticky notes and then assembled into a physical book, I use text boxes to separate entries. Unless indicated otherwise by [ ] square brackets, the excerpts in the boxes below are verbatim transcriptions. I use square brackets to mark edits that I have made to the original text for clarity or provide context. This collection of notes, logs, and self-reflexive journal excerpts trace significant steps in the research process that do not traditionally “make it” in the final report: moments of uncertainty, important changes, and the rationales behind them. At a time when even works published in prestigious journals are becoming more likely to be AI generated, the value of evidence of the creation process and the human behind the work cannot be overstated.

These pieces emerge from months of close reading, thinking, and rethinking. Together, they point to the stages of writing that we often try to erase from the polished, final product—hidden traces of the researcher and their subjectivity. The hiddenness of these processes poses a problem for humanities researchers who want to incorporate empirical research methods into their work but have limited examples to turn to. Though humanities researchers like van Peer et al. advocate for the incorporation of empirical methods into the practices and traditions of their fields (xviii), such methods remain a rare sight outside of the sciences. For the humanities researcher who remains suspicious of the use of empirical methods to investigate the major

questions of their field, this MA Thesis and its Epilogue provide a traceable and transparent account of a case in which empirical methods are suitable—and indeed, advisable—for making sense of the experiences of English scholars facing new and unique challenges. The entries below supplement the means for establishing trustworthiness employed within the Thesis. Combined, these pieces enable the reader to evaluate for themselves the methodological rigour of this study and the validity of its findings. For the humanities researcher who seeks to incorporate empirical methods into their own work, this Epilogue contributes an entry to a small but growing collection of practical examples of using self-reflexivity and a wide range of qualitative and quantitative research methods to investigate humanities-related questions. This section provides examples of some of the challenges that researchers might encounter while drawing on such methods and reflections on how to meet those challenges. By embracing self-reflexivity in my research process, I participate, too, in the tradition of investigating and redefining the imagined boundaries of humanities research (and, therefore, what it means to study English).

Questionnaires



[Below are two questionnaire items that I ultimately removed from the final surveys because their response options are too reliant on my own assumptions and biases.]

12. Which of the following, if any, contribute to your feelings of anxiety, apprehension, disconcertment, and/or frustration related to ChatGPT and the future of English studies? Please check any that apply.
    - ☐ Concerns about the ethical use of ChatGPT (academic integrity, plagiarism, undeclared use of AI, etc.)
    - ☐ Concerns about the ethics of ChatGPT training methods/ ChatGPT-generated text (inclusivity or lack thereof in the data used to train the AI, potentially biased or harmful text generation results, permissions or lack thereof to use the data for the purposes of training AI, etc.)
    - ☐ Concerns about the impact of ChatGPT on students' personal development and learning
    - ☐ Concerns about the reliability/accuracy of the information generated by ChatGPT
    - ☐ Concerns about privacy of data submitted to or generated by ChatGPT
    - ☐ Uncertainty about and/or unfamiliarity with how ChatGPT works
    - ☐ Uncertainty about the future of the discipline
    - ☐ Uncertainty about the job security of academic work in the field of English studies
    - ☐ Concerns about the devaluing of an English degree
    - ☐ Concerns about the lack of clear institutional policies and guidelines on the use of ChatGPT
    - ☐ I do not feel anxious, apprehensive, disconcerted, or frustrated about ChatGPT and the future of English studies
    - ☐ Other
        - (space to elaborate on "Other")

13. Which of the following, if any, contribute to your feelings of optimism, curiosity, and/or excitement related to ChatGPT and the future of English studies? Please check any that apply.
    - ☐ Potential for ChatGPT to help manage burnout by reducing energy spent on completing certain repetitive or non-creative tasks
    - ☐ Potential for ChatGPT to provide instant feedback on a piece of writing or work
    - ☐ Potential for ChatGPT to provide supplementary support to English as an additional language (EAL/ESL) learners
    - ☐ The novelty of the technology is exciting
    - ☐ Potential for ChatGPT to summarize large amounts of text or data
    - ☐ Potential for ChatGPT to motivate innovation and variety in course assignment and assessment design
    - ☐ Potential for ChatGPT to reduce the overall workload and time requirements associated with studying English
    - ☐ Potential for the use of ChatGPT to promote AI literacy, which may over time become a crucial skill
    - ☐ Other
        - (space to elaborate on "Other")

Coding

Codes and Themes

Table 9

Evolution of Codes/Themes.

Final code	Previous iteration(s)	Reason(s) for change(s)
Little or no change.	No change; Minimal change.	Combined two similar codes into one.
Significant changes to course designs.	Significant changes; Shift in priorities or focus; Significant changes to assessment/assignment design.	More accurate representation of participants' responses; developed "shift in priorities or focus" into its own theme; simplified the code.
In-person learning.	In-person.	More precise wording.
Job scarcity.	Job market; Decline in job security; Job security	More accurate representation of participants' concerns. [Job market became two distinct, easier to define codes: Job scarcity and Job protections].
Decline of human skills.	Decline of students' skills.	More accurate representation of participants' responses. Not all participants relate this loss of skills to students (some do not specify or mention people in general). "Decline of human skills" also work to simultaneously describe what skills will be lost and who will lose these skills (decline of skills that humans can/should possess; humans will lose these skills).
AI adoption.	AI as teaching tool; AI as tool; Acceptance; Adoption/integration of AI as a tool.	Combined two similar ideas into one (AI as a tool

Final code	Previous iteration(s)	Reason(s) for change(s)
		and AI acceptance); simplified the code.
Strict rules, regulations, or punishments.	More AI safeguards; Stricter rules or punishments; Stricter rules, regulations, or punishments.	Combined similar ideas; More accurate representation of participants' responses (not all responses mention *stricter* per se).
Increase in plagiarism or misconduct.	N/A	N/A
AI will be perceived as a replacement for us.	AI perceived as a replacement for writing/critical thinking; English studies perceived as redundant; AI as replacement for higher education	Combined similar ideas into one. [Ensured to define "us" in-text.]
AI cannot replace us.	AI cannot replace humans; AI cannot replace English academics	Combined similar ideas into one.
Uncertain.	Uncertain/variable outcome.	Simplified the code.
Job protections.	Job market; More employment opportunities.	More accurate representation of participants' responses. [Job market became two distinct, easier to define codes: Job scarcity and Job protections].
Focus on human skills.	Shift in priorities or focus; Focus on teaching/learning skills.	Updated wording to mirror "Decline of human skills."
AI education.	More education about AI.	Simplified the code.
Clear guidelines.	Clearer guidelines; More guidelines; Better guidelines.	Combined similar ideas; More accurate representation of participants' responses (not all responses mention *clearer* or *better* per se).
Unclear.	Unclear response.	Simplified the code.
[Removed]	More work; More work for faculty.	Not enough responses to justify its own code; mentioned in-text under Other.
[Removed]	Smaller class sizes.	Not enough responses to justify its own code; included in discussion about "In-person learning."
[Removed]	Better AI detection.	Not enough responses to justify its own code; similar

Final code	Previous iteration(s)	Reason(s) for change(s)
		to other codes; mentioned in-text under Other.
[Removed]	Ban of AI-powered programs.	Not enough responses to justify its own code; similar to other codes; mentioned in-text under Other.
[Removed]	[Educational] reform.	Not enough responses to justify its own code; included in discussion about "significant changes to course designs."
[Removed]	Open conversation [between faculty and students].	Not enough responses to justify its own code; included in discussion under Other.

Log of Participant Representation in Results

This log tracks the number of times a participant's responses to the open-ended questions are reported in-text. This section primarily applies to Chapter 3 but also covers direct quotations in Chapter 4 that did not appear in Chapter 3. This table counts participants' inclusion in Tables 5 and 6, and each unique representation of their perspective in the results (quotations, paraphrases). I do not count repetitions of participants' perspectives within the same section as a "unique" instance of representation (for example, a quotation followed by a paraphrase or analysis of the quotation is only counted once).

Table 10

Number of Times Faculty Participants are Represented in this Study's Results.

Participant ID	Times Represented
F1	11
F2	10
F3	11
F4	7
F5	9
F6	11
F7	9

Participant ID	Times Represented
F8	7
F9	10
F10	9
F11	N/A

Table 11

Number of Times Student Participants are Represented in this Study's Results.

Participant ID	Times Represented
S1	8
S2	7
S3	8
S4	10
S5	8
S6	8
S7	10
S8	7
S9	7
S10	10
S11	11
S12	11
S13	10
S14	11
S15	9
S16	8
S17	6
S18	8
S19	11
S20	9
S21	8
S22	10
S23	10
S24	10
S25	9
S26	7
S27	8
S28	8
S29	9
S30	N/A
S31	N/A

Self-reflexive journal excerpts

[Note from the very early stages of my research, prior to my decision to keep a reflexive journal]

I've noticed that I naturally tend to write with student-first language [e.g. "students and faculty…"]. This habit probably comes from my own position as a student. I need to be mindful of this [bias] as I develop this project. [I am going to] start writing "professor" before "student" to remind [myself] to check for overrepresentation of student POV's in my writing.

[Follow-up note, several months later]

Using "faculty-first" language has helped me remain conscious of my positionality. It requires conscious effort to correct my tendency to write "students and faculty…" and is positive in that way; however, it poses an interesting debate: by always writing about faculty then students, I replicate the power hierarchies between these communities. I have complicated feelings about this, but think that the benefits of making sure I am conscious of my bias and am giving equal representation to the data are too important to reconsider.

[Note written during questionnaire drafting, see the transcript of removed questions above]

[One of my committee members] raised some concerns with questions [12 and 13] and I agree. The response options are quite long and very easily subject to my biases. If I shorten them, though, they become less clear/too broad. I'd prefer to have respondents type their own answers, but that would increase the number of open-ended questions (increasing respondents' and my own workloads). They do not contribute directly to answering my research questions, so I believe I can cut them but am not certain.

[Follow-up note]

I consulted with [my supervisor] and have decided to remove the questions.

While analyzing the data, I noticed that no early career faculty responded to the questionnaire. I should confirm how many faculty with 0-15 years of experience we have in the department. The 5-year increments for years of experience might have been too small and made early-career faculty hesitate to respond, especially given the subject matter of the survey. I will look into challenges that might have prevented early-career faculty from participating and consider in the future whether looking for trends using years of experience as a variable is worth discouraging their participation (I am heavily leaning towards no).

[Note written at the end of the questionnaire distribution period]

Today, a peer who completed the questionnaire approached me to discuss the project. They made a casual comment/joke about how they needed to "Google what disconcertment means." This conversation helped me realize that some of the questionnaire items might have been confusing or unclear to participants. The question [to which they referred, Question 13] had a lot of non-responses, and it's possible that some respondents didn't understand the words for every feeling I listed. [When drafting the questionnaire,] I avoided providing definitions because I did not want to insult the participants by assuming they would not know these words, and because I did not want to make the question longer [and therefore more effort to read, possibly leading to more non-responses]. I realize now that providing these definitions would be helpful for those who need them while also establishing a shared definition for all participants, who might otherwise have their own, slightly different understandings of "disconcertment" or "ambivalence."

[Note written during multiple-choice question analysis]

Only one faculty respondent indicated that they have used ChatGPT and other AI-powered programs to help with their manuscript writing. This same faculty member specified which other AI-powered programs they used. I have listed students' preferences but hesitate to include this faculty member's answer because I worry that some of their colleagues or students could recognize them. For this reason, I have decided not to specify which applications they listed.

[Note written during data coding/analysis]

I am finding that the language some faculty and students use to describe one another is making me feel uncomfortable. I need to take a step back from these entries and consider how to analyze this trend in a way that is balanced and not overly influenced by my personal reactions to faculty and students' depictions of each other.

[Follow-up note]

I consulted with [my supervisor] and feel that I am now equipped with more neutral, descriptive language that I can use in my discussion of tensions between faculty and students.

[Note written during data analysis]

I'm running into the question/issue of what to do about participant non-response to certain questionnaire items, especially in my data analysis. Aside from one faculty member, those who didn't respond to one or two questions generally did fill out the rest of the survey, so I am not comfortable excluding them from the study completely (especially since I made a note in the questionnaires that participants could decline to answer any question for any reason). There's no noticeable pattern in non-response based on year of study (students from 2nd, 3rd, 5th+, and MA are represented). All of them are ENGL majors, but 26/31 respondents are ENGL majors. Because of how small the samples are, I'm not convinced that imputation is reliable or the answer.

[Follow-up note]

After consulting with [some member of my committee,] I have opted to make it clear where the data are incomplete (and to discuss how that affects the reliability of the data), and to base % on the number of responses each item *did* receive.

Citing participants' ID numbers in-text is responsible in the sense that it allows both me and my readers to track how often each participant is represented. I am worried, though, that doing so might allow readers who are more familiar with the participants (like other faculty from the department) to identify a participant based on their answers. I promised my participants anonymity and take that responsibility seriously. I will do everything I can to protect them from being recognized.

[Follow-up note]

I've removed participant IDs references from the text and instead started tracking how often I cite them in a table. This will allow me to make sure that I am giving each participant attention in my analyses without compromising their identities. I have also opted to paraphrase faculty's responses whenever possible. I worry that for many faculty respondents, their precise wording would be too easily recognizable to people who are familiar with them (their colleagues and students, for example. English students are a larger population and at less risk of being recognized, so I am less hesitant to quote them directly.

As I assemble the Epilogue, I recognize the importance of dating notes and journal entries. Though the journal format helps to maintain some of the chronology (key word, *some*—certain entries are out-of-order due to skipping pages), I regret not writing the date above each note/ entry as I wrote them. I regret, too, not preserving every note. For a time, I did not imagine that these notes would appear in the final report, and had no reservations about scrapping them after deciding on a resolution to whatever challenge I had encountered. Notes and journalling have always been a part of my writing process, but in a less structured and conscious way than I am practicing here. Intentional, self-reflexive record keeping is a new skill to me—one that I want to improve. I plan to more diligently record these details in future projects.