SWOT Analysis

Strengths	Weaknesses
• **Resource Infrastructure**: Established AI working groups, support divisions, and learning tools. • **Wi-Fi** recently upgraded • **Software/ computing power** available for most students. (i.e. Library, CEDC laptop loaner programs; SPA virtual desktop) • **Professional Development**: Numerous AI workshops supporting faculty exploration, summer 2025 grants. • **Innovative Culture**: Strong willingness to engage with and understand AI technologies. • **Student Support**: LRC resources and student government actively backing AI initiatives. Library guide is available now. • **Curriculum Integration**: Dedicated AI courses already implemented (e.g. writing, ethics) with many other courses including AI as a part of the learning process. • **Equity Focus**: Commitment to leveraging AI to support diverse student populations.	• **Limited Time and Rapid Changes**: Constant AI tool evolution makes course redesign challenging and time-consuming. • **Institutional Uncertainty**: Lack of clear university guidelines and AI usage policies creates faculty hesitation. • **Cost and Access Barriers**: Expensive AI tools and unequal digital access prevent widespread implementation. • **Technical Integration Issues**: Difficult tool integration with existing learning platforms blocks seamless AI adoption. • **Weak Institutional Support**: Minimal incentives and guidance discourage faculty from investing in AI-enhanced teaching methods. • **Curriculum Integration** is uneven
Opportunities	**Threats**
• **Faculty Leadership**: Shape AI usage from a faculty-driven learning perspective. • **Enhanced Accessibility**: Leverage AI for translation, custom coaching, and supporting diverse student backgrounds. • **Learning-Focused AI**: Distinguish AI tools for learning from mere productivity applications. • **Student Support Tools**: Use AI to break down complex tasks, aid student retention, and provide quick summaries. • **Innovative Course Models**: Explore AI-driven pedagogical approaches like intelligent tutoring systems and interdisciplinary courses. • **Employability Enhancement**: Develop AI-focused courses and micro-credentials to	• **Academic Integrity**: Difficulty tracking AI use and potential substitution for authentic learning. • **Educational Equity**: Risk of reinforcing dominant narratives and extracting knowledge without attribution. • **Faculty Concerns**: Anxiety about AI replacing human teaching roles and expertise. • **Cognitive Development**: Potential loss of critical thinking, unique expression, and learning community. (i.e. Keep Human in the Loop/ in the decision-making role)

prepare students for emerging job markets, continuing to provide students with social mobility. • **Community Engagement**: Create hands-on learning opportunities by partnering with entrepreneurs and organizations for practical AI experience.	• **Data Ethics**: Challenges in ensuring privacy, transparency, and responsible data usage. • **Ethics** – AI cannot displace human responsibilities, fact checking, decision-making • **Inappropriate use** – misunderstanding the correct use case, i.e. using an AI as a web browser, • Students not understanding **fallibility (hallucinations) and bias** of AI tools • **Pedagogical Disruption**: Rapidly evolving technologies complicate assessment and learning definition. • Danger of **investing resources unwisely** (i.e. adopting a dead-end technology)

Notes from discussions & Guiding Questions

Strengths:

- What AI-related teaching resources (e.g., faculty expertise, learning platforms, course materials) already exist?
    - Division for Teaching Innovation and Program Strategy (TIPS) provides great resource for faculty exploring AI
    - Learning Resource Center (LRC) provides AI material and learning resources to students
    - LRC Canvas modules on AI use
    - Some tools available (Copilot, Firefly, Khanmigo)
    - Numerous AI workshops
    - Some dedicated AI courses already being taught (Writing with AI, AI ethics)
- How effectively does AI support personalized learning, adaptive assessments, or tutoring?
    - Faculty and students using AI for self-learning
    - LRC materials used to support individual student learning
    - Many faculty members encouraging students to use AI as a tutor or to customize their learning experience.
- What AI-driven student engagement strategies have been successfully implemented?
    - Student government supporting AI initiatives
    - Numerous courses have implemented AI engagement or assignments
- How well does the university's learning management system integrate with AI tools?
    - LRC Canvas modules on AI use
    - Khanmigo embedded in Canvas
    - Canvas allows numerous external apps & LTI tools
- How open are faculty and students to experimenting with AI in teaching and learning?

- Willing to use AI in innovative ways
- Several AI working groups across campus
- Willingness to engage
- Willingness to understand AI fully
- Desire to support students as a part of being an equity serving university
- Culture that supports AI use

Weaknesses:

- What barriers exist to faculty adoption of AI-enhanced teaching methods?
- *Lack of time to adapt a course / practices*
- *Speed of the tools changing*
- *Incentives for taking the time to update course materials, learning activities, etc.*
- *Lack of tools that are supported by the university – lack of guidance or examples; lack of motivating reasons to make the changes*
- *Concerned that our first move was to regulate ourselves and police our students instead of adapt to it/ communicate about it (fear based move)*
- *No clear institutional roadmap regarding AI usage (perceived unwillingness to approve tools)*
- *Tools are expensive - barrier for university and for students*
- *Lack of tool integration (needs to be integrated in Canvas or too hard to integrate)*
-
- Are there gaps in digital literacy among students and faculty for using AI tools effectively?
- *General digital literacy is severely lacking in some corners, and now we're layering on AI!*
- *Digital access is a huge concern – lack of Wifi for students, lack of digital hardware (some courses require specialized equipment)*
-
- How well are academic integrity concerns (e.g., AI-assisted plagiarism) being addressed?
- *Confusing for students, needs a more centralized policies/ communication about policies because it is too hard for students to track*
- Are AI resources and tools equitably available to all students?
- *We're not aware of how this is being addressed – it is wild west right now – unequal access/ digital divide*
- What challenges exist in training faculty to integrate AI into curriculum development?
- *Literacy gap includes AI conspiracy theories, the fear of AI taking over the world, among BOTH faculty and students.*
- *Unaddressed concerns about addressing bias and environmental impact, IP theft,*
- *Students need digital, information, media literacy in addition to using AI….*

Opportunities:

- *For us as WG, to shape AI usage from a faculty/ learning perspective*
- *Creates access and assists with translation (nuances, idiom, industry-specific terms),*
- *Opportunity to custom-coach students who are coming from a wide variety of backgrounds*
- *AI for learning, and separating these from sheer productivity tools*
-

Commented [GK1]: or what are the fears around adapting to AI-augmented work?

- How can AI help improve student engagement, learning outcomes, and retention?
- *Ai as quick summarizing tool for meetings/ classes. Use to be more attentive to students.*
- *AI tools can help with retention by breaking down tasks (Goblin tools), whenever students "don't know where to start" -- life skill level*
-
- What new AI-driven pedagogical models (e.g., chatbots, intelligent tutoring systems) could be explored?
- Are there opportunities to offer AI-focused courses or micro-credentials to enhance employability?
- *Opportunity for interdisciplinary, co-taught courses*
- How can AI tools assist in grading, feedback, and curriculum design?
- Could AI enhance accessibility for students with disabilities?

Forging community engagement learning opportunities– working with entrepreneurs, testing chatbots, and working with organizations who need that work and give students hands-on experience

Threats:

- Are there concerns about academic integrity and the misuse of AI-generated content?
    - Students may use AI generate content as a substitute for their own learning
    - Difficult to "know" the extent to which AI used on an assignment.
- How might AI widen educational inequalities if access to AI tools is limited?
    - Unknowingly participate in the colonization of data when AI is used without understanding how it was trained or where its data comes from.
    - AI models tend to prioritize dominant cultural narratives
- Could AI create faculty job displacement concerns or resistance to its adoption?
    - Will AI take over our teaching?
- How might reliance on AI impact critical thinking and problem-solving skills among students?
    - Students feel less relevant – may perceive a futility in improving their skills
    - Students losing their voice
    - Lose depth of knowledge
    - Homogenization of thought and expression, lose unique styles
    - We do things too fast, there is a value in slow thinking
    - Education risks losing community of learners, AI robs learning of its "humanity"
- Are there legal or ethical risks associated with AI-driven student data analytics?
    - Privacy challenges – keeping student data safe
    - Difficult to trust university or AI lack of transparency
    - We may be benefiting from knowledge extracted from communities who were never compensated or acknowledged.
- Other Concerns:
    - Difficult to know our measure what learning is in AI driven world.
    - Everything is changing so fast we can't keep up (need to evolve) - overwhelming