

AI Faculty Liaison Community of Practice (Summer 2026)

AI Faculty Fellows: Cameron Blevins, Farnoush Banaei-Kashani, and Soumia Bardhan

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From June 9 to July 19, 2026, CU Denver AI Faculty Fellows Cameron Blevins, Farnoush Banaei-Kashani, and Soumia Bardhan convened **25 faculty members** from all **seven schools and colleges along with Auraria Library** as part of a six-week AI Liaison Community of Practice (CoP). The goal of this six-week CoP was two-fold: a) to set aside dedicated, compensated time for faculty to develop discipline- and unit-specific guidance around generative AI, and b) develop a campus-wide network of informed AI liaisons. This report documents **what the CoP accomplished** and synthesizes participants' **shared priorities and recommendations** for AY 2026–27.

Report At a Glance

Part 1: Outcomes

- **Discipline-Specific AI Guidance:** 25 faculty liaisons produced three deliverables (a unit AI orientation, a disciplinary resource, and a strategic memo) to disseminate to home units – expected to reach hundreds of CU Denver faculty in Fall 2026.
- **Liaison Growth:** Measurable growth in liaisons' self-rated ability to advise colleagues on generative AI (from 35% to 68%) and familiarity with campus-level AI efforts (from 4% to 43%).
- **Campus-Wide Network:** CU Denver's first cross-campus network of faculty representing every college and Auraria Library.

Part 2: Shared Priorities and Recommendations

1. Faculty Preparedness

- Orient faculty before the ChatGPT EDU rollout
- Sustain and expand the faculty liaison network into AY 2026–27

2. Student Assessment

- Teaching grants or stipends for course and assessment redesigns
- Establish campus-level assessment infrastructure and procedures

3. Student AI Literacy

- Gather campuswide data on student AI readiness and employer expectations
- Support units to review whether and how to build AI literacy into curricula

Part 3: List of Participants

Part 1: Outcomes

AI Liaison Deliverables

In a survey administered to liaisons at the outset of the CoP, **78% described their home unit as “minimally prepared” or “unprepared”** to address generative AI.¹ To meet this need, each liaison produced three deliverables anchored to the needs of their unit, program, or college:

1. **Unit Orientation** on the current state of generative AI within their specific discipline, ready to deliver to colleagues in their home unit at the start of the Fall 2026 semester.
2. **Disciplinary Resource** addressing a specific AI-related need within their unit, program, or college (ex. an "AI audit" of common assessment types).
3. **Strategic Memo** identifying major issues, challenges, or opportunities that generative AI poses for their unit, program, or college and a set of recommendations for AY 2026–27.

Of the three deliverables, the disciplinary resource offers a window into where units felt the most pressure from generative AI. Notably, every liaison converged on a disciplinary resource related to either **teaching** or **skill-building** – as opposed to research, scholarship, or merit/promotion – reflecting the shared urgency across campus when it comes to generative AI's impact in the classroom.

Disciplinary Resource Type	Number
Assessment audits, classroom AI policies, and course redesigns	10
AI literacy and training for faculty	9
AI literacy and training for students	6

Several examples illustrate the breadth and variety of disciplinary resources produced by liaisons:

- **Accounting (Business)** – a four-level AI-use policy mapped onto every program learning objective in the BSBA and MS degrees.
- **Education (SEHD)** – a scaffolding guide for K–12 teachers, using AI to generate lesson supports and stress-test them for rigor.
- **Recording Arts (CAM)** – a four-part video series taking faculty from basic prompting to building a custom course GPT for students.
- **Integrative Biology (CLAS)** – AI literacy mapped across the Integrative Biology B.S. curriculum, grounded in how AI is used in biology careers.

Liaison Growth

AI Faculty Fellows administered a survey at the beginning and end of the CoP to measure self-reported capabilities of participants. Participants showed growth in all three areas, with **notable gains** in their **ability to advise colleagues** on generative AI and **familiarity with campus-wide AI efforts**:

Share of liaisons rating themselves “strong” or “very strong”	Before	After
Ability to advise colleagues on generative AI	35%	68%

¹ Pre-CoP survey (n = 23): 6 respondents rated their unit "unprepared," 12 "minimally prepared," and 5 "moderately prepared." No respondent selected a higher rating.

Familiarity with campus-wide AI efforts and resources	4%	43%
Understanding of AI's impact on their own discipline	52%	64%

Change in self-rated capability, pre-program survey (n=23) vs. post-program survey (n=23).

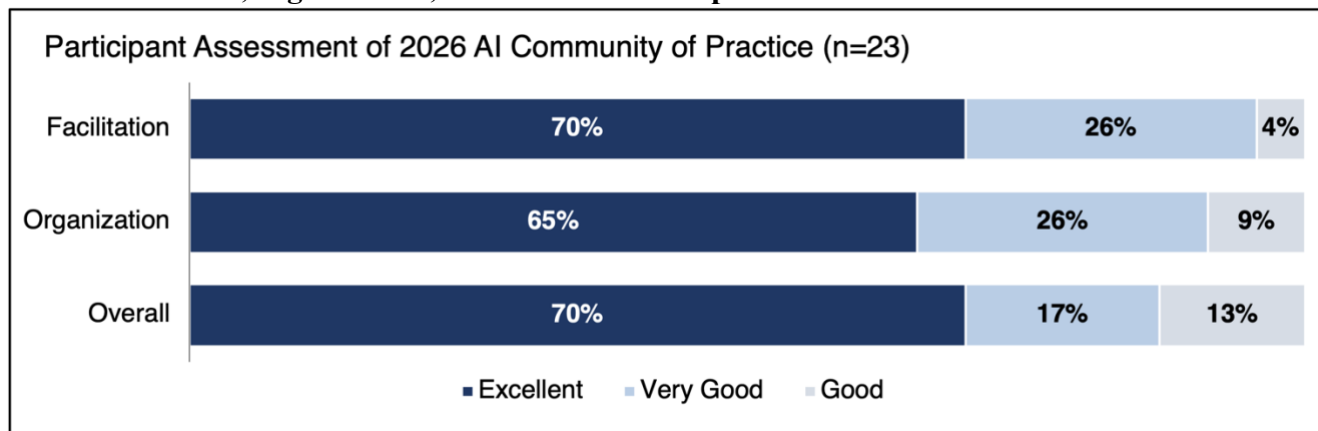
Cross-Campus Network of AI Liaisons

95% of respondents to the post-program survey rated the CoP as **“effective” or “very effective” at building cross-campus connections**, and nearly all of them explicitly mentioned this aspect in an open-response survey question about the most valuable parts of the program:

“Experiencing how AI affects other disciplines has been a great learning experience.”
“Making connections with the faculty across the creek.”
“Becoming a micro support system for one another.”
“Having time to listen and talk to faculty from other disciplines...Finding both similarities and differences helped me see the larger picture.”

Overall Assessment of CoP

The CoP provided a combined \$37,500 in faculty stipends across 25 liaisons in compensation for roughly 900 combined hours of faculty effort. As of August 2026, faculty liaisons were beginning to disseminate their work to home units, programs, and colleges. Collectively, we expect their deliverables from the CoP to reach **hundreds of faculty members** across CU Denver by the beginning of the Fall 2026 semester. Nearly all participants indicated their interest in **continuing to meet as a cohort** during AY 2026–27, and we plan to conduct an additional survey later in the semester to better assess the impact and reach of their work. Finally, participants were overwhelmingly positive about the CoP’s **facilitation, organization, and their overall experience**:



Survey administered at the conclusion of the Summer CoP, with 23 out of 25 participants responding. No respondents selected “Fair” or “Poor” for any of the questions.

Part 2: Shared Priorities and Recommendations

Near the conclusion of the Summer CoP, faculty liaisons wrote strategic memos addressed to someone in a leadership position in their institutional contexts – a department chair, dean, program director, etc. In these memos, liaisons identified 2-3 pressing issues, challenges, or opportunities that generative AI poses for their unit, along with concrete recommendations for how to approach these issues during AY 2026–27. We synthesized these memos to identify the **three most commonly shared priorities** across faculty liaisons. For each priority, we then provided **two recommendations** for how campus leadership might address them, drawn from both faculty liaison memos and our own existing work as AI Faculty Fellows. These priorities reflect what liaisons raised most often from within their units, not a full agenda for generative AI at CU Denver; we are developing a more comprehensive set of workstreams that we will share with campus leadership.²

Priority #1: Faculty Preparedness

The most common issue identified by liaisons across their memos was faculty preparedness: individual faculty are currently navigating generative AI on a largely ad-hoc basis, creating a **patchwork of faculty AI preparedness** within units and across campus. As one liaison wrote about their program, *“AI adoption remain[s] uneven... There is currently no structured mechanism for faculty to share effective practices, stay informed about rapidly evolving AI technologies, or develop a common baseline of AI literacy.”* Another liaison described a similar landscape in their school: *“Faculty... are making daily decisions about AI use in teaching and scholarship without shared norms, clear institutional policy, or adequate professional development.”*

Faculty preparedness is about to become a more acute issue with the campus-wide rollout of ChatGPT EDU to students. Getting access to this tool requires a training that many faculty have not completed – meaning some instructors will be teaching students who are equipped with a powerful, university-provided AI tool without having learned how to use the tool themselves. In the words of one liaison: *“Without equivalent access [and training], faculty will be less prepared to understand the capabilities available to students, design effective AI policies, and appropriately incorporate AI into their courses.”* Importantly, liaisons characterized the barriers facing faculty preparedness as one of support rather than reluctance. Many faculty (especially contingent faculty with heavy teaching loads) simply lack the time, training, and institutional support to build AI competencies.

Recommendation 1: Orient faculty before the ChatGPT EDU rollout

The most time-sensitive faculty-preparedness need is tied to the ChatGPT EDU rollout to students before the Fall 2026 semester. Ensuring faculty encounter and engage with generative AI is a vital and low-cost action. Fortunately, some infrastructure is already in place. First, a **Precipio training on ChatGPT EDU** has already been built – while it might not be possible to make this training mandatory for faculty prior to the campus-wide rollout to students, university leadership should strongly encourage faculty to complete this training, ideally communicated through college deans and department chairs. Second, AI faculty liaisons created **unit orientations** during the Summer CoP in order to bring colleagues up-to-speed on the impacts of generative AI within their specific, shared discipline. Once again, department chairs (and college deans, where applicable) should help facilitate and coordinate the dissemination of these orientations to colleagues in liaisons’ home units – ideally as early in the fall semester as possible.

² In order to allow liaisons to write freely, they were not required to share their memo directly with its intended recipient (although many chose to do so); accordingly, we have kept all memos anonymous in this report.

Recommendation 2: Sustain and expand the faculty liaison network into AY 2026–27

The Summer CoP itself demonstrated that compensated, structured time rapidly builds faculty capability, as CoP participants’ self-rated ability to advise colleagues on generative AI nearly doubled over six weeks. Participants expressed a desire to extend this work into AY 2026–27. As one memo noted, *“This summer’s CoP identified valuable disciplinary knowledge, but it was time-limited, without any mechanism to sustain or extend the work.”* To meet this demand, AI Faculty Fellows have developed a funding proposal to **extend the AI Faculty Liaison Network into AY 2026–27 and expand the original cohort** to gain fuller representation across colleges and units. The proposal provides \$1,000 stipends for participants, which would support liaisons becoming two-way conduits to carry campus guidance and training into their units while channeling faculty questions and concerns back to campus leadership.

Priority #2: Student Assessment

Although faculty preparedness was the most widely shared issue across liaisons’ memos, **student assessment was arguably the highest-stakes issue**. The rapid growth of generative AI capacities – especially advanced reasoning models and agentic harnesses that can complete increasingly complex, autonomous tasks – means that generative AI can now be used **to complete a wide array of college-level coursework at a high level**: writing essays, conducting research, analyzing data, responding to discussion posts, completing problem sets, writing code, or taking online quizzes. Accordingly, a number of liaisons identified assessment and academic integrity as a high priority in their strategic memos – in the words of one, *“It is now possible for a student to get a degree without actually being taught the essentials of a discipline...[which] places the university’s accreditation and reputation in great jeopardy.”*

Generative AI’s impact on student assessment is most acute for **online teaching**, which now makes up 37% of all CU Denver student credit hours. As one liaison noted: *“Online learning is still in high demand, but it invites fewer accountability and assessment measures that are protected from AI use.”* Common approaches to “AI-proof” student assessment, such as blue book exams, chalk talks, oral presentations, or live discussions, are difficult to implement in online courses. Moreover, **online sections are typically much bigger** than in-person ones; in AY 2024–25, online sections enrolled a median of 22 students compared to 16 students for in-person sections, with online sections nearly twice as likely to exceed 30 students. This leaves online instructors with even less time and bandwidth to design and implement meaningful online assessments that are safeguarded against generative AI.³

Notably, faculty liaisons largely did not frame concerns over AI and academic integrity through a lens of cheating and policing. In fact, several explicitly argued against AI detection tools due to their being unreliable and prone to false-positives while undermining trust between instructors and students. Rather, liaisons focused on the **impact of generative AI on the learning process itself**. In short, the real danger is students offloading the cognitive work that is foundational to the learning process.

Recommendation 1: Teaching grants or stipends for course and assessment redesigns

The cohort’s most consistent assessment recommendation called for investment in redesigning courses and assessments so that student work reflects student learning. Liaisons proposed a variety of approaches – oral defenses and live Q&A, staged and process-based submissions, personalized prompts tied to course-specific context, and inquiry-based or collaborative work. But they were

³ Student credit hour data are drawn from CU Denver institutional dashboards for AY 2024–25, comprising Fall 2024, Spring 2025, and Summer 2025, including both undergraduate and graduate courses. Comparisons between online and in-person section sizes do not include independent study, thesis, and dissertation sections.

equally clear that these approaches are labor-intensive and recurring rather than one-time adjustments, and that they cannot be an unfunded mandate laid on top of existing teaching loads. One concrete recommendation for campus leadership is to establish **dedicated teaching grants or stipends**, prioritized for high-enrollment and online courses where the integrity exposure is greatest and where labor-intensive redesign is hardest for individual instructors to absorb (with particular attention to the non-tenure-track faculty who teach a large share of those courses).

Recommendation 2: Establish campus-level assessment infrastructure and procedures

Liaisons also called for campus-level solutions to safeguard meaningful assessment and academic integrity. The clearest ask was for a **staffed, proctored testing center** along with secure remote options for fully online asynchronous courses. Alongside this infrastructure, they felt that CU Denver should set **shared ground rules and procedures for enforcement** that do not rely exclusively on AI-detection tools as the primary evidence in academic integrity cases. Centralizing enforcement more explicitly through the Office of Student Conduct & Community Standards relieves faculty of burdens they cannot discharge alone and protects the university from the inconsistencies and potential legal exposure of relying solely on AI-detection tools.

Priority #3: Student AI Literacy

Faculty liaisons across different disciplines underscored that **AI literacy has rapidly become a baseline expectation in the workforce** and recommended actively incorporating AI skills into unit and program curricula. As one liaison teaching in a STEM field wrote, “*AI tools are now standard across the career paths our graduates enter. These are current professional expectations, not emerging trends...[our] curriculum does not currently introduce AI concepts systematically, leaving graduates at a disadvantage relative to peers from programs that do.*” Another liaison warned that due to the slow pace of the curriculum-revision cycle at CU Denver, programs and instructors “*risk teaching technologies and workflows that no longer reflect current professional practice.*”

Liaisons stressed that student AI literacy means more than just learning how to use ChatGPT to do their work: students need to have a more fine-grained understanding of **how AI is used within specific disciplines** while also reckoning with the broader **ethical, environmental, social, and economic impacts** of this technology. Liaisons have already begun some of this work through their work in the Summer CoP, from mapping AI literacy across their unit’s curriculum to designing an AI literacy module for their unit’s majors to defining AI competencies for students within their program.

Recommendation 1: Gather campuswide information about student AI readiness and employer expectations

AI Faculty Fellows are working to establish a shared institutional baseline of information about AI literacy through the AI Student Success Initiative. One part of this initiative is to administer a campus-wide **Student AI Readiness Survey** in Fall 2026 to gauge AI readiness, perceptions, and experiences amongst CU Denver students. A second part of the initiative is to work with industry partners to develop an **AI Skills Matrix that shows employer expectations** for AI knowledge, skills, and competencies. With adequate funding and support, these initiatives will establish a common evidence base to inform subsequent curricular design within individual units and programs.

Recommendation 2: Support units to review whether and how to build AI literacy into curricula

Liaisons were emphatic that AI literacy needs to be taught with close attention to specific disciplinary contexts. After all, “AI literacy” looks very different in Philosophy vs. Information Systems vs. Landscape Architecture. Leadership should therefore task deans, curriculum committees, and unit liaisons to **review where and how AI competencies fit within their existing programs**. Crucially,

this is *not* a mandate for all units to rewrite their curricula to incorporate AI literacy. Instead, units would review the Student AI Readiness Survey and Industry AI Skills Matrix, compare these against their program’s learning outcomes and existing curricula, and then make an informed decision regarding whether and how AI literacy should be incorporated. This structured process could be launched and supported through **a second AI Summer Community of Practice in Summer 2027**, extending a model that has already proven effective at converting compensated faculty time into concrete, discipline-specific guidance.

Part 3: List of Participants

The 25 faculty liaisons below participated in the Summer 2026 AI Liaison Community of Practice, nominated by their deans to represent schools, colleges, and units from across CU Denver:

1. Peter Anthamatten, Associate Professor, Geography and Environmental Sciences & Interim GAM Lab Director, (CLAS)
2. Louise Bordelon, Assistant Professor, Landscape Architecture (CAP)
3. Lorne Bregitzer, Associate Professor, Music and Entertainment Studies (CAM)
4. Jeremy Brown, Senior Instructor & Program Director, 3D Graphics & Animation (CAM)
5. Nam Bui, Assistant Professor, Electrical Engineering (CEDC)
6. Chris Carson, Senior Instructor, Culturally & Linguistically Diverse Education (SEHD)
7. Miranda Egger, Assistant Teaching Professor & Director of Composition, English (CLAS)
8. Debbie Evercloud, Senior Instructor & Undergraduate Advisor, Economics (CLAS)
9. Joshua French, Associate Professor, Math & Director of Data Science Programs (CLAS)
10. Keith Guzik, Professor & Department Chair, Sociology (CLAS)
11. Alexis Halkovic, Lecturer, Psychology (CLAS)
12. David Hildebrand, Professor, Philosophy (CLAS)
13. Sarah Horton, Chair & Professor, Anthropology (CLAS)
14. Lacy Lowrey, Instructor & Director of Undergraduate Studies & Internships, Communication (CLAS)
15. Ibrahim Ali Mohamed, Systems Librarian (Auraria Library)
16. Annika Mosier, Associate Professor, Biology (CLAS)
17. On-Ook Oh, Associate Professor, Information Systems (Business School)
18. Shuyang Peng, Associate Professor & Program Director, Masters of Public Administration (SPA)
19. Tiago Barreto Goes Perez, Assistant Teaching Professor, Computer Science & Engineering (CEDC)
20. Kathryn Schamu, Senior Instructor, Extended Studies (SEHD)
21. Lisa Spears, Senior Instructor & CU Succeed Liaison, English (CLAS)
22. Thorsten Spehn, Associate Teaching Professor, Political Science (CLAS)
23. Adam Spiegler, Teaching Professor & Director of Undergraduate Programs, Mathematics (CLAS)
24. Robert Talbot, Associate Professor, STEM Education (SEHD)
25. Jing Zhang, Associate Professor, Accounting (Business School)