

Generative AI Faculty Town Hall #2

From Observation to Strategy

May 7, 2026

University of Colorado Denver

Facilitators: AI Faculty Fellows

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Note: Today's town hall will be recorded

From Observation to Strategy

If the first conversation was about what AI does to us, this one is about what we choose to do with it.

Establish shared values before tactics:

- Human-centered learning first
- AI as augmentation, not replacement
- Equity and access
- Transparency and academic integrity
- Disciplinary flexibility (not one-size-fits-all)

Outline

I. Summary of Observations on Promises and Perils of AI (20 min)

- What we learned from faculty in Town Hall #1 (10 min)
- Some additional thoughts (10 min)

II. From Observation to Strategy (65 min)

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- Discussion: Breakout Sessions (25 min)
- Summaries (25 min)

III. Next Steps (5 min)

SECTION I

Summary of Town Hall #1

Session #1:

Core Tensions You Surfaced

Faculty Experience



Research

- Big efficiency gains
- Enables non-experts to build tools
- Acts as a research assistant

"Something we used to do in 3 weeks, we are doing it in one day now."



Existential Changes

- Devaluing of faculty expertise & worth
- What does a college education look like now?

"the possibility that our labor is going to be outsourced to AI."

Pedagogy



Improve Learning

- Personalized, adaptive learning support
- Better, faster creation of course materials

"AI bots that help students prepare... 24-7 access for iteration and practice and improvement"



Weaken Learning

- Using AI to do assignments
- Erosion of critical thinking & core skills

"[students] have lost an opportunity to really become that expert... instead of them working through it and suffering through the process."

Institutional Responsibilities



Student Preparation

- AI increasingly big part of workforce
- Training students to use AI ethically and effectively

“making sure that the skills our students are leaving with are the skills that they need to be successful.”



Ethical Risks

- Environmental impact
- Training data and intellectual property

"stealing the work of writers who neither gave their consent nor have been appropriately compensated"

Session #1:

What You Wanted To See

Strategies from Session #1

☐ Infrastructure & safe experimentation

- “Set up... a secure environment where faculty... could experiment with [AI] agents in a safe manner.”

☐ Clear institutional guidance

- “Articulate very clearly what the limits of AI are... where it stops and where human labor comes in.”
- “We need to define the issue of what is responsible use, ethically... environmentally.”

☐ Training & support

- “There’s an urgent need that we spin up training for faculty... what is it?... what it can do.”

☐ Human-centered approach

- “How are we empowering our students to have... a human-first approach to AI.”
- “Double down in its support of those classes that very specifically and intentionally steer clear of it”

☐ Student input & inclusion

- “Do a town hall with them as well... to get their perspective.”

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Key Tensions

- **No shared AI strategy in higher ed**
AI policies are fragmented, reactive, dominated by academic-integrity concerns rather than learning goals
- **AI exposes weak teaching models**
The real disruption is to learning, assessment, authorship, and trust in credentials—not just cheating.
- **Durable AI literacy matters most**
Curiosity, strategic questioning, content knowledge, ethics, and judgment matter more than tools
- **Equity and trust must be intentional**
Without infrastructure and governance, AI deepens bias, access gaps, and distrust—especially for ESL and disabled students.
- **Liberal education is newly essential**
AI reshapes jobs; communication, critical thinking, and human judgment make graduates employable

AI Promises in Education

- **Personalized learning:** Adapts content, pace, and difficulty to each student's needs and learning style.
 - **Intelligent tutoring systems:** Provides 24/7 support with explanations, feedback, and guided practice.
 - **Automated grading and feedback:** Speeds up assessment while giving more detailed, consistent feedback.
 - **Accessibility and inclusion:** Supports learners with disabilities (e.g., speech-to-text, translation, adaptive interfaces).
 - **Learning analytics:** Identifies struggling students early and suggests interventions.
 - **Scalable education:** Expands access to quality education globally, including remote or underserved areas.
 - **Content generation:** Helps create lessons, quizzes, simulations, and interactive materials quickly.
 - **Administrative efficiency:** Automates scheduling, reporting, and routine tasks for educators.
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AI Promises in Research

- **Accelerated discovery:** Analyzes large datasets to identify patterns and generate hypotheses faster.
 - **Collaboration and knowledge integration:** Connects insights across disciplines and languages.
 - **Literature review assistance:** Summarizes and synthesizes vast amounts of academic work.
 - **Data analysis and modeling:** Improves accuracy and efficiency in statistical analysis, simulations, and predictions.
 - **Experimental design assistance:** Suggests optimized methods, variables, and setups.
 - **Reproducibility and error detection:** Identifies inconsistencies, anomalies, or potential mistakes in data.
 - **Automation of routine tasks:** Handles data cleaning, data visualization, coding, and documentation.
 - **Open science enablement:** Makes research outputs more accessible through summarization, translation, and metadata generation.
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AI Perils in Education

- **Overreliance on AI tools:** Students may become dependent, weakening critical thinking and problem-solving skills.
 - **Academic integrity concerns:** Increased plagiarism, ghostwriting, and difficulty verifying original work.
 - **Bias and inequity:** AI systems can reinforce existing social, cultural, or linguistic biases.
 - **Loss of human interaction:** Reduced teacher-student engagement and mentorship quality.
 - **Privacy risks:** Collection and use of sensitive student data without full transparency or consent.
 - **Unequal access:** Widening gaps between students/schools with different levels of AI access.
 - **Quality and accuracy issues:** AI-generated content may be incorrect, misleading, or oversimplified.
 - **De-skilling of educators:** Teachers may rely too heavily on AI for lesson planning or assessment.
 - **Standardization of learning:** Over-optimization could reduce creativity and diverse learning approaches.
 - **Opaque decision-making:** Difficulty understanding how AI systems evaluate or recommend outcomes.
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AI Perils in Research

- **Hallucinations and false outputs:** AI may generate plausible but incorrect data, analyses, or citations.
 - **Erosion of research rigor:** Over-automation may reduce deep engagement with methods and theory.
 - **Bias in data and models:** Skewed datasets can lead to misleading conclusions or unfair outcomes.
 - **Data privacy and security:** Sensitive research data may be exposed or improperly handled.
 - **Overproduction of low-quality research:** Easier content generation may flood the literature with weaker studies.
 - **Homogenization of ideas:** AI may reinforce dominant paradigms, reducing originality and diversity of thought.
 - **Dependence on large tech providers:** Monopolization of tools and infrastructure limits transparency and control.
 - **Skill atrophy:** Researchers may lose proficiency in core methods (e.g., statistics, coding).
 - **Ethical blind spots:** AI may optimize for efficiency without fully accounting for societal consequences.
 - **Authorship and credit ambiguity:** Unclear attribution when AI contributes to ideas or writing.
 - **Intellectual property concerns:** Unclear ownership of AI-assisted discoveries and outputs.
 - **Reproducibility challenges:** Proprietary models and changing systems make results hard to replicate.
 - **Misuse and dual-use risks:** Potential to accelerate harmful applications (e.g., biosecurity threats).
 - **Peer review manipulation:** AI-generated papers or reviews could overwhelm or game the system.
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From Observation to Strategy

(65 min)

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Framing Strategies on AI: Workstreams and Action Steps

1. Improving Research and Creative Work
2. Improving Teaching
3. Student Training and Career Preparation
4. Course Policies & Assessment
5. Ethics and Environment
6. Faculty Role in New Visions of Education

Timeline

- ❑ **Phase 1 (0-6 months):** Immediate Actions (Foundation)
- ❑ **Phase 2 (6-18 months):** Near-term Actions (Expansion)
- ❑ **Phase 3 (18+ months):** Strategic Actions (Integration)

Workstream #1: Improving Research and Creative Work

Using AI to support research & creative work across disciplines

- ❑ Action #1 (Phase 1): Annual AI Orientations
 - Discipline-specific applications & implications of AI on research
 - Tailored for needs of unit/college - led by faculty liaisons in Summer CoP
 - Keep pace with speed of change
- ❑ Action #2 (Phase 3): Introduce an AI Hub to offer shared resources and services
 - Resources/Cyberinfrastructure: hardware (on-premises or on-cloud), AI agents (local or commercial), AI sandboxes, etc.
 - Services: AI consultants program, AI training, AI evaluation services, etc.

Workstream #2: Improving Teaching

Helping faculty use AI effectively and responsibly in teaching

- ❑ Action #1 (Phase 1): AI Literacy Training and Workshops
 - Synchronous (in-person/Zoom) + asynchronous (Skillsoft, LinkedIn Learning, etc.)
 - Required annual training vs. voluntary workshop model
- ❑ Action #2 (Phase 2): Program to support faculty to develop pedagogical co-instructors
 - Personalized support
 - Engagement and motivation
 - Scaffolding and feedback
 - "Teachable" agents

Workstream #3: Student Training and Career Preparation

Equipping students to use AI effectively and ethically in their academic work and professional futures

- ❑ Action #1 (Phase 1): Tracking AI use across industries; connecting students to campus initiatives, services, and student groups
 - Survey alumni/industry partners
 - Partner with career/internship offices; embed AI skill-mapping
- ❑ Action #2 (Phase 1-2): Town hall for students: what do YOU need?
 - Co-host college/major forums with student government
- ❑ Action #3 (Phase 1-2): Action: Student and faculty training on ChatGPT EDU, ideally *before* August 14
 - How-to videos and quick-start guides for self-paced onboarding
 - Train student "AI ambassadors"

Workstream #4: Course Policies & Assessment

Develop a shared infrastructure for AI course policies + authentic assessment

- ❑ Action #1 (Phase 1): Tool for instructors to create course-specific AI-use policy statements that makes them legible to faculty & students
- ❑ Action #2 (Phase 2): Build infrastructure to support authentic student assessment
 - Fully staffed on-campus testing center
 - Solutions for online async classes - remote proctoring, switch to "hybrid" modality with in-person testing, etc.
 - Campus-level support (not unit/college specific)

LEVEL	STUDENT AS	DESCRIPTION OF STUDENT'S ROLE	GAI'S ROLE
0	 SOLE AUTHOR	Students complete all planning, thinking, outlining, drafting, research, analysis, creation, and revision independently of GAI.	 None
1	 PRIMARY CREATOR	Students generate all core ideas, prose, and the overall structure and content of the work and may use GAI for specific, limited tasks like organization or proofreading.	 Reviewer or limited editor
2	 CONCEPTUAL ARCHITECT	Students drive all ideas and development of the process but can use GAI for brainstorming and elaboration.	 Thought partner
3	 CRITICAL COLLABORATOR	Students actively collaborate with GAI throughout the process, using it for partial drafting and content generation while maintaining critical oversight.	 Co-creator
4	 PROJECT MANAGER	Students leverage AI extensively for complex problem-solving, synthesis, and innovation. This level requires advanced AI literacies and critical analysis skills.	 Engine for creation

Workstream #5: Ethics and Environment

Study and develop requirements to address ethical and environmental concerns around AI while enabling use of AI

- ❑ Action #1 (Phase 1-2): With shared governance, develop guidelines to establish the ethical requirements (including copyright, privacy, reliability, neutrality and fairness) and environmental requirements for use of AI at CU Denver
- ❑ Action #2 (Phase 2): Study and report on alternative AI implementation (local and commercial) options that meet the established ethical and environmental requirements.
- ❑ Action #2 (Phase 3): Introduce an audit program to enforce the established ethical and environmental requirements

Workstream #6: Faculty Role in New Vision of Education

With shared governance, establish a renewed vision of education across all disciplines in the age of AI to re-establish the role of the faculty

- ❑ Action #1 (Phase 1-2): Faculty liaisons in Community of Practice to define the role, labor, and governance responsibilities of faculty in their disciplinary context as it relates to AI
- ❑ Action #2 (Phase 3): Explicit adoption of the strategic vision from university leadership

Timeline

- ❑ **Phase 1 (0-6 months):** Immediate Actions (Foundation)
 - W1-A1, W2-A1, W3-A1, W3-A2, W3-A3, W4-A1, W5-A1, W6-A1
- ❑ **Phase 2 (6-18 months):** Near-term Actions (Expansion)
 - W2-A2, W3-A2, W3-A3, W4-A2, W5-A1, W5-A2, W6-A1
- ❑ **Phase 3 (18+ months):** Strategic Actions (Integration)
 - W1-A2, W5-A2, W6-A2

Process

❑ Progress Monitoring

- Progress Metrics/KPIs, e.g., student learning outcomes, faculty adoption and satisfaction, equity of access, research output and innovation, academic integrity trends
- Risk Mitigation Framework and Policy Updates (AI evolves fast!)
- Progress Review with the Community: Recurrent Town Halls

❑ Roles and Responsibilities

- Faculty: Pedagogy, disciplinary norms
- Administration: Policy, funding, infrastructure
- IT & Instructional Design: Tools, support
- Students: Responsible use, feedback
- Committees / Task Forces: Oversight and iteration

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Breakout Session Logistics

- ❑ 6 thematic online sessions, one for each workstream.
- ❑ 1 in-person session, covering all workstreams
- ❑ Each group self-organizes to choose a facilitator.
- ❑ The facilitator for each breakout session facilitates the conversation and provides the summary after the session: 3-min summary for online sessions and 6-min summary for facilitator in-person session
- ❑ A note-taking document is provided that includes the question to be addressed, as well as a pointer to slide deck. Facilitators should use this document to take notes and summaries, to be submitted after the session.

Breakout Session Questions



1. **Framing:** Are all proposed workstreams relevant? Any other workstreams that should be included?
2. **Timeline:** Is the proposed timeline for workstreams reasonable?
3. **Process:** Is the proposed process reasonable?
4. **Workstream-specific Actions:** Are all proposed actions relevant? Any other actions that should be included?

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Next Steps

(5 min)

Next Steps

- Obtain and apply your feedback
 - Proceed with planning to implement Phase 1!
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Join us as an AI Faculty Fellow

- Fall 2026 (possible extension to Spring 2027)
 - 8-10 hours per week
 - Compensation: \$5,000 or 1 course release
 - Open to any CU Denver rostered faculty member
 - Apply at:
<https://cu.taleo.net/careersection/2/jobdetail.ftl?job=39748&lang=en>
 - Questions to: Phillip De Leon
(PHILLIP.DELEON@UCDENVER.EDU)
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Summer AI Liaison Community of Practice

- Support for faculty to work on developing AI guidance tailored to their discipline and institutional context
 - June 8 to July 23, 2026 (six weeks)
 - Participants are expected to commit to 36 total hours (6 hours per week)
 - Weekly synchronous meetings on Zoom (60–90 minutes)
 - Independent work on a unit-specific deliverable, supported by group sessions
 - Light check-ins during the 2026–27 academic year (2–3 meetings) and availability as an informal liaison for your unit or college
 - Compensation: \$1,500 summer stipend
 - Open to any rostered faculty
 - **Send ½ page letter of interest to your Dean**
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