College of the Canyons Academic Senate

December 5, 2024
3:00 p.m. to 4:50 p.m.
Hybrid Format, via Zoom & in-person in BONH 330

Join Zoom Meeting
https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKayblQ9r7Hqa63.1

Meeting ID: 837 8807 8102; Passcode: 834823
One tap mobile +16694449171 US +17193594580 US
Additional Teleconferencing locations can be found on page 2 of this agenda.

AGENDA

<u>Notification</u>: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

<u>ADA statement</u>: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters
1. Call to order
2. Public Comment
   - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
   - Tammera Stokes Rice, Ed Tech Committee & Enrollment Management
   - Garrett Rieck, Personal & Professional Learning, CETL Committee
   - April Reardon, Noncredit Curriculum Committee
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, November 14, 2024 (pg. 3-6)	Curriculum Committee Summary, November 21, 2024
Program Viability Committee Program Revitalization, Modification, and Initiation Proposals:	
1. Kinesiology Program Initiation/Modification: Partial approval (activity course families) 2. Crime and Intelligence Analysis Certificate of Completion (Noncredit) Final Report - approved for permanent status 3. Network Technology with Cybersecurity Final Report - approved for permanent status	

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Civic & Community Engagement Steering Committee Annual Chair Report, Patty Robinson & Jessica Edmond
2. Academic Senate Presidents Report, Lisa Hooper
   - ASCCC FA 24 Plenary Adopted Resolutions
3. Academic Senate Vice President Report, Garrett Rieck

C. Action Items
Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Faculty Receiving Emeriti Status December 2024

1. Bathke, Tammy, *Nursing/Health*	4. Howe, Richard, *Psychology*
2. Dos Remedios, Robert, *Kinesiology*	5. Robinson, Patty, *Sociology*
3. Peterson, Gary, *Cinema & Physical Education (limited)*	6. Thrasher, David, *Welding*

2. Academic Freedom: Conditional Report on the assignment of grades, Karyl Kicenski (pg. 7-12)
3. [Local GE Changes](#), Tricia George

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. Academic Integrity Committee (AIC) Procedures, Shane Ramey (pg. 13-14)
2. Integration of CANVAS and Turnitin, Joy Shoemate & James Glapa-Grossklag (pg. 15-16)
3. Great Shake Out Debrief, Dr. Jim Temple
4. New Website-Redesign, Dr. Jim Temple & Hsiawen Hull

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
1. Artificial Intelligence Resolution

F. New Future Business
Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.
1. Tenure Committee Training Workshops
2. Department Chair Training Schedule
3. Back up training for administrative support staff
4. Department Chair Election Procedures
5. Academic Freedom & Course Outline of Record
6. 2025-2027 Curriculum & Senate Meeting Calendar

G. Announcements
1. Next Academic Senate Meeting Dates Spring 2025: Feb. 13th, Feb. 27th; March 13th, March 27th; April 17th; May 1st; May 15th & May 29th
2. 2025 ASCCC Spring Plenary: April 24 – 26th, Hyatt Regency, Irvine, CA.
3. 2025 ASCCC Fall Plenary Session: Nov. 6th – 8th, Regency La Jolla, San Diego, CA.
4. 2025 ASCCC Curriculum Institute: July 9th- 12th, Ontario Convention Center, Ontario, CA.
5. 2025 ASCCC Faculty Leadership Institute: June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.

H. Adjournment

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Please note:
This meeting will be broadcasted at the following locations via zoom
None

Academic Senate Meeting Summary for November 14, 2024

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	Gary Quire	X
Vice President	Garrett Rieck	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Nicole Faudree	A	Public Safety	VACANT	
Communications Officer	Erica Seubert	X	At Large Senator	*Garrett Rieck proxy for* Sab Matsumoto	X
AT Senator	*Gary Quire proxy for* Regina Blasberg	X	At Large Senator	Michelle LaBrie	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Nadia Monosov	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	A
Kinesiology/Athletics Senator	Leora Gabay	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. Omar Torres	A	Paul Wickline	X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (AFT President)	A	ASG Student Representative Jesus Martinez (ASG) (via Zoom) & Sanjana Sudhir (ASG) (via Zoom)	X

Guest							
Alexa Dimakos	X	Erika Torgeson	X	Karly Kacinski	X	Sara Breshears	X
April Reardon	X	Erin Delaney	X	Lauren Rome	X	Steve Erwin	X
Chad Peters	X	Graciela Martinez	X	Lisa Sawyer	X		X
Collette Gibson	X	Jennifer Brezina	X	Michael Felix	X		X
Dianne Avery	X	Jennifer Smolos-Steele	X	Ruth Rassool	X		X

I. Routine Matters:
1. Call to order: 3:03pm
2. Public Comment:
   - Special thanks from Linda Beauregard-Vasquez for having IT set up the adjunct offices with cameras and headsets. There is also a plan to locate an adjunct space in the UCEN.
   - The new Viva STEM party will take place in the ICC on November 21st at 2:00pm.
3. Approval of the Agenda:
   - Motion to approve the agenda by Garrett Rieck, seconded by Gary Quire. Gary Quire proxy for Regina Blasberg (yes, vote). Garrett Rieck proxy for Sab Matsumoto (yes, vote). Unanimous. Approved.
4. Committee Appointments:
   - Honors Committee appointments:

- - Alejandro Lichtscheidl, Chemistry, (MSE)
    - Hind Ali, Chemistry, (MSE)
    - New members
5. Sub-Committee Summaries
   - Senate Executive Committee meeting summary, October 28, 2024 (pg. 6-7)
6. Approval of the Consent Calendar
   - Motion to approve the consent calendar by Linda Beauregard-Vasquez, seconded by Todd Fatt. Gary Quire proxy for Regina Blasberg (yes, vote). Garrett Rieck proxy for Sab Matsumoto (yes, vote). Unanimous. Approved.

Academic Senate Summary, October 31, 2024 (pg. 3-5)	Curriculum Committee Summary, November 7, 2024

J. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Curriculum Committee Annual Chair Report, Tricia George (pg. 8-12)
   - The report was presented to inform on the work and background of the Curriculum Committee. It is suggested to have everyone read the report.
2. Academic Senate Presidents Report, Lisa Hooper
   - **ASCCC FA24 Plenary Update:** This year the two major themes were Artificial Intelligence (AI) and Common Course Numbering (CCN). There were resolutions that are the statements from a statewide faculty body to advocate for the perspective with legislature. Last year there were 600 bills targeting CCC's.
     - **AI Update:** Some feel AI will help while others feel it will not.
     - **CCN Update:** Courses must be re-articulated. The district received funding for the CCN initiative. Dr. Torres will bring a preliminary budget.
   - **CCN Teams:** CCC, CSU HBCU & private college representatives are showing up, but UCs are not consistently attending.
   - **Emergency Preparedness Working Group:** Changes to door locks in the library were made so they can be lockable from the inside to rooms 106 to 108.
   - **Lighting Update:** The district is fixing old light bulbs. A full re-do to switch to LED lights is not possible at this moment due to the budget.
   - **Great Shakeout in December:** Jim Temple will be at Senate to share an update.
   - **Governance Structure:** New structure still being discussed. One consideration is how committee work informs decision making.
   - **Grand Opening:** Juan Renteria will provide photography to display in BONH 330. Alma Juarez, Art Gallery Coordinator, also provided some of her own personal artwork. The idea is to create a space on the wall for student artwork.
   - **Scholarly Presentation Committee Update:** A presentation titled, "Behind Bars: Forfeiting our Children" will be at the PAC. All are encouraged to attend on Nov. 21st.
3. Vice President Report, Garrett Rieck
   - **Office Faculty Lottery:** A total of 13 faculty participated, 8 were awarded an office and we are waiting on 2 to confirm their new office. The 8 soon to be vacant offices will be advertised in the spring lottery.
   - **ISP Department Announcement:** ISP is hosting an International Youth Forum from Nov. 18th to the 21st. The topic will be Conflict & Peace. There will be panels and discussions.

K. Action Items
Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
 None

L. Discussion

Below are items that the Senate will discuss, and no action will be taken. Discussion is welcomed by all attendees.

1. Academic Freedom: Conditional Report on Grading, Karyl Kicenski (pg. 13-19)
   i. The AAUP describes a due process for a grade penalty which can be spearheaded and controlled by faculty. The student conduct committee only meets when the student disagrees with what administration decides. Very rarely do cases go to the student conduct committee.
   The Policy Committee with the input of Michelle LaBrie will revise the policy to have more faculty input. Some faculty have not agreed with outcome and there has been no recourse. This will be returned for action at the next meeting to move from a conditional report.

2. Local GE Changes, Tricia George
   i. The Curriculum Committee has presented 3 different GE models. Model A is the minimum of what is required by title 5. Model B adds 3 units of AIR, and 1 unit of PE. Model C includes 1 unit of PE & Wellness and 3 units of Social Systems. The Curriculum Committee has discussed high unit waivers that would exceed 40 units and waiving some requirements. Senators were asked to solicit input from their schools and At-Large senators from as many schools as possible. The senate will vote on the final model on December 5th.

3. Pre-requisite Satisfaction, Steve Erwin & Dr. Jasmine Ruys
   i. With the new registration process students are enrolling in a pre-requisite course for a subsequent class which they have not passed. Students may not be pulled out of the class until a few weeks into the semester. When students are dropped late, they cannot take the required course. At times A&R can conditionally approve for a student to enroll in class late or the student can do a re-instatement transfer. However, if there is no spot available there is nothing that can be done. The process is done manually and can take some time. Faculty can contact Steve Erwin if they believe a student is in their course without having satisfied the pre-requisite.

4. Open Class Status, Steve Erwin & Lisa Sawyer
   i. Currently the Friday before the start date of a class is the process to auto add a student from a waitlist. The proposal is to extend it up to 2 days after the start date. As soon as the waitlist deadline is over is when add authorizations start as the waitlist will lock. It is not clear if this will also work for short-term classes. This would need to be tested and programed. On a full-term class, it is the Monday of week one but a short-term class sometimes it is the date the class starts. Jennifer Brezina will clarify with Connie and Angelica which date they use. For an online class it may be a Monday. In the schedule of classes that start date for a class that meets on campus is always on Thursday. Student services, along with IT staff, recommend against keeping classes open after the start dat. Waitlist behavior may be discussed again in spring.

5. Academic Integrity Committee (AIC) Procedures, Shane Ramey (pg. 20-22)
   i. This item was tabled.

M. Unfinished Business
Below is a list of items that can be discussed for a future date.

1. Web Design/Server Update
2. Artificial Intelligence Resolution

N. New Future Business
Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Tenure Committee Training Workshops
2. Department Chair Training Schedule
3. Back up training for administrative support staff
4. Department Chair Election Procedures
5. CANVAS/Turnitin Integration

6. Academic Freedom & Course Outline of Record

O. Announcements
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5. 2025 ASCCC Faculty Leadership Institute: June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.

P. Adjournment: 5:01pm.

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none

Committee on Academic Freedom
Report to the Senate:

Faculty and Grading: Grade Penalties
& Due Process in the Era of Generative AI

October 2024

Karyl Kicenski
Chair

Chris Blakey
Member

Tricia George
Member

Garrett Hooper
Member

Urvashi Juneja
Member

Lauren Rome
Member

Collette Salvatierra
Member

Prepared for College of the Canyons Academic Senate

I. Introduction and Context

There has been a recent explosion of cheating and plagiarism amongst the student population at the College of the Canyons (and presumably at other colleges and universities, as well). This problem has been exacerbated by the combination of larger numbers of online course offerings, and the development of large-language models of generative artificial intelligence (GAI) available to the student population. Hence, it is no longer a rarity for a faculty member to find that a student has used GAI to complete some particular assignment or prompt on an exam.[1] The nature of plagiarism and cheating has changed significantly with the advent of GAI. An instructor typically sees less blatant, word-for-word plagiarism lifted out of an online site or written source. This "old style" plagiarism is rather easily detected and detection does not require expertise in subject matter. However, today, instructors see prose that has been produced by GAI. The GAI content will often be reasonably accurate about what it is describing, but will also display a conspicuous absence of conceptual details emphasized by the instructor in their particular class or speak in a "voice" unlike the student's. In other words, the content of the submission demonstrates a significant disconnect from the specific content of the class, yet is reasonably "on target" as general information. This is a problem, and the type of problem that someone who has not taught the class (e.g., administrators or staff) could reasonably notice and identify. Further, one of the signs of GAI plagiarism is the use of relatively sophisticated phrasing that typical college students, still in lower-division courses, have not yet developed. This is especially true in a course whose content is a student's initial exposure to the subject. This, again, is not easily detectable by someone who is not an expert in the field. Such concerns underscore the value and necessity of faculty responsibility for grading and assessment.

In light of the above, the question has arisen as to whether a faculty member has the right to assign a score of zero on a particular assignment if they have found the student to have cheated or committed plagiarism.[2] There is disagreement within our institution on this question. The reason for the disagreement centers on tensions existing between legal requirements, the current Santa Clarita Community College District's administrative policy surrounding academic dishonesty, and academic

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[1] It is acknowledged that in some disciplines, use of GAI may be appropriate for some student work. The problem we are concerned with here is any kind of student academic use of Chat-GPT that has been specifically prohibited by the instructor. These would be cases where it is important for students to learn to be able to think and put ideas together for themselves, as opposed to depending on some other entity to do so for them.

[2] We are using the following definition of plagiarism: the use of ideas other than one's own in writing, speaking, or artistic-content without acknowledging their proper source.

freedom on the part of faculty. In this Conditional Report we shall explain the relevant legal

requirements, the Academic Policy at COC being used currently, and principles of academic freedom of

faculty to assign grades[3] communicated by American Association of University Professors (AAUP).

II. The Legal Requirement

The US Supreme Court has declared that public institutions must provide at least minimal due

process in connection with many forms of student discipline.[4] A number of cases have held that

students are entitled to due process when discipline is imposed for academic dishonesty. Accordingly,

policies at public institutions of higher education commonly provide for due process when associated

with "grade penalties" for academic dishonesty.[5]

The term "grade penalty" may be used to mean a grade assigned in order to register some form

of student misconduct in connection to a course assignment. In other words, if a student is caught

cheating or plagiarizing content, a decreased grade may be given on the assignment in question. In

such cases, a "grade penalty" has been invoked. The law requires some minimal form of due process

for students in this case. Students receiving a "grade penalty" on a particular assignment must be

made aware of the reason for the penalty, and must be provided an opportunity to challenge the

appropriateness of the assigned grade.

Nowhere in the above stated legal requirement is there detailed specification of the exact form

such due process must take. Hence, the door is open for a number of options an institution might

choose to fulfill the legally required due process.

III. The College of the Canyons Student Conduct Code Provisions

The current policy for alleged misconduct of students for academic violations such as plagiarism is

to bring the matter to the attention of the Office of the Dean of Students (or designee).[6] The Student

Conduct Code[7] (SCC) states, "the Dean of Students *in consultation with the Academic Senate* [italics

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[3] The Committee seeks to make clear what has been written by the most authoritative entity for academic freedom in the US – the American Association of University Professors – concerning faculty responsibility in assessment and grading.

[4] Goss v. Lopez, 419 U.S. 565 (1975); Fourteenth Amendment.

[5] Gary Collis is acknowledged for his assistance with this legal analysis.

[6] The COC Policy Committee is presently working on a new policy regarding cases where grade penalties are assigned. To the Committee's credit, it is attempting to formulate a policy that is practical and functional in light of the plethora of cases of cheating and plagiarism at the College. However, at this point, it appears that administrative personnel will have a decision-making role in the due process procedure, possibly undermining faculty judgment in such cases.

[7] Student Conduct Code, Santa Clarita College District: Board of Trustees Policies 5529, 5530, 5531 (Revised June 2018)

ours] will develop specific procedures to address alleged violations of academic and/or classroom misconduct" (26).

There are two issues with the current SCC policies (or lack thereof) in relationship to student plagiarism and academic freedom. First, the procedure to be followed to ensure due process, specifically related to a grade penalty, is not addressed within the SCC. While the text outlining the policies provides broad outlines of procedures the Dean of Students may take in a case of academic misconduct, it does not adequately address how the college should deal with plagiarism cases, and particularly those assisted by GAI.[8] Indeed, much of the SCC discussion of due process seems to focus predominantly upon misconduct relating to sexual assault and/or harassment, as opposed to academic violations. Finally, while the text of the SCC states that consultation with the Academic Senate will take place to develop a process to "address alleged violations of academic and/or classroom misconduct," no such process has seemingly been established that would ensure due process. The first issue, therefore, is that the SCC does not present a clear policy directing how due process will take place.

Second, the content which does appear in the SCC potentially challenges the academic freedom of faculty to assign grades on academic work submitted by students. This is due to the unilateral power afforded the Dean of Students (or designee) in cases where a student has been accused of academic misconduct and may have received a "grade penalty." For example, the SCC states that the Dean may, without limit or consultation, determine that there is no violation by a given student, and accordingly close the case:

> In cases in which the Dean (or designee) determines that there is not cause to believe that a violation may have occurred, the Dean (or designee) may decide that the case will not be pursued further. If the allegation concerned academic and/or classroom misconduct, the Dean (or designee) will contact the complainant to explain his or her reasoning. The complainant may appeal the decision to not pursue discipline, within 10 working days, to the Vice President of Instruction (28).[9]

The term "complainant," above refers to a faculty-member bringing a case against a student (for example, in the event of plagiarism, cheating, or inappropriate use of GAI).   In academic misconduct cases, a close reading of the SCC text explains that if the Dean of Students believes there is no evidence to substantiate the case being brought by a faculty-member, it may simply be closed unilaterally.   The faculty-member is thus left without recourse, unless he or she appeals the case to the Vice President of Instruction.

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https://www.canyons.edu/studentservices/conduct/

[8] The Committee recognizes that the issues surrounding plagiarism facilitated by GAI have arisen more recently. Yet, while this omission is understandable, we believe it ought to be addressed.

[9] Student Conduct Code, Santa Clarita College District: Board of Trustees Policies 5529, 5530, 5531 (Revised June 2018) https://www.canyons.edu/studentservices/conduct/.

The Dean of Students (or designee) may also choose to "refer the matter to other campus and/or community resources" (28). If the Dean makes this choice, it is also a unilateral decision, as the text of the SCC makes clear. Faculty-members are not a part of that decision-making process.

Finally, the Dean of Students may call for an interview with the student-respondent for the purpose of an "initial hearing" (29). The procedures for this hearing do not stipulate that faculty be included. However, at this hearing, an "Informal Agreement of Resolution" may be determined wherein the student conceivably agrees to an arrangement to resolve the case (for example, the student may be disciplined or perhaps a grade penalty is assigned). To be clear, none of the options outlined by the SCC clearly guide a process of adjudicating academic grade penalties with due process *which include faculty*. While a "Student Conduct Committee" is mentioned in the SCC, it is the Dean of Students (or designee) who decides whether or not a case will be forwarded to this Committee. There is only one exception: that is when a student makes a request that the Dean do so. Careful examination demonstrates that faculty are not involved in the current policies and procedures governing academic misconduct and due process. As we make clear below, the omission of faculty from this process—particularly where a grade penalty has been given, is a violation of academic freedom, because faculty must be the source for academic assessment and grading.

IV. The AAUP and Faculty Responsibility in Grading and Assessment

The AAUP clearly states that faculty, and only faculty, have the responsibility to assign grades on academic work submitted by students.[10] The AAUP goes on to say ". . .[t]he review of a student complaint over a grade should be by faculty, under procedures adopted by faculty, and any resulting change in a grade should be by faculty authorization."[11] Clearly, the policy indicates that supplementing the judgement of faculty in the assignment of grades is a breach of academic freedom. Moreover, the AAUP writes in *The Freedom to Teach,* faculty have the right to "assess student academic performance in teaching activities for which faculty members are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer."[12] Not only are faculty assigned the sole responsibility for grading students, but according to the AAUP, "Under no circumstances should administrative officers on their own authority substitute their judgment for that of the faculty concerning the assignment of a grade."[13] In short, the current

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[10]"The Assignment of Course Grades and Student Appeals," AAUP, *Policy Documents and Reports, 11th ed*. (Baltimore: Johns Hopkins University Press, 2015), 29-30.

[11]"The Assignment of Course Grades and Student Appeals," AAUP, *Policy Documents and Reports, 11th ed*. (Baltimore: Johns Hopkins University Press, 2015), 29.

[12]"The Freedom to Teach," AAUP, *Policy Documents and Reports, 11th ed*. (Baltimore: Johns Hopkins University Press, 2015), 28.

[13] "The Assignment of Course Grades and Student Appeals," AAUP, *Policy Documents and Reports, 11th ed*. (Baltimore: Johns Hopkins University Press, 2015), 29-30.

policies in the College's SCC open the door for an administrator (or a designee of that administrator) to make decisions about academic violations—specifically grade penalties—that may override faculty control of assessment of student work, thus limiting the academic freedom of faculty.

V. Recommendations

Students have the right to appeal a grade and this appeal process should respect the prerogatives of instructors and the rights of students.[14] The current policies and procedures outlined in the SCC ought to be revised to accommodate the new realities of GAI, and a consideration of academic freedom of faculty in assessment and grading matters. The AAUP recommends an initial discussion between the course instructor and the student in cases wherein a grievance arises over the assignment of a grade.[15] If that discussion does not resolve the issue, then another member of the faculty should be brought into the process (perhaps the department chair). If the issue is still not resolved, the matter should be referred to an *ad hoc* committee.[16] However, there are some caveats to consider in the creation of such a committee. Any group tasked with hearing student grade challenges will need to make choices about how it is comprised, the processes that might be followed, and the chronological steps to be taken. The AAUP's position is that the process and decision-making regarding grades should ultimately rest with faculty. And while such an ad hoc committee might include administrators, staff, and/or students, there are restrictions upon how those individuals contribute to the work of the committee and its ultimate decision making. An administrator may be able to helpfully connect students with needed services available on campus that may come to light during a conversation about a grade on an assignment, for example. A student's voice on the committee may help an instructor understand another student's situation in ways that may be significant in the case. In this way, others on a college campus may assist in a dispute and provide feedback in discussions of a disputed grade assignment. However, academic freedom requires that the procedures for an ad hoc committee must be faculty driven, and furthermore, that the ultimate judgment of student work must be made by faculty ensuring that any change in a grade be made by faculty authorization.

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[14] American Association of University Professors, "The Assignment of Course Grades and Student Appeals," Policy Documents and Reports (Washington D.C., 2015) 29.

[15] Unfortunately, because of the significant disconnect between students and faculty due to the dynamics of distance learning (relative to in-person education), the importance of this initial discussion between instructor and student is often all but forgotten.

[16] "The Assignment of Course Grades and Student Appeals," 30.

ACADEMIC INTEGRITY COMMITTEE (AIC) PROCEDURES

I. Mission Statement

The Academic Integrity Committee (AIC) is a sub-committee of the Academic Senate that plays a key advisory role in promoting and maintaining academic integrity across the College. The Committee's primary function is to provide guidance, recommendations, and practical strategies to faculty, administration, and other campus groups in addressing academic integrity concerns comprehensively and collaboratively. These concerns are not limited to preventing academic misconduct; instead, they encompass a broader commitment to fostering values like honesty, responsibility, and ethical behavior throughout all academic activities. The Committee encourages a more holistic approach that empowers students to develop meaningful principles, such as integrity, accountability, and respect for the work of others, in all their academic pursuits. By fostering a collegial and inclusive environment, the AIC aims to influence policy and practice in a constructive and impactful way. The AIC is not responsible for handling individual student conduct violations; instead, it focuses on proactive measures, such as developing white papers, resolutions, and best practices that address a range of academic integrity issues. These efforts include examining the impact of emerging technologies, such as artificial intelligence (AI), which present new challenges and opportunities in maintaining academic standards. The Committee's proactive measures are designed to not only mitigate academic misconduct but also to support a culture of integrity through education.

II. Committee Duties and Functions

The Committee is charged with the following duties and functions on behalf of the Academic Senate:
1. Advising the Academic Senate on issues of academic integrity.
2. Developing policy recommendations, educational guidelines, best practices, and comprehensive reports related to academic integrity.
3. Proposing new ideas and providing recommendations for policies and procedures aimed at promoting academic integrity.
4. Supporting educational initiatives that inform students and faculty about the importance of academic integrity.
5. Recommending proactive strategies to reduce academic integrity violations, such as enhancing course design and academic practices.

III. Membership

A. General Requirements
1. All members of the Committee must be tenured, tenure-track, or adjunct faculty of the College.
2. At no time shall the Committee have fewer than three members.
3. The Academic Senate President shall appoint a member of the faculty to serve as Chair for a two-year term. The full Academic Senate shall ratify the appointment.
4. The Committee shall strive to include at least one representative from each academic school/division.
5. The Committee shall strive to include at least one adjunct faculty member.

B. Membership Appointment/Tenure
1. Members may be appointed by the Committee Chair or the President of the Academic Senate.
2. All appointments must be confirmed by a majority of a quorum of the Academic Senate.
3. Appointments can occur during any semester to fill a vacancy that reduces Committee composition below three members.

4. Members are expected to serve a minimum of one full academic year but may resign at any time.
5. Members may be removed for non-performance by a majority vote of the other active Committee members with the approval of the Academic Senate President.

C. Responsibilities of the Committee Chair
1. Serve a two-year term.
2. Serve as a member of the Academic Senate's Executive Committee.
3. Submit an annual committee status report to the Academic Senate.
4. Recruit and manage Committee membership, ensuring diverse representation.
5. Schedule Committee meetings and set agendas in consultation with members.
6. Lead the development of resources and initiatives related to academic integrity.
7. Coordinate with faculty, administration, and other campus groups to address academic integrity concerns.
8. Communicate the Committee's work and recommendations to the Academic Senate and the broader campus community.
9. Advocate for the adoption of the Committee's recommendations where appropriate.

D. Membership Responsibilities
1. Attend all regularly scheduled meetings.
2. Be collaborative, engage in collegial discussions, be respectful of other members and presenters and their different points of view, and consider the college and community as a whole, not just the constituent group that the member represents.
3. Take an active role in the creation and review process of documents produced by the Committee.
4. Undertake due diligence in reviewing academic integrity guidelines, policies, and procedures.
5. Make advisory votes on proposals.
6. Conduct research as required.
7. Members of the committee representing academic schools will report back to and solicit feedback from their constituencies regarding academic integrity issues

IV. Meetings

A. Dates
1. The Committee will meet monthly based on members' availability. Additional meetings may be scheduled as needed based on current priorities or pressing issues. Meeting dates and times are subject to change based on members' availability.

B. Procedures
1. The Committee shall establish its own guidelines to govern committee meetings and operations, and these guidelines should be documented and approved by the Committee to ensure clarity and consistency.

C. Voting
1. The Committee will conduct advisory votes to determine consensus on recommendations. These votes are non-binding and are used to inform the final recommendations made to the Academic Senate.

Turnitin LTI 1.1 Transition Timeline

Fall 23 Finals Week
- Faculty report issues with Turnitin (Legacy version)
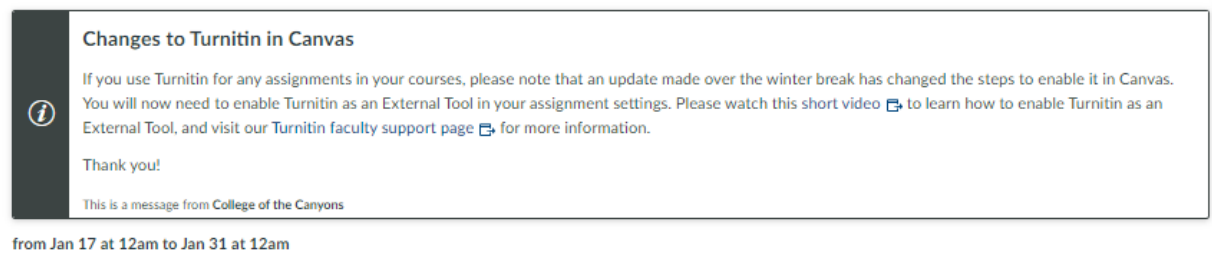
December 12, 2023
- Canvas Administrator learns that Turnitin Legacy version is no longer supported, we are required to move to new version (LTI 1.1).

January 2, 2024 Online Ed sends to all faculty and instructional deans "Online Ed Tips for the winter semester" email

- "If you use Turnitin for any assignments, please note that an update made over the winter break has changed the steps to enable it in Canvas. Please watch the following short video to learn how to enable Turnitin as an External Tool, and visit our Turnitin faculty support page for more information."
- Tip of the Week video: Creating a Turnitin Assignment in Canvas

January 17, 2024 Canvas Global Announcement posted and Online Ed sends to all faculty and instructional deans "New in Canvas: Changes to Turnitin" email
- Repeat content of previous email (same text and tip video)
- Global announcement notifies instructors of changes and links to video and support webpage

> **Changes to Turnitin in Canvas**
>
> If you use Turnitin for any assignments in your courses, please note that an update made over the winter break has changed the steps to enable it in Canvas. You will now need to enable Turnitin as an External Tool in your assignment settings. Please watch this short video ⬀ to learn how to enable Turnitin as an External Tool, and visit our Turnitin faculty support page ⬀ for more information.
>
> Thank you!
>
> This is a message from **College of the Canyons**

from Jan 17 at 12am to Jan 31 at 12am

January 31, 2024 (Spring flex week) Workshop "Canvas Updates (PlayPosit & Turnitin) & New Semester Checklist
- Join us on Zoom for this session where we will go over updates to the Turnitin plagiarism checker in Canvas, explore PlayPosit, an interactive video-based tool that allows you to embed quiz-type questions into various types of videos, and review a new semester checklist to get you ready for the coming semester. Participants will learn how to enable Turnitin and PlayPosit on a Canvas assignment and review the new semester checklist.

February 5, 2024, Online Ed sends to all faculty and instructional deans "Spring Friendly Reminders from Online Ed" email
- Includes link to [Turnitin support page](#)

May 1, 2024, Ed Tech Meeting

Discusses options to [migrate from Turnitin LTI 1.1 to LTI 1.3](#)

- Discussion: The committee discussed the potential migration from Turnitin LTI 1.1 to LTI 1.3. Discussed the differences between the two versions, including concerns about the integration with Canvas, the user experience for both faculty and students, and the need for maintaining ease of use and avoiding unnecessary barriers for students.
- Outcome: Committee voted to hold off on migrating to LTI 1.3 for now. LTI 1.3 requires instructors to work more on the Turnitin website.
- The committee will revisit in the future as needed, for example when Turnitin ceases to support LTI 1.1.

June 3, 2024, Online Ed sends "Summer Friendly Reminders from Online Ed" email
- Includes link to [Turnitin support webpage](#)

August 13, 2024, Fall Flex Week Workshop: See What's New in Canvas
- Dive into the latest Canvas updates! We'll cover the new Discussions Redesign plus other changes to enhance and simplify your teaching in Canvas. In addition to discussions, we'll cover announcements, "assign to" tool, publish/unpublish, and even give you a quick introduction to New Quizzes.

Faculty Resources
- [Turnitin Faculty Support webpage](#)
- [Tip of the Week video: Creating a Turnitin Assignment in Canvas](#)