



College of the Canyons Academic Senate

April 17, 2025

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/81304377307?pwd=DjcOWaq12ef2z3xtqHJbSq5clyRZgO.1>

Meeting ID: 813 0437 7307; **Passcode:** 734998

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AGENDA

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

ADA statement: 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:
 - Update to the Tenure Committee list for 2024-2025
 - Tara Williams, Committee chair for Issa Koh
 - Patricia Foley, temporary chair for Fall 2025 for Issac Koh
5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, February 27, 2025 (pg. 7-9)
6. Approval of the Consent Calendar:

| | |
|--|---|
| Academic Senate Summary, March 27, 2025 (pg. 3-6) | Senate Election Nominations Results |
| Curriculum Committee Summary , April 3, 2025 | <ul style="list-style-type: none">• At-Large Senator position results (pg. 10-11) |

B. Reports

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

1. CASL Committee Annual Chair Report, Mary Powell (pg. 12-19)
2. Senate Elections committee Chair Annual Report, Dustin Silva (pg. 20-21)
3. Academic Senate Vice President Report, Garrett Rieck
4. Academic Senate Presidents Report, Lisa Hooper

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. BP & AP 5120 Transfer Center, Gary Collis

- BP 5120 Transfer Center (pg. 22)
- AP 5120 Transfer Center (pg. 23-25)
- 2. Department Split, EMT & Health Sciences, Kelly Bronco & Jessica Crowley
 - EMT & Health Science, Department Split Proposal (pg. 26-28)
 - MOU Department Split (pg. 29-33)

D. Discussion

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

1. Academic Staffing Committee procedures revisions, Erik Altenbernd
 - Academic Staffing Committee (ASC) Procedures 2021-2022 (*marked up version*) (pg. 34-41)
 - Academic Staffing Committee (ASC) Procedures revised March 2025 (*clean version*) (pg.42-50)
2. [Feedback on the Shelter in Place drill & The Great Shakeout drill in fall 2025](#), Dr. Jim Temple
3. Statement on Artificial Intelligence (AI), Shane Ramey (pg. 51-73)
4. ISP FulBright Scholarship, Sab Matsumoto, Brent Riffle & Dr. Jia-Yi Cheng-Levine

E. Unfinished Business

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

1. Revised Faculty Evaluation Instrument, Faculty Evaluation Taskforce
2. Facilities/Safety Considerations for Marginalized Student Populations

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. Sabbatical Work Product (Archival and Presentation)
3. Adjunct Advisory Council

G. Announcements

1. Next Academic Senate Meeting Dates Spring 2025: May 1st; May 15th & May 29th
2. [2025 ASCCC Spring Plenary](#): April 24 – 26th, Hyatt Regency, Irvine, CA.
3. [2025 ASCCC Curriculum Institute](#): July 9th- 12th, Ontario Convention Center, Ontario, CA.
4. [2025 ASCCC Faculty Leadership Institute](#): June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
5. [2025 Spring Curriculum Regional](#) -South Meeting: Feb. 24th, San Bernardino Valley College

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKayblQ9r7Hqa63.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

none

Academic Senate Meeting Summary for March 27, 2025

| 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 | Gary Collis | X | Personal & Professional Learning Senator | Garrett Rieck | X |
| Policy Review Chair | Gary Collis | X | Public Safety | VACANT | |
| Communications Officer | Erica Seubert | X | At Large Senator | Sab Matsumoto | X |
| AT Senator | <i>Claudenice McCalister interim for Regina Blasberg</i> | X | At Large Senator | <i>Shane Ramey proxy for Michelle LaBrie</i> | 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 | X |
| Kinesiology/Athletics Senator | Garrett Rieck proxy for Leora Gabay | X | Adjunct Senator | Linda Beauregard-Vasquez | X |
| SBS Senator | Jennifer Paris | X | X= Present | A= Absent | |

| Non-voting Members | | | |
|----------------------------------|---|---|---|
| Dr. Thea Alvarado (Interim, CIO) | A | Jennifer Brezina | X |
| Marilyn Jimenez | X | Jason Burgdorfer (COCFA President) | X |
| Dan Portillo (AFT President) | A | ASG Student Representative Jesus Martinez (VP of ASG) (via Zoom) & Sanjana Sudhir (Student Trustee) | X |

| Guest | | | | | | | |
|----------------------|---|-------------------|---|------------------------|---|----------------|---|
| Alexa Dimakos | X | Dianne Avery | X | Erin Barnthouse | X | Paul Wickline | X |
| Ambika Silva | X | Dilek Sanver-Wang | X | Erin Delaney | X | Siane Holland | X |
| Anzhela Grigoryan | X | Dr. Edel Alonso | X | Dr. Jasmine Ruys | X | Jeremy Patrich | X |
| Clinton Slaughter | X | Dustin Silva | X | Jennifer Smolos-Steele | X | | |
| Dr. Daylene Meuschke | X | Eric Smith | X | Maral Markarian | X | | |

A. Routine Matters

1. Call to order: 3:04 pm.
2. Public Comment:
 - An upcoming event hosted by the CCCO titled, *"The Warriors Burden; The Truth About Veterans' Transition into the Civilian World"* on March 27, 2025. It can be a challenge to transition from military to the army. Jesse Vera will send the link to Erica.
 - Sab Matsumoto shared thoughts on Charlie Johnson. Charlie worked on changes brought on by AB 405 and AB 1705, ISP and serve as Dept. Chair. The Senate will recognize Charlie.
 - Mike Harutunian received a parking ticket on campus. Mike shared he went to the Campus

Safety Office and shared concerns regarding being directed to an outside company website. Lisa will follow up with Campus Safety.

- The Early Childhood Education (ECE) will be hosting “A Day for Children” to Celebrate the week of the Young Child on Saturday, April 5th in the honor grove. ECE is also accepting donations.
3. Approval of the Agenda:
 - The President’s report was moved to the end of the agenda.
 - **Motion** to approve the agenda with the modification by Todd Fatta, seconded by Mike Harutunian. Garrett Rieck proxy for Loera Gabay (yes, vote). Shane Ramey proxy for Michelle LaBrie (yes, vote). Unanimous. Approved.
 4. Committee Appointments:
 - Lisa Hooper & Juan Renteria, Adjunct Faculty, Hiring Committee
 5. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, February 20, 2025 (pg. 8-11)
 - PV summaries will come through for information.
 6. Approval of the Consent Calendar:
 - **Motion** to approve the agenda by Gary Quire, seconded by Tom Gisel. Garrett Rieck proxy for Loera Gabay (yes, vote). Shane Ramey proxy for Michelle LaBrie (yes, vote). Unanimous. Approved.

| | |
|---|--|
| Academic Senate Summary, March 13, 2025 (pg. 3-7) | Senate Election Nominations Results <ul style="list-style-type: none"> • Karl Stripe, Dept. Chair for Political Science Nomination results (pg. 12) |
| Curriculum Committee Summary , March 20, 2025 | |

B. Reports

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

1. [Legislative Update Report](#), Jesse Vera
 - Jesse provided a [Legislative Updates SP2025](#) slide and shared a list of state, US and Education committee members and legislatures. The report emphasized a possible delay from the state with collecting property taxes due to the recent LA fires. Jesse also brought attention to bills affecting local community colleges such as SB 98 and AB 965. Jesse encourages all to advocate on the bills. Special thanks to Wendy Brill for all her help with her work with legislation.
2. [Artificial Intelligence \(AI\) Conference Report](#), Shane Ramey
 - AI assisted in drafting the report. The state chancellor’s office and ASCCC are onboard with
 - integrating AI education. Much emphasis at the conference was on AI literacy for faculty and students. The AI Committee will bring forward an AI statement to the Senate on April 17th. There was an AI statement that was approved 2 years by the Senate. Faculty need to establish where they stand with the use of AI and communicate that to their students. This can be an academic freedom issue, as students may enroll in classes with faculty who allow more use of AI. Jesus with ASG will connect with Shane on the student perspective of AI.
3. Academic Senate Communications Officer Report, Erica Seubert
 - As of last Friday, there is now an official academicsenatecommunications@canyons.edu email. Erica will be using that email address for communication. Faculty can also send emails to this address.
4. Academic Senate Vice President Report, Garrett Rieck
 - Faculty Awards email has been sent. There is one Senate meeting before the deadline, the final deadline of April 18th. Those who want to submit a nomination are encouraged to do so soon.
5. Academic Senate Presidents Report, Lisa Hooper
 - This report was moved to the end of the agenda.
 - **Legislative Update:** Many areas in legislation were discussed at the ASCCC Area C meeting. The meeting is an opportunity for all to get together and get ready for plenary to discuss resolutions

and other work. Many incentives come from the federal level; however, it is not clear how changes will impact the work at the local level.

- **Artificial Intelligence (AI)**: AI is a focal point from the Chancellors office. ASCCC has a thoughtful and deliberate approach to an adjunct to education. Many senate presidents were told to vote down any policies that support AI. AI does serve students in some way.
- **AB 705 & AB 1705**: Lisa and Sab worked on changes brought about due to AB 1705. Faculty was unsuccessful in garnishing those efforts. LACCD finds that 8 % more students are getting through college level math but less students are transferring. Need to do some longitude data collection.
- **Non-Credit Handbook**: fixed adaptive.
- **Ethnic Studies**: Counselors & Curriculum Committee chairs are working on efforts to allow colleges to count ethnic studies courses at the CSU level. This would allow courses to count even if students fall off the IGETC path. If students take an Area F course, there is an effort to accept this course just for this area. At COC this is the Poli Sci 290 course. Carlos Guerrero does not think this will work but advised the district to try to negotiate this.
- **ASCCC SP 25 Plenary**: Plenary will take place at the end of April.
- **CCN Surveys**: The surveys are out. Participation in the surveys is important. Faculty are encouraged to look for emails from Tricia George
- **End of the Year Collegial Celebration**: A Walk through off the ICC took place with Brandon Ashford and will be the space for the End of the Year Celebration.
- **Bathroom Safety Concern**: Vice-President, Erin Tague has been responsive and talked about how to re vamp bathrooms until a more long-term solution is found. Lisa will meet with the Emergency Preparedness Committee next week.
- **Seniority List**: The Seniority list will include faculty's primary assignment and office location. Once spreadsheets are merged the Senate will ensure all information is correct. The final check will take place with HR who agreed to allow the Senate to check and correct degrees in the back of the catalog that may have been changed.
- **At-Large Senator Election**: The election for A-Large Senators concludes on Thursday, April 3rd. There are 7 people running.
- **Thoughts on Charlie Johnson**: Special thanks to Sab for comments pm Charlie Johnson. Charlie attended a past Curriculum Committee Institute and was a very fun-loving guy. There will be a special nomination for Emeriti status for Charlie. The Math Department is developing a special scholarship in his honor.

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. 2027-28 Academic Calendar, Dr. Jasmine Ruys (pg. 13)
 - Motion to approve the agenda by Gary Quire, seconded by Claudenice McCalister. Garrett Rieck proxy for Loera Gabay (yes, vote); Shane Ramey proxy for Michelle LaBrie (yes, vote). Unanimous. Approved.
2. Academic Senate 2025-2026 Curriculum & Senate Meeting Calendar (pg. 14)
 - Motion to approve the agenda by Erica Seubert, seconded by Dave Brill. Garrett Rieck proxy for Loera Gabay (yes, vote); Shane Ramey proxy for Michelle LaBrie (yes, vote). Unanimous. Approved.
3. BP & AP 4025 (Philosophy and Criteria for Associate Degree and General Education), Gary Collis
 - Summary for Senate regarding the need for revisions (pg. 15)
 - BP 4025 (Philosophy and Criteria for Associate Degree and General Education) (pg. 16-17)
 - The revisions made to the policy were necessary.
 - Motion to approve the BP 4025 by Todd Fatta, seconded by Lauren Rome. Garrett Rieck proxy for Loera Gabay (yes, vote), Shane Ramey proxy for Michelle LaBrie (yes, vote). Unanimous. Approved.
 - AP 4025 (Philosophy and Criteria for Associate Degree and General Education) (pg. 18-21)

- Motion to approve the AP 4025 by Rebecca Sheperd, seconded by Shane Ramey. Garrett Rieck proxy for Loera Gabay (yes, vote), Shane Ramey proxy for Michelle LaBrie (yes, vote). Unanimous. Approved.

D. Discussion

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

1. Fraudulent Student Update, Dr. Jasmine Ruys
 - Dr. Ruys provided an overview of the work of the Fraudulent Student taskforce. Dr. Ruys shared data on fraudulent student enrollments, and the reasons why they are targeting CCC's such as no application fee and low enrollment fee. The state along with the college have developed processes and efforts to combat the fraudulent student issue. Any faculty who has questions can reach out to their deans and or Jasmine. Suggestions or ideas can be sent via email to Jasmine.
2. BP & AP 5120 Transfer Center, Gary Collis
 - BP 5120 Transfer Center (pg. 22)
 - AP 5120 Transfer Center (pg. 23-25)
 - The AP policy details what the CCLC and law requires and that the district develops a plan to assist the students to transfer. BP requires the district to develop a transfer center in the plan. It was clarified that there is no physical space, but transfer is embedded within the counseling department.
3. BP & AP 4023 Academic Departments, Gary Collis
 - BP 4023 Academic Departments (pg. 26)
 - AP 4023 Academic Departments (pg. 27-31)
 - BP takes out the old numbering process. The AP includes clean up language. Dr. Torres deleted the "at least three years" to remove the timing. This aligns with the new programs and for the proposals to be on the same timeline. In Section D., sub-section #1 the language should read as "district" and not "students of the college." This item will return on the next agenda.

E. Unfinished Business

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

1. Artificial Intelligence Resolution
2. Revised Faculty Evaluation Instrument, Faculty Evaluation Taskforce
3. Facilities/Safety Considerations for Marginalized Student Populations

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
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G. Announcements

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3. 2025 ASCCC Faculty Leadership Institute: June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
4. 2025 ASCCC Curriculum Institute: July 9th- 12th, Ontario Convention Center, Ontario, CA.

H. Adjournment: 4:49 pm.

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/83788078102?pwd=B3bKUsRrA4wOCQggKayblQ9r7Hqa63.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

26854 Ave of the Oaks, Newhall, CA 91321



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

February 27, 2025
11:00 a.m. to 12:00 p.m., Via Zoom

SUMMARY

According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principal subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Attendees: Alisha Kaminsky, Chase Dimock, Dustin Silva, Garrett Rieck, Gary Collis, Gary Quire, Jason Burgdorfer, Jesse Vera, Julie Johnson, Katie Coleman, Linda Beauregard-Vasquez, Lisa Hooper, Marilyn Jimenez, Nicole Faudree, Teresa Ciardi and Tricia George.

A. Routine Matters

1. Call to order: 11:05am
2. Public Comment:

- I. **Issue with Verification of Student Credentials:** Many students are still unable to log in and verify their credentials as many are not receiving the passcode. Linda Beauregard-Vasquez spoke with IT Tech support, and they confirmed there has been an ongoing issue. Garrett Rieck will reach out to IT.
- II. **Changes to Professional Development:** Some changes will be made to the Faculty Development Committee (FPDC) guidelines due to changes in the state guidelines. Teresa Ciardi will wait until the document is final to make sure the procedures are aligned with the state guidelines.
- III. **Student BOT Issues:** The CPT committee and the overall college need to find a solution to the BOT issue. Dr. Ruys is part of the BOT Student Taskforce that has been created. There is concern with FTF load and adjuncts are also getting hit. This issue is also impacting on actual students enrolled. Lisa will make a statement in the Academic Senate later today. While there are many BOTS who have gotten in there are also many who have been blocked. Lisa will communicate the concerns to the administration.
- IV. **FACCC Conference Advocacy & Policy:** Wendy Brill-Wynkoop and Jesse Vera attended the conference. The current cycle of all bills has been proposed. This is the 30-day period where all text is available and there are lobbyists working. FACCC is tracking 30 bills, and all have a potential impact on the district, affordable housing, undocumented, LGBT and dual enrollment. Jesse will present an updated report to Senate. Jesse outlined several important bills which impact faculty and CCC employees such as:
 - a. **SB 241 (Cervantes)** which address expanding AI protection.
 - b. **AB 323 (FONG)** Strong Workforce Programs (SWF) and a bill that provides COLA and implements protection for funding.

- c. **AB 695 (FONG)** allows students enrolled to continue their classes online if they are deported. This must be negotiated. This affects science classes. There may be a distance education addendum. However, this may be untenable for implementation.
- d. **AB 1705 (Jackie Erwin)**, legislatures are waiting until after her term ends in 2 years and go back to AB 705.
- e. **AB 705**, this law is for students to get placement based on their English and Math courses they took in high school. Students will be placed in Calculus as the minimum for Physics is CAL 1. A student would be placed in CAL 1 and counselors cannot guide them with Trigonometry or Pre-CAL even if the last class passed in high school was algebra 1.
- f. **AB 1705:** Starting Fall '25, all students get access to Calculus 1...no matter if GPA or previous math class taken. There is now a push for whether they can block students from taking Pre-CAL. The districts were told they cannot tell students about other classes. The only way to service students is to allow this legislation to expire. BIO is in a crisis and needs to remove pre req for Biology. The program is thinking of doing a screening exam. There may be opportunities for co-requisites offered to students via non-credit. In Math this would be 13 non-credit pre-requisite classes.

3. Approval of the Agenda:

- I. Motion to approve October 28, 2025, meeting minutes by Alisha Kaminsky, seconded by Linda Beauregard-Vasquez
- II. An amendment to the agenda and corrections will be made to change from Oct. 28th, 2025, to Oct. 28th, 2024. Unanimous. Approved.

B. Consent Calendar

- 1. Adoption of October 28, 2025, Senate Executive Committee Summary (pg. 3-5)
 - I. Motion to approve the approval of the summary by Linda Beauregard-Vasquez seconded by Lisa Hooper. Teresa Ciardi abstained. Approved.

C. Roles and Responsibilities of the Executive Senate

D. Action:

None

E. Discussion

- 1. New district Governance Structure: Instructional, Operational & Executive Council, Lisa Hooper (pg. 6)
 - I. **New Governance Structure:** This new governance model is articulated in 10+1 where the district relies on the Academic Senate for academic matters. There are also other areas where committees and their memberships work collegially. This has created much distress in some areas and the feedback in many venues has created a shift. At the Academic Senate meeting there will be a revised version of the structure that will outline how an idea will move through the process. What the new structure is attempting to avoid having two groups on campus tackling an issue without collaboration or knowledge.
 - II. **Committee of Resource in new Model:** Dr. Daylen Meuschke will make her presentation, and Lisa will do her Senate perspective. This new governance model aims to ensure that resources are committed to ideas in a meaningful way. Many have been exposed to the Program Viability Committee with Garrett Rieck. This committee looks at the potential initiation of new programs, examines modification (both substantial and non-substantial) and approves the discontinuance of programs. Such as sports medicine and Solar energy. Without a mechanism in place some programs did not receive the resources needed such as

consumable, human, physical and financial resources. It was stated that the faculty do not need to attend more meetings.

- III. **New! Digital Submission Form:** There will be a digital idea submission process, and it needs to be beta tested. The idea comes in and goes to a council and is sent over to another institutional effectiveness council which will be able to review and attach to the correct group. The idea is to get a response from the district to determine if this can be taken up. This vetting goes on before this is moved to the Executive or BOT team. For most of the Senate work, much of the work will remain the same. The IE2 Committee will remain but the CPT Committee will collapse into it.
- IV. **Possible Development of Policy outlining the new Governance Mode Process:** There was uncertainty over the decision-making guide, where it comes from who updates and if this is necessary. Are we reducing the process to some form of a policy that will be adopted? The decision-making guide at 300 pages or so is going away. The suggestion is that if we have these representative reforms, should they be institutionalizing in some way so that when we get a new president or board, they know what the process is. There should be a rule-changing process when the system is changed. There may be a need to loop this process into a BP and AP.

2. Academic Senate Faculty Awards, Garrett Rieck

- Faculty Awards Description & Criteria Process
- Academic Senate COC Standing Policy on Faculty Awards
 1. There are local awards determined. The faculty award description and criteria are included in the Senate Exec CANVAS shell. There is the Exemplary program award that exists locally and statewide. The information is not yet posted to ASCCC, and once this information is available online Garrett will need to confirm the specific focus. The last focus for this award was on the transition to online and how faculty are supporting students. Do we want to post local nominations statewide? The statewide Steinbeck award nomination deadline was extended, and this may be due to the current political climate. The hope is to generate some interest in nominating peers locally. The Senate Exec committee will review if those local nominations can then determine the complete nomination for the state level. These awards are a way to recognize the excellent work of faculty to push and promote as Senate leaders
 - b. Faculty award deadlines have not been set yet. Marilyn will forward past templates to Garrett.

3. Future Meeting Times/Days

4. Future Discussion Topics

F. Unfinished Business

None

G. Announcements

1. **Next Academic Senate Meeting Dates Spring 2025:** 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 Curriculum Institute:** July 9th- 12th, Ontario Convention Center, Ontario, CA.
4. **2025 ASCCC Faculty Leadership Institute:** June 12th – 14th, Hyatt Regency, San Francisco Airport, CA.
5. **2025 Spring Curriculum Regional -South Meeting:** Feb. 24th, San Bernardino Valley College

H. Adjournment: 12:00 pm

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.

Dear Colleagues,

The election for the five At-Large Senator positions has closed and the results are in. These are important positions with multiple faculty members that were willing to take on this responsibility. Congratulations to Erin Delaney, Shane Ramey, Alexandra Dimakos, Rebecca Shepherd, and Alene Terzian-Zeitounian who will serve as your At-Large Senators for the next term pending Senate approval of the results.

At-Large Senators election voting results:

| Candidates | Votes Received |
|--------------------------|----------------|
| Erin Delaney | 60 |
| Shane Ramey | 55 |
| Alexandra Dimakos | 55 |
| Rebecca Shepherd | 53 |
| Alene Terzian-Zeitounian | 52 |
| Ann Marchesan | 46 |
| David Pevsner | 35 |

Thank you, everyone, for participating in this important election.

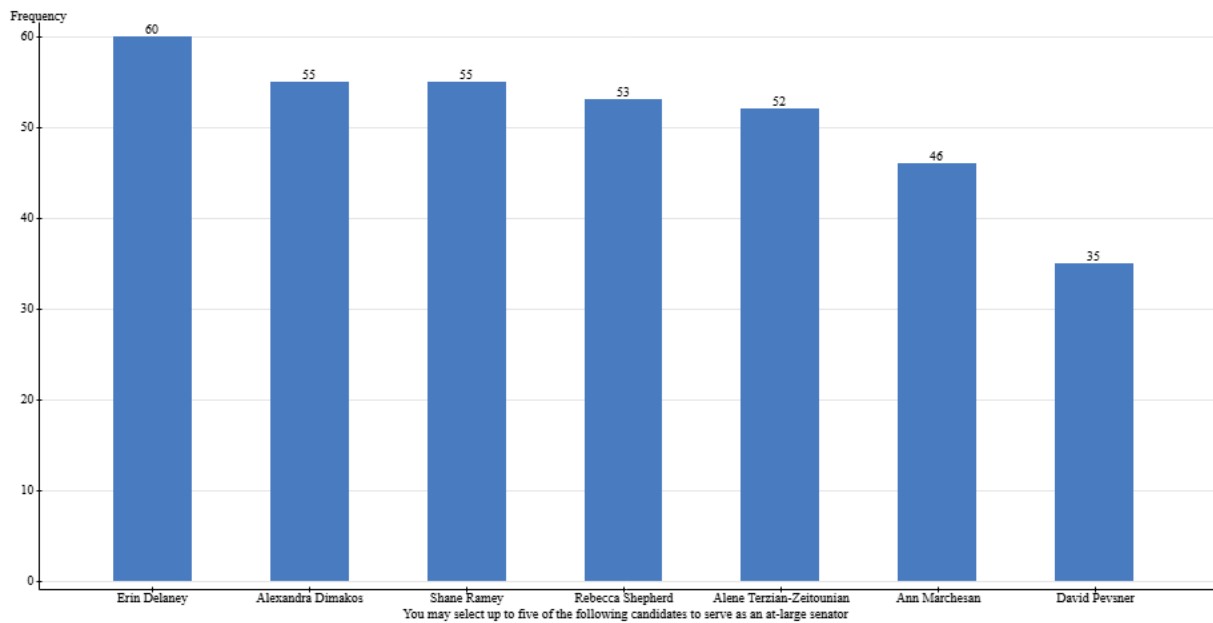
*This email is being sent to Full Time Faculty and Instructional Deans.

Senate Elections
Senate_Elections@canyons.edu

Frequency table results:

Count = 356

| You may select up to five of the following candidates to serve as an at-large senator | Frequency | Relative Frequency |
|--|------------------|---------------------------|
| Erin Delaney | 60 | 0.16853933 |
| Shane Ramey | 55 | 0.15449438 |
| Alexandra Dimakos | 55 | 0.15449438 |
| Rebecca Shepherd | 53 | 0.1488764 |
| Alene Terzian-Zeitounian | 52 | 0.14606742 |
| Ann Marchesan | 46 | 0.12921348 |
| David Pevsner | 35 | 0.098314607 |



CASL Committee Report to the Academic Senate
17 April 2025

A. The Committee for Assessing Student Learning meets on the 2nd & 4th Wednesdays of the month from 1:30–2:50pm.

B. Committee Membership Composition List

| Leadership | Role/School |
|-----------------------------|---|
| Mary Powell | CASL Faculty Chair |
| Erika Torgeson | Program Review Chair |
| Alexa Dimakos | ePortfolio Faculty Coordinator |
| Faculty Appointments | Position/School |
| Rana Akiel | MSE |
| Adina Carillo | Health Professions |
| Alexa Dimakos | Humanities/ePortfolio Faculty Coordinator |
| Urvashi Juneja | MSE |
| Claudenice McCalister | Applied Tech. |
| Erika Torgeson | Student Services |
| Tina Waller | Health Professions |
| Other Members | Position |
| Daylene Meuschke | Vice President, Institutional Research, Planning, and Institutional Effectiveness |
| Andy McCutcheon | Dean, School of Humanities, Social Behavioral Studies |
| Jennifer Brezina | Associate Vice President, Instruction |

C. Report Prepared by Mary Powell on 2 April 2025

D. Committee background/purpose objectives or goals

The CASL's mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course to certificates and degrees with specific emphasis on student success. The Committee works with faculty to ensure the methods of assessment for course SLOs and program SLOs are aligned and consistent across the college.

The CASL Committee reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committee.

Committee responsibilities:

- Guide and facilitate faculty and staff in implementing outcome and assessment processes.
- Support faculty and staff in institutional, program, degree/certificate, course level SLOs, and the processes and timing for establishing and assessing these SLOs.
- Provide colleagues with guidance, training, tools, rubrics, models, and other resources to assist in SLO alignment, development, and assessment.
- Assist faculty and staff in analyzing the results of assessment to improve learning and services.
- Maintain open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department chairs, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Instruction, and College Planning Team.

E. A summary of what the committee has worked on, worked toward and accomplished since its last annual report to the senate, and over the course of the last academic year.

- **Assessment Trainings & Workshops:** This academic year, much of the training CASL Leadership has offered is focused on loop closing assessment. This crucial final step of the assessment process is not always clearly documented, and CASL has built additional training materials and conducted outreach and hosted workshops to help close this gap. This semester, we are also holding open office hours every month to assist with any assessment questions, and we continue to offer individualized assessment training on request. Below is a list of some of the trainings CASL has offered/will offer this academic year or has participated in as part of other training sessions:
 - 2024-08-28: CASL Member Training-Assessing Student Learning Outcomes at COC
 - During the previous academic year, we had discussions about offering an introductory assessment training for new and returning CASL members that would also be open to anyone wishing to attend. This year we wrote and offered that training for the first time. The training introduced attendees to assessment processes and recommendations as well as SLO mapping practices. We hope to conduct this training annually at the first CASL meeting of each academic year. FLEX credit. 25 attendees.
 - 2024-09-18: Coordinator Training in Assessment Processes & eLumen Use
 - 2024-09-25: Nursing Department Assessment Training & eLumen Use
 - 2024-10-23: eLumen Insights Demo for CASL Members, Dept Chairs, & Coordinators

- 2024-10-25 & 11-07: Academic Program Review Training
- 2024-11-13: SLO Assessment Training for Non-Credit Faculty
- 2024-11-15: IAC Presentation (Accreditation Midterm Report & eLumen Platform Changes)
- 2024-11-19: SBS Assessment Training
- 2024-11-26: Public Safety Assessment Training
- 2024-12-02: Humanities Assessment Training
- 2025-02-04: Completing SLO Assessment: Closing the Loop. FLEX week. 48 attendees.
- 2025-02-05: Biology Coordinator Assessment & eLumen Training
- 2025-03-14: Department Chair Training Series (SLOs/Purchasing/Program Review)
- 2025-05: SLO Assessment Training for Non-Credit Faculty
- 2025-05: New Curricular & Assessment Coordinator Training
- 2025 SLO Assessment Drop-In Office Hours (FLEX)-4th Weds 3-4:15pm
 - Feb 26
 - Mar 26
 - Apr 23
 - May 28
- **Closing Gap on Missing Assessment:** SLO coordinator(s) have been working to close gaps on missing assessments by identifying and working closely with departments with assessment gaps as well as doing more outreach and training college wide. As of the beginning of spring 2025, 72 previously unassessed courses have been assessed, and 54 of those have been loop closed. (Additional assessments and loop closing has undoubtedly been completed but numbers are pending). As of Dec 2024, 1,565 CSLOs had at least one completed assessment in eLumen, up from 484 in Dec 2022. 733 courses out of the 1471 total courses in eLumen show evidence of assessment within the 2021-2024 required 3-year assessment window. Only 239 courses have evidence of loop closing from 2021-2024, so there is still much work to be done there.

- **Modality Disaggregation:** COC's accreditation improvement plan specifically identified the objective to "further engage together to monitor SLOs mastery and achievement data for all modalities" (II.A.16). At the time of our last accreditation visit, there was no way to disaggregate assessment results by course modality as these were not defined within COC's eLumen reporting structure. The project to add this possibility required a concerted year-long collaborative effort across multiple campus teams including SLO/CASL Leadership, IT, Enterprise Applications, Enrollment, and eLumen. As a result of this effort, COC can now disaggregate assessment data for the following seven course modalities: Hybrid, Hyflex, In-Person, Online, Online Live, Online/OnlineLive, None/Other. (The None/Other category represents courses designated as correspondence courses such as the non-credit justice impacted courses.) Assessment results disaggregated by modality are now available and included in report requests for spring 2024 data and later.
- **SLO Mapping Curriculum Workflow:** We continue to work with Curriculum and Program Mapper to incorporate SLO mapping into the curriculum workflow for new course and program proposals and program revisions. In addition to ensuring mapping is completed on new courses, the mapping meetings provide an opportunity to train faculty on SLO Mapping; this should make future mapping revision and creation much easier. In addition to mapping new courses, mapping is also being reviewed and completed now for new cross-listing of courses as well as program revisions. So far in the 2024-2025 academic year, we have completed SLO mapping for ~165 courses including those for the new programs for OTA and DMS and approximately 280 courses since we piloted the workflow with curriculum.
- **Selected Special Training Attended by CASL Chair/SLO Coordinator**
 - 2024-10-23: eLumen Insights Demo
 - 2024-11-08: eLumen Community Workshop: Introducing Insights-The Future of Learning Outcome Assessment
 - 2025-01-24 & 25: 12th Annual SLO Symposium. The symposium focused on the importance of loop closing for taking action to improve student learning and assessment and then measuring the effectiveness of those action steps through follow up assessment. There were also numerous sessions on AI.
- **ePortfolio Updates & Accomplishments:** Below is a list of accomplishments and work performed by the ePortfolio coordinators:
 - **2025**
 - Faculty implementation for liquid syllabi

- Collaborate with Heather Stewart re: PebblePad and Professional Development
 - Attend PebblePad Academy Trainings
 - Collaborate with Karyl Kicenski re: PebblePad and Communications
 - Collaborate with Jim Jeffries re: PebblePad and Music
 - Collaborate with Kari Dalquist re: helping students use PebblePad for employment purposes
 - Collaborate with Jennifer Paris re: PebblePad and ECE
 - Facilitate Jan 29th workshop titled "ePortfolios for Engagement, Reflection, and Assessment". Lori Young, Violetta Kovacek-Nikolic, and Jennifer Paris presented how they use PebblePad in their courses and programs.
- **2024**
- Collaborate with Gail Ring to discuss COC and PebblePad Success Plan
 - Collaborate with Nerissa Yuhico re: Nursing
 - Present at School of Applied Technology Meeting
 - Collaborate with Jeff Baker re: Animation Project
 - Collaborate with Kimberly Knight re: Automotive Technology
 - Present at School of Business
 - Outreach to users
 - Present at Curricular and Assessment Coordinator Training re: using ePortfolios for authentic assessment.
 - Email faculty and staff with active PebblePad accounts reminder to remind students to request alumni accounts.
 - Attend PebblePad's Coast2Coast webinar "Best Practices for Sharing Resources" (May 10)

- Present at May 7th Counseling meeting re: how PebblePad could be integrated in Counseling 110 and 150
- Collaborate with Jason Oliver and Carlos Gomez re: PebblePad option for Architecture course (ARCHT/ID-240)
- Brittany showcases IDEAA Repository ePortfolio at IE2 and School of Humanities meetings.
- Collaborate with SLO Coordinators re: using ePortfolios to increase faculty participation and remove barriers to engagement created by current assessment software
- Collaborate with Online Education re: ePortfolio and PebblePad support for faculty and students, including adding PebblePad support links on the Online Education website
- Collaborate with Ambika Silva re: integrating PebblePad in Math courses
- Continue to work with Hency Chu regarding Medical Lab Technician courses and documenting and assessing competencies.
- Attend PebblePad's Coast2Coast webinar "Reflection on Reflections: Developing Assignments that Deepen ePortfolio Learning"
- Work w/Carol Stevenson to build templates and workbook for dual enrollment class on self-awareness in School of Personal and Professional Learning.
- Work w/IT to sustain engagement by formalizing IT support and account management
- Weekly meeting with PebblePad Implementation Specialist to improve functionality ePortfolio tools.

F. Committee main objectives, goals or projects for the current semester and academic year

- **eLumen Insights/eLumen Platform Change:** Perhaps our biggest project this year is our work on the transition to eLumen Insights. eLumen is changing its assessment platform to be based in the Canvas Outcomes platform; this new platform is called eLumen Insights. They will no longer support the legacy eLumen assessment system, so this transition is required while we are under contract with eLumen. In Fall 2024, SLO Leadership and CASL members participated in eLumen Insights demos and training; now in Spring 2025, we are part of a cohort training module in which we are building out our institutional structure in the new platform system so that we can begin piloting next

semester. We are working on this build, which includes building our entire program structure and cross walking all PSLOs, and we are currently working to identify and recruit potential candidates for the fall pilot. eLumen had wanted COC to pilot in the summer and roll out in the fall, but we were able to push back and establish a more feasible timeline. Obviously, there will be a huge effort to train first the pilot participants and then COC itself on the new system. The current timeline for rollout of the new platform is:

- **Spring 2025:** Cohort training and Insights structural build
- **Fall 2025:** Pilot eLumen Insights with selected coordinators and departments
- **Spring 2025:** Full eLumen Insights roll out across COC
- **Accreditation Midterm Report:** CASL/SLO Leadership is heavily involved in drafting the Accreditation Midterm Report; they have contributed to section A of the Midterm Report and are also the leads/responsible for drafting section C of the report. The initial draft is essentially complete, and we will be involved in further revisions over the course of the next year.
- **SLO Mapping Curriculum Workflow:** The SLO mapping workflow with curriculum is an ongoing project. We anticipate mapping an additional 30-75 courses in the remainder of fall 2025. Ideally, we would like for SLO mapping to be reviewed on all revised courses in addition to the mapping we are doing with the new course system we are piloting. This would allow for dynamic updates to SLO mapping and would eliminate the need for periodic mapping updates. Mapping updates would instead become part of the course revision workflow. However, we still need to find ways to make this process feasible as there are hundreds of courses revised every year and the CASL chair(s) do not currently have the capacity to accommodate that volume of work. We mitigate this issue to some extent by updating course SLO mapping when programs and program maps are revised.
- **Closing Gap on Missing Assessment:** We continue to work with schools and departments to continue shrinking the number of courses without assessment and particularly without loop closing in eLumen.
- **Training and Workshops:** We continue our offerings of trainings and workshops. See previous section.
- **Resource Materials:** We continue to build new and update older resources to help faculty with assessment.
- **Sample PSLO Assessment:** One long term goal of the committee is to ensure that ILSO and PSLO assessments are conducted. We are hoping to pilot a PSLO assessment of the

English department either this or next semester. One reason CSLO assessment is so urgent is that without CSLO data from all departments, PSLO and ISLO assessments are not possible.

G. Describe any challenges the committee has faced.

eLumen can be a challenging tool to work with. As support for the legacy platform diminishes, there are more bugs and issues to resolve. In addition, the raw reports that eLumen generates, particularly for disaggregated data, is so difficult to utilize that our Academic Coordinator, Evis Wilson, spends huge amounts of time making them readable and useful for coordinators and departments. Theoretically, eLumen Insights should integrate with Tableau and provide live data and updates, but we have yet to see this in action.

Engagement in assessment can also be difficult/low at times. Having engaged leadership in chair and coordinator positions is crucial for assessment. The unintuitive eLumen UI contributes to lack of engagement, but again the newer system may be more intuitive especially as it may tap into instructor's strong understanding of Canvas. Simple eLumen training guides as well as continued outreach have helped with these issues as well.

H. Do you need the Academic Senate, its Executive Committee, the Office of Instruction or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

The change in the eLumen assessment platform will require significant college-wide collaboration to support training and roll-out over the course of the next year.

It is becoming increasingly difficult to move new projects forward and maintain current workflows on the allotted release time. Originally, CASL coordinators received 100% release time, but current release time is a total of 8 TLUs while responsibilities and projects continue to increase. Current workload is already exceeding release time, and accreditation expectations and eLumen changes continue to increase already high workloads.

I. Upcoming Senate Agenda Items or New Future Senate business from this Committee?

N/A

Senate Elections Committee Report

A. Committee & Committee Chair Name and Meeting Times/Location

Senate Elections Committee

Chair: Dustin Silva

Meeting Times/Location: Varied and as needed. Committee met online via Zoom 9/10, 9/16, 9/24, 10/17, 10/31, 3/4.

B. Committee Membership Composition List

Dustin Silva (Chair)

Sara Breshears

Ali Hind

Hernan Ramirez

C. Time Stamp on Report

Fall 2024 – Spring 2025

D. Committee background/purpose objectives or goals. Provide committee background on what is the purpose, objective or goal of the committee. Why was the committee formed? What does the committee seek to accomplish and where does it live in the campus governing structure?

The Elections Committee is a standing committee of the Academic Senate whose function is to the conduct all elections for the Academic Senate. This includes, but is not limited to, elections for Academic Senate President, Vice President, Curriculum Committee (full-time and adjunct), Senators (full-time and adjunct), Communications Officer, and Department Chairs. The Elections Committee also conducts elections as needed for any vacancies in the above positions.

E. A summary of what the committee has worked on, worked toward and accomplished since its last annual report to the Senate, and over the course of the last academic year.

The Senate Elections Committee has continued to conduct nominations and elections as needed as per the Academic Senate, Constitution, and Bylaws.

Over the 2024-2025 Academic year, the Elections Committee worked on and updated both the Committee Procedures and the Department Chair Election Procedures where both were approved by the Academic Senate in Spring 2025. The committee also conducted elections for the Department Chair of Political Science and At-Large Senators of the Academic Senate.

F. Committee main objectives, goals or projects for the current semester and academic year Provide a summary of what are some of the main objectives, goals or projects the committee is focusing on for the semester. What are the committee priorities?

The Senate Elections Committee has the main objectives to conduct nominations and elections as needed and per the Academic Senate, Constitution, and Bylaws. We continue to work within the committee to familiarize members with the steps in the election process. Our priorities are to conduct elections as needed in an unbiased and legitimate manner.

G. Describe any challenges the committee has faced.

An ongoing challenge we continue to face is regarding email groups given that some departments, divisions, and Schools do not have a listserv containing faculty emails. We also faced challenges in updating our department chair election procedures in determining eligible faculty voters as outlined in the contract which we will continue to consult and resolve as needed and was discussed within Senate meetings.

H. Do you need the Academic Senate, its Executive Committee, the Office of Instruction or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

The Senate Elections Committee requests that a current email listserv be produced for all faculty groups including full-time, adjunct, departments, and Schools that is maintained by Human Resources.



BP 5120 Transfer Center

References:

Education Code Sections 66720 – 66744;

Title 5 Section 51027

1. The District's mission includes preparing its students to transfer to baccalaureate level institutions. The District shall support students with an identified educational goal of transfer to do so by dedicating necessary resources and offering structured guidance through, among other things, student education plans. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a particular area of focus.
2. The Chief Student Service Officer shall ensure that a transfer center plan is implemented that encourages and facilitates the process of transfer, identifies appropriate target student populations, and is designed to increase the transfer applications of underrepresented students and complies with law and regulations.

Approved:

Reviewed and Endorsed by CPC:



AP 5120 Transfer Center

References:

Education Code Sections 66720-66744;

Title 5 Section 51027

1. The District shall develop, maintain, and review, not less than every three years, a transfer center plan that complies with all applicable legal requirements. The plan, which the District shall make available to students, shall describe activities and services provided by the transfer center, identify appropriate target student populations, be designed to increase the transfer applications of underrepresented students among transfer students, and establish target increases in the number of applicants to baccalaureate institutions.
2. Plan components shall include, but shall not be limited to, the following matters:
 - a. Services to be provided to students including, but not limited to, those:
 - i. To identify, contact, and provide transfer support services, which shall be developed and implemented in cooperation with student services departments and with faculty, to targeted student populations, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students.
 - ii. To ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.
 - iii. To ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.
 - iv. To monitor the progress of transfer students to the point of transfer, in accordance with specifically delineated monitoring activities.
 - v. To support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring,

- financial assistance, counseling, and to other instructional and student services on campus as appropriate.
- vi. To support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.
 - vii. To assist students in the transition process, including timely completion and submittal of necessary forms and applications.
 - viii. To develop and implement a schedule of services for transfer students, in cooperation with baccalaureate institution personnel as available, to be provided by baccalaureate institution staff.
 - ix. To provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.
- b. Facilities - The District's plan with respect to facilities shall include, at a minimum, a physical space at a particular location on the Valencia campus from which the transfer center will operate that is adequately supports transfer center activities and which is readily identifiable and accessible to students, faculty, and staff.
 - c. Staffing - The District's plan with respect to staffing shall include, at a minimum, clerical support for the transfer center and assign a Counselor to oversee the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.
 - d. An advisory committee - The District's plan with respect to an advisory committee shall include, at a minimum, establishing a transfer advisory committee with voting membership that is representative of campus departments and services and include (a) all Counselors who have been assigned specific responsibility for transfer-related activities within the Counseling Department, (b) a classified representative from the Transfer Center or from any other area of the campus, (c) the Dean of the Counseling Department, (d) at least one counselor who has been assigned specific responsibility within the Counseling Department for working with a special student population, (d) the Chief Student Services Officer, (e) the Articulation Officer, (e) two students appointed by the President of the Associated Student Government, (f) two full-time instructional faculty appointed by the President of the Academic Senate to two-year terms, preferably those teaching within disciplines in which transfer-focused students are primarily enrolled, (g) one part-time instructional faculty appointed by the President of the Academic Senate

to a two-year term, whenever possible, (h) a representative from Institutional Research, Planning, and Institutional Effectiveness, and (i) baccalaureate college and university personnel, as available. The transfer advisory committee will be chaired by the Dean of the Counseling Department, who shall have overall responsibility for the committee's operations, will meet no less than twice per academic year, and will be responsible for review of, and updates to, the transfer advisory plan, as well as ongoing evaluation of the effectiveness of transfer services and achievement of targets identified within the plan. The transfer advisory committee shall adopt written operating procedures. Transfer Center Advisory Committee Meetings will be open to guests who are current employees of the district. Guests will be non-voting, but are welcome to participate in all other committee activities.

- e. Evaluation and reporting - The District's plan with respect to evaluation and reporting shall include, at a minimum, a plan of institutional research for ongoing internal evaluation of the effectiveness of the District's transfer efforts, and the achievement of its transfer center plan.
- f. Transfer general education path requirements for each baccalaureate major articulated to the UC or CSU systems (i.e., to update, maintain, and provide students a copy of current CalGETC course requirements).

Approved:

Reviewed and Endorsed by CPC:



Memorandum of Understanding
Between
Santa Clarita Community College District
And
College of the Canyons Faculty Association ("COCFA")

This memorandum of understanding establishes an agreement between the Santa Clarita Community College District ("District") and the College of the Canyons Faculty Association ("COCFA"). We hereby confirm that we have negotiated, in good faith, the ability of the Health Science department to split into separate Health Science and Emergency Medical Technician departments beginning academic year 2025-26.

1. During the 2023-24 academic year, the Health Science department proposed to the Program Viability Committee a split into separate Health Science and Emergency Medical Technician departments. This recommendation was forwarded to the Academic Senate.
2. Per AP 4023, the Chief Instructional Officer communicated to the Academic Senate President that he did not consent to the creation of the split department at the time.
3. During the last Academic Senate meeting of the 2023-24 academic year, the recommendation by the Program Viability Committee was heard for a first read, per AP 4023.
4. During the 2024-2025 academic year, the recommendation by the Program Viability Committee will be heard for a second read by the Academic Senate, per AP 4023.
5. An agreement was reached with the Chief Instructional Officer that the Health Science department's composition would remain unchanged for the 2024-25 academic year.
6. If, at the conclusion of the 2024-25 academic year, the Health Science department faculty believe a split is warranted, the Chief Instructional Officer will support the split into separate Health Science and Emergency Medical Technician departments beginning with the 2025-26 academic year.
7. If the decision to split the department is made and approved by the CIO, Academic Senate, and COCFA President, department chair compensation will be calculated for

the Health Science department and the Emergency Medical Technician department
for the 2025-26 academic year.

The above is agreed to by both COCFA and the District.



For Santa Clarita Community College District

6/25/24

Date

Deanna Rivera

For College of the Canyons Faculty Association

Jun 25, 2024

Date






MOU Health Sciences_062524

Final Audit Report

2024-06-25

| | |
|-----------------|---|
| Created: | 2024-06-25 |
| By: | Rian Medlin (rian.medlin@canyons.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAeliO9UzPPHMQt9dtSajzQzjCyJc5JLk |

"MOU Health Sciences_062524" History

-  Document created by Rian Medlin (rian.medlin@canyons.edu)
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Academic Department Proposal Template

The purpose of this template is to assist faculty and others in preparing the proposals required by AP 4023 (Academic Departments) for Initiation, Merging, Splitting or Renaming of Academic Departments. This template is not meant to limit the information that can be provided in the proposal but to provide a format that helps to make sure the required information is included.

The completed proposal should be forwarded to the Chief Instructional Officer and the Academic Senate.

Proposals to rename an existing department without splitting or merging should use the [Renaming Proposal Form for Academic Departments](#).

Section 1 - Basic Information

1. Type of Change Requested (please select all that apply):

| |
|---|
| <input type="checkbox"/> Create a New Department from Previously Unaffiliated Existing Courses/Programs |
| <input type="checkbox"/> Create a New Department by Merging Existing Departments |
| <input checked="" type="checkbox"/> X Split an Existing Department into One or More Departments |

2. Please provide a brief (no more than a paragraph) description of the change requested and how this change will help the students of the college.

The Health Science department currently includes four disciplines, three of which have overlapping minimum qualifications. The outlier is EMT, which has significant external regulatory oversight entirely separate from the normal college roles. EMT and the rest of Health Science have effectively functioned as two separate departments for some time, with separate budgets, department meetings, hiring pools, and separate data in program review, EMFP, etc. They are also listed separately on the Admin Org Chart. Both are expanding with the addition of new courses and programs, including paramedic. Given the anticipated growth in both programs and the recent addition of a full-time faculty member qualified in Health Science, it makes sense to split the departments to keep the workload manageable. The Health Science department would retain its title and presumably move back under the School of Health Professions, and the EMT section would be retitled Prehospital Medicine (EMS) and remain under the School of Public Safety.

Section 2 – Background Information

1. Is the proposal part of a program review recommendation or objective? If not, what has changed since the last program review that would support the proposal?

The split has been proposed in both program review and the Program Advisory Committee, and has the support of the latter.

2. Why is this proposal necessary to achieve programmatic success? For example, for

initiating a new department, could the proposed department be absorbed into an existing department instead?

The profession of EMS straddles both healthcare and public safety. Prehospital providers work in an uncontrolled environment, which aligns with other public safety professionals such as law enforcement personnel and firefighters. The assessments and treatments they provide and the equipment they use is distinct from other healthcare disciplines due to the constraints of the environment and their mobile status. The difference is dramatic enough that registered nurses who wish to work with EMS agencies are required to go through up to a year of additional training, depending on the role they intend to hold. Prehospital providers are also unique within public safety as their focus is patient care rather than protection of life and property. As such, this profession does not fit neatly within an existing department, but is generally recognized as belonging in the public safety arena.

3. Is the proposed department's academic discipline common to the California Community College system and mission?

Emergency Medical Technologies is a recognized discipline within the California Community College system and has its own minimum qualifications within the Handbook. (EMS webpage: <https://icangotocollege.com/college-courses/36853-emergency-medical-technologies>)

4. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?

33 of the 60 community college-based EMT programs in California exist as a separate department. Of the 21 colleges with both EMT and paramedic, 19 are a stand-alone department, one falls under Fire Technology, and one falls under Allied Health. Health Sciences is frequently used as a collective term for multiple clinical professions, has its own minimum qualification in the Handbook, and exists in some form in almost every community college in the state and many UCs and CSUs.

- a. If this departmental structure currently exists at other community colleges, please provide a few examples.

Ventura, Saddleback, Cuesta, Las Positas, Foothill, and Moreno Valley all have stand-alone Prehospital Medicine Departments. Mt Sac, Cuesta, Long Beach CC, and Bakersfield are among the many colleges with Health Science departments.

- b. If this departmental structure is similar to those found at UC or CSU, please provide a few examples.

The UCs and CSUs both offer Health Science degrees within departments of the same name. Prehospital Medicine is not offered as a major within the UCs and CSUs, and subsequently does not have a separate department designation.

Section 3 – Stakeholders

5. Are the affected faculty members in support of this proposal? Please explain why or why not.

The faculty within the current department are supportive of the split. It will allow greater support of students, increased attention to existing courses and programs, increase support of part-time faculty, and more time for curriculum and program development.

6. Does the Office of Instruction support this proposal? Please explain why or why not.

No.

7. Are there any additional issues raised by the Academic Senate or the Office of Instruction that should be considered?

The proposal has not yet been reviewed by the Academic Senate, but will be if approved at Program Viability.

Section 4 – Potential Impacts

1. What will be the size of the proposed department(s)? Is this a relevant factor to consider? If so, why?

There will not be any immediate change in the size of either department. No current faculty meet the minimum qualifications to teach in both departments. The existing full-time and adjunct faculty are sufficient for current course offerings in both departments, although staffing decisions will be revisited as each program grows. Academic staffing previously approved one additional full-time faculty member for paramedic, but was too low in priority to be staffed at the time as paramedic was just being presented to Program Viability.

2. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why.

Currently the department chair's attention is split between chair duties for four disciplines with nearly 30 adjuncts and over 35 teaching assistants and volunteers, plus program-specific duties for EMT due to the external regulatory requirements. The split will allow the new Health Science department chair to focus exclusively on the three disciplines in that department, two of which she is qualified to teach in, and the two EMT full-time faculty to split the load between chair duties and program duties more equitably. This will allow more time to complete existing tasks to an acceptable standard and free up additional time to focus on improving existing programs and developing new programs and curriculum.

3. What is the proposal's impact on existing students?

This will have a positive impact on students. Faculty will have more time to devote to student-focused activities and to program development to meet the changing needs of students and evolving regulatory requirements.

4. Would there be any resulting changes to curriculum, and, if so, what is the intended timeline for implementation and approval by the curriculum committee?

[Note: *Close consultation with the Curriculum Chair, Counseling Office, and Articulation Officer is recommended*].

The paramedic program is in the curriculum process already. Other proposed changes to curriculum for both EMT and Nutrition are in discussion and are anticipated to be brought to the curriculum committee during the next academic year. Those include changes to the EMT program as required by the regulatory agency and as a result of data gathered by IRPIE on student success rates in EMT, as well as a proposed Nutrition AS-T similar to that offered by a majority of the community colleges in the state.

5. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? If so, what will they be?

Not initially. Longer term, there are plans to develop an AS-T in Nutrition on the Health Science side and an AS in Paramedic, with the possibility of a Baccalaureate in the longer term.

6. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?

No.

7. Will exiting full-time faculty be assigned or transferred to the new department? And if so, has funding been secured to provide replacement for any vacancies created by this transfer? [Note: *transfer only can occur if there is a BOT- approved open position (new or replacement)*].

Existing faculty will be split by discipline/minimum qualification. No current faculty are qualified to teach in both departments. No vacancies are anticipated in the short term. Staffing will be revisited as each program grows.

8. Would this proposal require any additional funding or other resources? How will these be provided?

The chair release time for the current department is calculated at 30 TLU per year, or 100%. When calculated separately, the Health Science Department would have 12 TLU per year and the EMT Department would have 21, a net increase of 3 TLU due to duplication of some elements in the formula when the calculations are made separately.

The current Health Science department budget is almost entirely devoted to EMT due to the heavy requirements for expendable supplies and equipment with a limited useful lifespan. That budget would carry over to the new department. Classes in the Health Science department are almost entirely online, and only a nominal budget would be required for whiteboard markers, file folders, and the like. This amount could be transferred from the existing budget to support the new, separate Health Science department.

The current full-time faculty member in Health Science would require a slightly reduced load to offset the additional chair duties, from the current six-class load to four. Human Resources recently opened a separate position for Adjunct Faculty – Nutrition, which is already making it easier to attract qualified adjunct personnel in that discipline. The department expects to hire an additional adjunct immediately to meet the additional staffing need. On the EMT side, recent hiring has focused on adjuncts who are qualified to teach both paramedic and EMT. The department expects to hire 3-4 new adjuncts as the paramedic program comes online, as it is a high-credit program.

Section 5 – Implementation Plan

Please provide a detailed implementation plan (including dates) and documentation of any needed funding or other resources (at least one year of documented funding needed).

This change can be made effective immediately. The department roles are already effectively split, no additional budget is required and no full- or part-time faculty are negatively affected by the change. Staffing changes, both part- and full-time, would be required due to program growth even if they department did not split, so there are no new financial concerns. Because EMT has separate minimum qualifications, HR already treats it as a separate department for hiring, and the Adjunct Scheduling Tool also already has a separate tab for staffing. IRPIE tracks data for EMT separately than Health Science on most of the data visualizations used for Program Review, Staffing, and Facilities Management. The department currently has one Program Review, but current and previous chairs have separated EMT data from Health Science every year. The last EFMP also separated EMT and Health Science. Implementation of this split should be relatively smooth and seamless.

Academic Senate Review Date(s): _____

Academic Senate Action (Vote to Approve or Not Approve) Date: _____

Approval of COCFA President (Signature & Date): _____

Academic Department Proposal Rubric Attached? Yes or No

[Note: If the proposal is approved by the Academic Senate and there is mutual agreement between the Academic Senate and the Chief Instruction Officer, the proposal will be advanced for implementation. All newly initiated departments are deemed pilot departments for a period of three years with required yearly reporting.]

Academic Staffing Committee
Clarifications and Procedures
2021-2022

I. Purpose

The purpose of the Academic Staffing Committee (ASC), a part of the collegial consultation process, is to recommend to the Chief Executive Officer (CEO) the hiring priority of all full-time academic faculty positions, including those defined as vacancies created by retirements, terminations, and resignations.

II. Membership

Membership as defined by the Academic Senate shall consist of the following:

- The Chief Instructional Officer, and one faculty member appointed by the president of the Academic Senate, shall act as co-chairs.
- The Chief Student Services Officer
- One full-time, faculty representative from each School or/Division
- The Vice President of Human Resources from Human Resources
- Additional non-voting members may be added as resource members by mutual agreement of co-chairs.

III. Protocols and Business

1. The ASC will meet on a monthly basis during the academic school year, or as needed by mutual consent of the committee chairs.
2. All faculty members will be notified of the timetable and the selection guidelines.
3. Committee members will be present to hear all presentations.
 - a. Faculty and administrators are invited to listen to in-person presentations.
 - b. All presentations will make reference to integrated planning documents (Educational and Master plan, Strategic Goals, and Program Review).
4. Department Chairs, designees and/or Schools Deans may make presentations.
 - a. ASC members shall not make presentations for new faculty but may select a designee.
5. The ASC will deliberate and make a recommendation on each district-funded position; new or vacant.
6. The ASC Chairs will notify the Academic Senate and the CEO of the Committee's recommendation and the selection guidelines used for the selection. Recommendations will be listed alphabetically within each category.

- a. The ASC will classify requests for *New or Vacant Faculty Positions* as urgent, strongly recommended, recommended, or not ranked.
- b. Each category will be listed in rank order by year.

7. The ASC shall maintain an ongoing list of *New Recommended Positions*, *Vacant Funded*, and *Vacant Un-funded* positions, and the status of those positions will be posted to the ASC website from 2007 forward.

8. Full-time faculty hiring matters should be brought to both ASC Co-Chairs for consultation prior to Board authorization for hire of full-time faculty. If the ASC Faculty Chair is unavailable consultation shall be made with the Academic Senate President.

9. When there has been Board authorization for hire of a *New Position* or *Replacement Position*, but the Full-Time Hiring Committee was not able to identify a suitable candidate for that position, then:

- a. The Full-Time Hiring Committee should continue to seek a suitable candidate for rehire of the position.
- b. If the Full-Time Hiring Committee was not able to identify a suitable candidate the Full-Time Hiring Committee will notify both ASC Co-Chairs. If the ASC Faculty Chair is unavailable, notification shall be made to the Academic Senate President.

10. *Human Resources* will consult electronically with both ASC Co-Chairs before a position that has not been considered by the ASC is offered. If the ASC Faculty Chair is unavailable, notification will be made to the Academic Senate President.

11. Considerations for Grant Funded/Categorical Faculty Positions.

- 1. All faculty positions, regardless of funding source, will be submitted to the Committee for information.
- 2. Presentations must be made to the committee and should follow the same methods as requests for new positions.
- 3. Presentations should pay particular attention to stability of funds and institutionalizing of the position

IV. Voting Methods

- 1. It is the responsibility of each ASC member to vote in the best interest of the College.
- 2. ASC members must review all position requests and be present for all in-person presentations in order to vote for a specific position. The ASC may choose to use averages or mean of ranking to vote.
- 3. A common rating system will be used for all positions. The details of this system will be made available to individuals making presentations.
- 4. All ASC members are voting members except for the Chief Instructional Officer and Faculty Co-Chair, who will mutually agree only in the event of a tie.

V. Definitions (in alphabetical order)

1. *Consultation* is defined as engaging the ASC in seeking information, advice and or guidance in determining a course of action.
2. An Emergency Hire is a funded position, may consist of a permanent position (depending on whether a pool for a particular discipline has recently been recruited within the past 12 months).
3. A *New Position* is defined as an unfunded position, which has not existed previously, or is a *Vacant Unfunded Position*, whether categorically or district funded.
4. A *One year contract faculty INTERIM Position* is defined as a full-time temporary, assignment, in which the tenure process begins. *Interim Positions* are designed to temporarily fill a needed position because allowing the position to remain vacant while waiting for hire of a permanent replacement would be detrimental to the Program.
5. A *Permanent Position* is funded and defined as having an unchanging status as a fulltime permanent position. A *Permanent Position* is not equivalent to an *Interim Position*.
6. A *Vacant Faculty Position* is defined as a funded position, vacated by resignation, retirement, illness or death of a faculty member.
7. A *Vacant Unfunded Faculty Position* is defined as an unfunded position, originally vacated by resignation, retirement, illness or death of a faculty member, which may or may not have been reviewed and recommended by the ASC, but became unfunded following the academic year in which the vacancy occurred. This is a local decision to keep track of Vacant positions.

VI. Considerations for Vacant Faculty Positions

1. **Recommendations for *Vacant (replacement) Positions* should remain separate from the recommendations for *New Faculty Positions*. *Vacant Positions* remain funded for the next academic year and become *Vacant Unfunded Positions* thereafter.**
2. In general, when there is a *Vacant Faculty Position*, the college will strive to hire a replacement instructor for the department where the vacancy took place. To ensure that replacement of the retired or resigned faculty member is the best possible option for the college, the ASC will meet to review the needs of the department and recommend using similar methods to guidelines for *New Positions*, if the department should have primacy in replacement.
3. The Department Chair or designee and/or Dean will make a presentation to the ASC in support of the assertion their department should have primacy in replacing the faculty position.

4. If the committee recommends the vacant position is not a College priority, the position should be filled by a discipline on the faculty recommendations list.

5. If a *Vacant* Faculty Position remains unfilled, at the end of the next fiscal year the position becomes a *Vacant Unfunded* position. The department must follow the guidelines for “call for presentations for request of new faculty positions” if seeking to replace a *Vacant Unfunded* position.

VII. Guidelines for Review of Vacant Positions

1. Once the Human Resources Department notifies the ASC of a recent or upcoming fulltime vacancy in a program, the ASC will review this vacancy at its next monthly meeting and will make a recommendation to the CEO regarding the replacement. (Please note: the ASC cannot review any positions until the Human Resources Department receives an official letter of resignation or intent to retire.)

2. The Department Chair must prepare a one-page, one-sided document to be submitted to ASC Co-Chairs. This document will be shared with the entire ASC and used in evaluating the need for the replacement position and forwarded to the CEO.

3. The ASC may invite the Department Chair and/or School Dean to be available at the next ASC meeting, as a resource for the ASC should any questions regarding the replacement position arise.

4. The one page document should include the following:

a. Title of position

b. Brief job description (approximately two sentences)

c. Justification for changes in the position or job description since last hire – for example: an English generalist instructor retires but the department would like to make an argument for a basic skills instructor (if applicable)

d. Program review data (current number of full time and part time faculty, FTEF, load, etc.) For consistency use only current data, information available on the staffing committee intranet page, as your data source.

e. Funding source for this position (if applicable)

f. Additional information that may be helpful to the ASC in making recommendations, if applicable, including but not limited to how the position:

i. Improves adjunct/full time ratio

ii. Meets an important employment / job market demand

iii. Addresses historically low WSCH/FTE

iv. Contributes to the coordination of programs, staff

- v. Addresses access, equity, retention issues
- vi. Addresses regulatory / legal compliance issues
- vii. Makes COC more competitive
- viii. Circumvents difficulty of hiring adjuncts
- ix. Addresses department growth and innovation
- x. Contributes to future plans for department growth and innovation

5. Materials provided to the committee shall be limited to the one-page, one-sided document, and presentation.

a. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be allowed during the presentation.

6. Presenters should be timely and punctual or forfeit the current opportunity to make a presentation.

7. Recommendations for replacement faculty positions will be grouped in 4 categories, in alphabetical order under each category (below); and they will be included on the memo to the Chancellor along with new positions recommendations on a spreadsheet.

- a. Urgent**
- b. Strongly Recommended**
- c. Recommended**
- d. Not Recommended**

VIII. Vacant Unfunded Positions

1. If the Board of Trustees does not authorize rehire of a vacated position within the next academic year, it becomes a *Vacant Unfunded* position.

2. In order to reprioritize this position, the Department Chair, designee, or Dean may make a new presentation to the ASC, following the “call for presentations for request of new faculty positions” guidelines.

3. In their recommendations to the CEO, the ASC will give special consideration to *Vacant Unfunded Positions*.

IX. Requests for New Positions

Annually the ASC will:

- a. Review membership, establish criteria for scoring presentations, collect data from recent program reviews, and review ASC voting procedures.
- b. Publish selection guidelines and priorities for the current year prior to the presentations.
- c. Establish a timetable and procedures for faculty presentations and ASC selection.

A “call for presentations for request of new faculty positions” will be sent to the faculty and academic deans.

- a. Presentation scheduling should be established at future meeting times convenient to the majority of the ASC.
- b. ASC members unable to meet at the established times should secure a substitute for either their conflicting committee or academic obligations.
- c. The ASC will use data collected during program review to maintain consistency.
- d. Each presentation should include a job description for the *New Position* requested.
- e. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.)

Faculty or designees shall make presentations for new faculty positions to the ASC.

- a. Deans or designees will make subsequent presentations when appropriate.
- b. The CIO shall make presentations when necessary to provide a global perspective.
- c. The ASC shall determine the number of positions to recommend per availability, of funding, the length of term (time frame) of the list, and suggested priorities to be sent to the CEO.

X. Guidelines for New Positions

1. As groundwork for presentations of *New Full-Time Faculty* positions, Department Chairs or Deans must prepare a one-page, one-sided document to share with the ASC.

a. One-page position descriptions should define the duties and describe desirable qualities for candidates. (The ASC will provide model job descriptions to presenters.) This document will be used in evaluating the need for the new position, and forwarded to the CEO.

b. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. If the disciplines vary, or the positions differ greatly, i.e. Geography and Astronomy as differing disciplines of Earth Science, this could warrant two separate ten-minute presentations and two separate one-page position descriptions. Alternatively, if the English department were requesting a new position in Developmental English and Transfer English, these two positions would warrant one presentation. Any concerns should be discussed with the ASC Co-Chairs before scheduling a presentation.

2. The one page, one-sided document, and presentation should include the following:

- a. Title of position or positions
- b. If requesting multiple positions, positions must be prioritized

- c. Connection of position to the mission of the college, i.e. basic skills, transfer or CTE
 - d. Brief job description (one paragraph)
 - e. Program review data (current number of full time and part time faculty, FTEF, load, etc.) – current data is available on the ASC intranet page. For consistency with other presentations this information must be used as the data source.
 - f. Funding source for the position, i.e. categorical or district (if applicable). If funding is categorical indicate the length of time funding is available.
 - g. Staffing history of the department detailing:
 - i. *Vacant Unfunded Positions* not authorized for rehire
 - h. Materials provided to the ASC shall be limited to the one-page, one-sided document, and presentation.
 - i. Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, will not be considered.
 - ii. Presenters should be timely and punctual or forfeit the current opportunity to make a presentation
3. Any other information that may be helpful in making our recommendations (if applicable), including but not limited to:
- a. Improves adjunct/full time ratio
 - b. Meets an important employment / job market demand / CTE
 - c. Addresses historically low WSCH/FTE
 - d. Coordination of programs, staff / need for “lead” in the discipline area
 - e. Addresses regulatory / legal compliance issues
 - f. Would make COC more competitive
 - g. Scarcity of adjuncts in the discipline area
 - h. Department growth and innovation
4. After presentations, the ASC will create and maintain a list of “*New Full-Time Recommended Faculty Positions*” for new hire, based on the need for efficiency and current planning.
5. Recommendations for new faculty positions will be grouped in 4 categories, in alphabetical order under each category:
- a. Urgent
 - b. Strongly Recommended
 - c. Recommended
 - d. Not Recommended

6. No position shall remain on the “*New Full-Time Recommended Faculty Positions*” list in excess of 3 years.

7. In order to maintain current data for positions based on need the ASC will review all recommended positions that have not been moved to the Board of Trustees for authorization to hire, every 3 years.

a. This review shall include a presentation to the ASC, including the most current program information.

b. The “*New Full-Time Recommended Faculty Positions*” list shall be updated to reflect the most recent date of review, as well as the original date of recommendation by the ASC. This will assist the ASC in tracking the length of time a program has been waiting for a *New Full-Time Faculty Position* to be moved to the Board of Trustees for authorization to hire.

ACADEMIC STAFFING COMMITTEE PROCEDURES & CLARIFICATIONS

I. PURPOSE

The Academic Staffing Committee (ASC) is a standing committee of the Academic Senate. As part of the collegial consultation process, ASC makes recommendations to the Chief Executive Officer (CEO) regarding hiring priorities for all full-time faculty positions. The committee makes recommendations regarding new full-time faculty positions as well as vacant full-time faculty positions created by retirement, resignation, termination, illness, or death.

II. MEMBERSHIP

The Academic Senate defines membership in ASC as follows:

- The Chief Instructional Officer (CIO), and one faculty member appointed by the President of the Academic Senate (Faculty Co-Chair), shall serve as co-chairs;
- One full-time faculty representative from each School/Division;
- The Chief Student Services Officer;
- The Vice President of Human Resources;
- Additional non-voting members may be added as resource members by mutual agreement of the co-chairs.

III. DEFINITIONS OF TERMS

1. *Consultation* is defined as engaging ASC in matters related to the hiring of full-time faculty, including seeking information, advice, or guidance in determining a course of action regarding the hiring of full-time faculty.

2. An *Emergency Hire* is defined as a funded position that may result in a permanent full-time position, depending on whether the pool for a particular discipline has recently been recruited within the past twelve months.

3. A *New Position* is defined as an unfunded full-time position that has not existed previously, or a *Vacant Unfunded Position* that is supported by either district or categorical funds.

4. A *One-Year Contract Faculty INTERIM Position* is defined as a full-time temporary assignment that initiates the tenure process. *Interim Positions* are temporary and utilized because allowing the position to remain vacant while waiting for hire of a permanent replacement would be detrimental to a particular Department/Program.

5. A *Permanent Position* is defined as a funded position that maintains status as a full-time permanent position. A *Permanent Position* is not equivalent to an Interim Position.

6. A *Vacant Faculty Position* is defined as a funded full-time position that has been vacated by the retirement, resignation, termination, illness, or death of a faculty member.

7. A *Vacant Unfunded Faculty Position* is defined as an unfunded position, originally vacated by the retirement, resignation, termination, illness, or death of a faculty member, which may or may not have been reviewed and recommended by ASC, and that has remained vacant for at least one academic year. ASC will maintain a list of all *Vacant Unfunded Faculty Positions*.

IV. PROTOCOLS AND PROCEDURES

1. ASC will meet monthly during the fall and spring semesters, or as required to complete committee business, or by mutual consent of the committee co-chairs.

A. All members of the committee will be notified of the timetable and selection guidelines for meetings.

2. ASC will, on a regular basis, review committee membership; collect data from Program Review; review, and, when necessary, revise the committee's criteria for scoring presentations and general operating procedures.

3. Committee members will attend or review all presentations.

A. Faculty and administrators are invited to listen to in-person and virtual presentations.

B. All presentations will make reference to integrated planning documents, including:

- i. Educational and Master Plan;
- ii. Strategic Goals;
- iii. Program Review.

4. Members of ASC shall not present to the committee, but may appoint a designee to present to the committee on their behalf.

5. Department/Program Chairs, designees, and/or Academic Deans may make presentations.

6. ASC will deliberate and make recommendations on all full-time faculty positions.

7. ASC shall maintain an ongoing List of Recommendations regarding all full-time positions.

8. The committee co-chairs will notify the CEO and President of the Academic Senate of the committee's recommendations and the methods used for ranking all recommendations. Notification will be provided by way of the List of Recommendations and a report that details the committee's activities and methods for compiling the List of Recommendations.

9. Full-time faculty hiring decisions should be communicated to the co-chairs of ASC for consultation prior to Board of Trustees (BOT) authorization for the hire of full-time faculty. If

the Faculty Co-Chair is unavailable, consultation shall be made with the President of the Academic Senate.

10. When there has been BOT authorization for the hire of full-time faculty, but the Full-Time Hiring Committee is unable to identify a suitable candidate for a position, then:

- A. The Full-Time Hiring Committee should continue to seek a suitable candidate for the open position and notify both co-chairs of ASC regarding the status of the search. If the Faculty Co-Chair is unavailable, notification shall be made to the President of the Academic Senate.
- B. The Full-Time Hiring Committee shall notify both co-chairs of ASC if the search is canceled. If the Faculty Co-Chair is unavailable, notification shall be made to the President of the Academic Senate.
- C. The Department/Program should return to ASC and present again if the Department/Program opts to alter the job description or specialization before conducting a new search.

11. In the event of extenuating circumstances, Human Resources will consult with both co-chairs of ASC before a position that has not been considered by ASC is offered. If the Faculty Co-Chair is unavailable, notification will be made to the President of the Academic Senate.

12. The following considerations for Grant-Funded/Categorical Faculty Positions shall be observed:

- A. All faculty positions, regardless of funding sources, will be submitted to ASC for review;
- B. Presentations must be made to ASC and will follow the same methods as requests for other full-time faculty positions;
- C. Presentations should pay particular attention to the stability of funds and institutionalization of the position.

V. LIST OF RECOMMENDATIONS

1. The Faculty Co-Chair will transmit the committee's List of Recommendations to the CEO and President of the Academic Senate after each update or revision of the list.

2. The List of Recommendations will consist of a single ranked list comprised of recommendations for all full-time faculty positions. The list will be arranged in the following manner:

- A. The list will be organized into two categories: "RECOMMENDED" and "NOT RECOMMENDED."

- B. All requests for full-time positions recommended by ASC—regardless of status or funding sources—will be included in a single, combined list;
- C. All recommended positions will be ranked in numerical order based on the mean score derived during the scoring process;
- D. Positions that receive equal mean scores will be ranked equally but arranged in alphabetical order;
- E. The following information will be included for all positions included on the list: title and status of the position; mean score derived during the scoring process; academic term of the request.
- F. All positions reviewed but not recommended by the committee will be included on the List of Recommendations in the category titled “NOT RECOMMENDED.”

VI. VOTING AND SCORING METHODS

1. All members of ASC are voting and scoring members, except for the Chief Instructional Officer and Faculty Co-Chair. The Chief Instructional Officer and Faculty Co-Chair may vote, with mutual agreement, only in the event of a tie vote. The Chief Instructional Officer and Faculty Co-Chair shall not score presentations.
2. It is the responsibility of each ASC member to vote and score presentations in the best interests of the College.
3. ASC members must review all requests for full-time positions and be present for all presentations, or review recordings of presentations, before scoring presentations.
4. A common rating system/rubric will be used for all presentations. The details of this system/rubric will be made available to all individuals making presentations.

VII. VACANT FACULTY POSITIONS

1. Recommendations for *Vacant Faculty Positions* (replacement hires) will be scored and ranked in a single List of Recommendations that combines recommendations for all full-time faculty positions.
2. When there is a *Vacant Faculty Position*, the College will strive to hire a replacement instructor. To ensure that a replacement hire is the best possible option for the College, ASC will meet to review the needs of the department and make recommendations using the same methods and guidelines utilized for *New Positions*.
3. The Department/Program Chair, or designee, will present to ASC with the assistance of the Academic Dean in support of the Department/Program’s request for a replacement hire.

4. If ASC determines that the vacant position is not a college priority, ASC will assign that position to the “NOT RECOMMENDED” category on the List of Recommendations. In such an event, that vacant position should be filled by another position on the List of Recommendations.
5. Previously funded *Vacant Faculty Positions* remain funded for one academic year. Previously funded positions that remain vacant for more than one academic year shall be reclassified as *Vacant Unfunded Faculty Positions*.
6. Departments requesting appointments for *Vacant Unfunded Faculty Positions* must present to ASC following the guidelines for *New Faculty Positions*.

VIII. PROCEDURES FOR REVIEW OF VACANT POSITIONS

1. Once Human Resources notifies ASC of a recent or upcoming full-time vacancy in a Department/Program, the committee will review the vacancy and make a recommendation to the CEO after the respective Department/Program has made a formal presentation to the committee. ASC cannot review a future vacancy before Human Resources receives an official letter of resignation or intent to retire from the current member of the faculty.
2. Department/Program Chairs must prepare a one-page, one-sided summary to be submitted to the Faculty Co-Chair prior to presentation. This document will be shared with the committee and used in evaluating the need for the replacement position(s).
3. ASC will then schedule a time for the Department/Program Chair, designee, and/or Academic Dean to present to the committee regarding the replacement position(s).
4. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. For example, if the English Department requests two replacement positions, one in Developmental English and one in Transfer English, these two positions would be requested as part of a single presentation. Conversely, if the disciplines vary, or the positions differ greatly in specialization (e.g. Geography and Astronomy as differing disciplines of Earth and Space Sciences), this could warrant two separate ten-minute presentations, two separate summaries, and two separate reports. Department/Program Chairs and Academic Deans should direct all questions to the Faculty Co-Chair prior to scheduling a presentation.
5. The one-page summary should include the following:
 - A. Title of position and name of faculty member to be replaced
 - B. Brief job description (approximately two sentences)
 - C. Requests for multiple positions must include a list that prioritizes each position
 - D. Justification for changes in the position or job description since the last appointment. For example, justification must be given if an English generalist instructor retires but the department would prefer to replace the generalist with a basic skills instructor.

- E. All relevant Program Review data. For example, the current number of full- and part-time faculty, Full-Time Equivalent Faculty (FTEF) number, Full-Time Equivalent Student (FTES) number, trendlines in FTES, current faculty load data, etc.
 - i. The summary should include Program Review data from the previous four academic years.
- F. The funding source for the position, if applicable.
- G. Staffing history of the department, including recent hires and *Vacant Unfunded Faculty Positions* not authorized for rehire.
- H. Additional information that may be helpful to ASC in making recommendations, if applicable, including but not limited to the following:
 - i. Improvements to adjunct/full time ratio;
 - ii. Important employment/job market demand;
 - iii. Weekly Student Contact Hours (WSCH) or FTES numbers;
 - iv. Coordination of Department/Program or staff;
 - v. Issues related to access, equity, inclusion, or student retention;
 - vi. Regulatory or legal compliance;
 - vii. College competitiveness;
 - viii. Issues related to hiring adjunct faculty;
 - ix. Department growth and innovation.

6. Supporting materials provided to the committee shall be limited to the one-page, one-sided summary.

7. Presenters should be timely and punctual or forfeit the opportunity to present to ASC.

8. *Vacant Faculty Positions* recommended for hire shall remain on the List of Recommendations for no more than three years; positions on the List of Recommendations that fail to receive BOT authorization for hire will be removed from the list after three years.

- A. The Faculty Co-Chair will notify Department/Program Chairs and Academic Deans when recommendations approach the end of the third (“sunset”) year and are scheduled for removal from the List of Recommendations.
- B. Sunsetting recommendations may be renewed for another three-year cycle following the guidelines for *New Faculty Positions*.

9. All recommendations for *Vacant Faculty Positions* and *Vacant Unfunded Faculty Positions* shall be updated to reflect the most recent date of review, as well as the original date of recommendation by ASC. This will allow the committee to track the duration of requests made prior to BOT authorization for hire.

IX. NEW FACULTY POSITIONS

1. ASC will solicit and review requests for *New Positions* according to the following procedures:

- A. Publish selection guidelines for the current academic year prior to presentations.
- B. Establish a timetable and procedures for faculty presentations and ASC recommendations.
- C. Issue a “call for presentations for request of new faculty positions” to Department/Program Chairs and Academic Deans.
- D. Establish a presentation schedule that is convenient for a majority of the members of the committee.
- E. ASC members unable to meet at the designated times shall review recordings of each presentation, if such recordings are made; or, designate a substitute to attend presentations on their behalf.
- F. ASC will use Program Review data to maintain consistency in scoring.
- G. The Chief Instructional Officer may join or make presentations when necessary to provide a global perspective.

X. PROCEDURES FOR REVIEW OF NEW POSITIONS

1. Department/Program Chairs must prepare two supporting documents to be submitted to the Faculty Co-Chair prior to presentation:

- A. a one-page, one-sided summary identical to that prepared for *Vacant Faculty Positions*;
- B. a completed “Faculty Staffing Request for New Positions: Full-Time Faculty” report.

2. Both supporting documents will be shared with the committee and used in evaluating the need for new position(s).

3. ASC will then schedule a time for the Department/Program Chair, designee, and/or Academic Dean to present to the committee regarding the new position(s).

4. Presentations will be limited to ten minutes per department, regardless of how many positions are requested. For example, if the English Department requests two new positions, one in Developmental English and one in Transfer English, these two positions would be requested as part of a single presentation. Conversely, if the disciplines vary, or the positions differ greatly in specialization (e.g. Geography and Astronomy as differing disciplines of Earth and Space Sciences), this could warrant two separate ten-minute presentations and two separate one-page summaries. Department/Program Chairs and Academic Deans should direct all questions to the Faculty Co-Chair prior to scheduling a presentation.

5. The one-page summary should include the following:

- A. Title of position
- B. Status of position (i.e. new request or representation of request already on List of Recommendations)
- C. Brief job description (approximately two sentences)
- D. Requests for multiple positions must include a list that prioritizes each position
- E. Justification(s) for new hire.
- F. All relevant Program Review data. For example, the current number of full- and part-time faculty, Full-Time Equivalent Faculty (FTEF) number, Full-Time Equivalent Student (FTES) number, trendlines in FTES, current faculty load data, etc.
 - i. The summary should include Program Review data from the previous four academic years.
- G. The funding source for the position, if applicable.
- H. Staffing history of the department, including recent hires and *Vacant Unfunded Positions* not authorized for rehire.
- I. Additional information that may be helpful to ASC in making recommendations, if applicable, including but not limited to the following:
 - i. Improvements to adjunct/full time ratio
 - ii. Important employment/job market demand
 - iii. Weekly Student Contact Hours (WSCH) or FTES numbers
 - iv. Coordination of Department/Program or staff
 - v. Issues related to access, equity, inclusion, or student retention
 - vi. Regulatory or legal compliance
 - vii. College competitiveness
 - viii. Issues related to hiring adjunct faculty
 - ix. Department growth and innovation

6. Supporting documents provided to the committee shall be limited to the one-page, one-sided document summary and “Faculty Staffing Request for New Positions: Full-Time Faculty” report.

7. Presenters should be timely and punctual or forfeit the opportunity to present to ASC.

8. *New Positions* recommended for hire shall remain on the List of Recommendations for no more than three years; positions on the List of Recommendations that fail to receive BOT authorization for hire will be removed from the list after three years.

- A. The Faculty Co-Chair will notify Department/Program Chairs and Academic Deans when specific recommendations approach the end of the third (“sunset”) year and are scheduled for removal from the List of Recommendations.
 - B. Sunsetting recommendations may be renewed for another three-year cycle following the guidelines for *New Faculty Positions*.
9. All recommendations for *New Positions* shall reflect the most recent date of review and recommendation by ASC.

Academic Integrity in the Age of AI: A Faculty Guide

A Resource for Faculty at College of the Canyons

Prepared by the
Academic Integrity Committee

Shane Ramey
Chair

Regina Blasberg
Member

Sara Breshears
Member

Sylvia Duncan
Member

Adam Kaiserman
Member

Michelle LaBrie
Member

Scott McAfee
Member

Jennifer Overdevest
Member

Ruth Rassool
Member

Preface

The "Academic Integrity in the Age of AI: A Faculty Guide" has been prepared by the members of the Academic Integrity Committee (AIC) to serve as an essential resource for all faculty at College of the Canyons, regardless of individual stances on the role of artificial intelligence (AI) in academia. Recognizing that faculty perspectives range broadly—from complete opposition to enthusiastic adoption—the AIC intentionally represents diverse viewpoints to create a balanced and inclusive guide.

The development process began with an outline collaboratively crafted by the entire committee. Subsequently, each of the four main sections was authored by pairs of AIC members, ensuring a variety of insights and thoughtful consideration across different perspectives. This draft is specifically intended to spark meaningful discourse within the Academic Senate and among our wider faculty community.

We invite robust discussion and critical feedback from the Academic Senate, as this input is essential for guiding the **refinement and further development** of the faculty AI guide. Your responses and insights will shape subsequent iterations of this document, ensuring its relevance, clarity, and effectiveness in addressing AI's complexities within higher education. To facilitate productive feedback, the AIC has identified several key questions for consideration by the Academic Senate:

1. Should the Faculty AI Guide be more comprehensive, or should it adopt a more streamlined approach?
2. Are the four proposed categories of AI use—*Prohibited*, *Restricted*, *Conditional*, and *Integrated*—sufficient, or should alternative frameworks be explored?
3. Does the guide effectively address the diverse range of faculty concerns and interests related to AI usage?
4. Are there critical topics or considerations regarding AI integration that have not yet been addressed?
5. Is the current balance between practical guidance and theoretical background appropriate for faculty needs?
6. Should additional examples, case studies, or best practices from other institutions be included?

Outline

- I. Introduction
 - a. Purpose of the Guide
 - i. Supporting academic freedom of faculty in determining AI policies
 - ii. Encouraging informed decisions about AI use
 - b. The Role of Faculty in AI Literacy
 - i. Importance of faculty understanding AI capabilities and limitations
 - ii. Encouraging faculty to experiment with AI to understand its strengths and weaknesses
 - c. AI's Impact on Higher Education
 - i. Why AI is not a passing trend
 - ii. The growing presence of AI in academic and professional settings
- II. Understanding AI Fundamentals
 - a. Practical Definition of AI
 - i. This definition should make sense to college-level instructors and students
 - b. Key AI Concepts
 - i. AI Hallucinations, AI Bias, AI Detection Tools, Prompt Engineering
 - c. Current AI Integration in Academic Tools
 - i. AI-enhanced platforms (Grammarly, Turnitin, Canvas, Microsoft Office, etc.)
 - d. Examples of Potential AI Use (and Misuse): The Good, the Bad, and the Ugly
 - i. The Good: AI tutoring , as a tool for accessibility (text-to-speech, language translation), etc.
 - ii. The Bad: cheating & plagiarism, AI-generated misinformation and hallucinations, accessibility & equity concerns, etc.
 - iii. The Ugly: environmental impact, unauthorized use of intellectual property, AI bias, etc.
- III. Faculty Decision-Making: Developing a Clear AI Policy for Your Course
 - a. Why Faculty Need a Well-Defined AI Policy
 - i. Avoiding confusion and inconsistencies in AI use
 - ii. Preventing misunderstandings about academic integrity
 - iii. AI use varies by discipline and teaching style
 - b. Clear Communication of AI Guidelines to Students
 - i. Discussing AI use with students at the start of the semester
 - ii. Reinforcing AI policies in assignment instructions
 - iii. Making AI expectations explicit in the syllabus (see next section)
 - c. Four Levels of AI Use (With Sample Syllabus Language)
 - i. Prohibited – No AI use permitted; all work must be student-generated
 - ii. Restricted – AI allowed for limited assignments with clear guidelines
 - iii. Conditional – AI can be used but must be cited and disclosed
 - iv. Integrated – AI actively incorporated as a learning tool

IV. Academic Integrity and AI: Challenges and Solutions

- a. What Counts as Academic Misconduct in an AI Age?
 - i. Plagiarism, misrepresentation, and AI-assisted writing
 - ii. AI-generated content vs. student-generated content
- b. AI Detection Tools: Limitations and Ethical Concerns
 - i. The fallibility of AI checkers (false positives and negatives)
 - ii. Why AI checker results alone are not proof of misconduct
- c. Challenges of Proving Unauthorized AI Use
 - i. The need for clear evidence beyond an AI detection tool
 - ii. Best practices for identifying AI-generated content
- d. Faculty Responsibilities in Addressing AI Use
 - i. Importance of clearly defining acceptable vs. unacceptable AI use
 - ii. Strategies for maintaining academic integrity while using AI

Summary

I. Introduction

- The guide is a resource empowering faculty at COC to thoughtfully integrate AI in courses.
- Supports academic freedom in developing course-specific AI policies.
- Encourages informed decision-making about AI use, balancing potential benefits and risks.
- Highlights faculty's critical role in promoting AI literacy among students.
- Suggests faculty should personally experiment with AI tools to assess their educational value.
- Positions AI as a lasting and significant change, not a transient trend.
- Addresses AI's growing prevalence in academic and professional environments.

Key Takeaway:

Faculty should actively engage with AI, define clear policies, and promote responsible, informed use of AI to enhance learning outcomes.

II. Understanding AI Fundamentals

- AI commonly refers to Large Language Models (LLMs), which statistically predict language patterns.
- AI-generated content does not reflect true human cognition or intent.
- Key concepts include AI hallucinations, bias, detection tools, and prompt engineering.
- AI-enhanced academic platforms include Grammarly, Turnitin, Canvas, and Microsoft Office AI.
- Positive uses of AI include tutoring, accessibility improvements (text-to-speech, language translation), and learning support.
- Negative aspects encompass cheating, plagiarism, AI-generated misinformation, and equity concerns.

- Ethical concerns include environmental impact, transparency, intellectual property rights, and global inequity.
- AI's increasing presence in workplaces requires students to develop relevant critical thinking skills.

Key Takeaway:

Understanding AI's practical capabilities, limitations, and ethical implications is essential for faculty to effectively guide responsible student use.

III. Faculty Decision-Making: Developing a Clear AI Policy for Your Course

- Clearly defined AI policies prevent confusion, uphold academic integrity, and align with teaching objectives.
- Faculty must clearly communicate their AI guidelines to students, emphasizing transparency and consistency.
- Suggests four distinct AI-use policy levels: *Prohibited*, *Restricted*, *Conditional*, and *Integrated*.
- Provides explicit sample syllabus language for each policy level to ensure clear student expectations.
- Stresses the importance of faculty modeling responsible AI use in their courses.
- Encourages adaptability of AI policies based on discipline-specific contexts.
- Promotes student disclosure and citation of AI assistance where allowed.

Key Takeaway:

Clearly articulated and consistently communicated AI policies tailored to each course ensure transparency and maintain academic integrity.

IV. Academic Integrity and AI: Challenges and Solutions

- Academic misconduct with AI includes plagiarism, unauthorized assistance, fabrication, and misrepresentation.
- Existing academic integrity guidelines already cover unauthorized use of AI without citation.

- AI detection tools have significant limitations, including false positives/negatives, and should not solely determine misconduct.
- Faculty must collect clear evidence and engage students directly when misconduct is suspected.
- Encourages proactive methods (process journals, drafts) to mitigate cheating.
- Faculty must define acceptable AI use, educate students, uphold standards, stay informed, enforce rules fairly, and cultivate integrity.

Key Takeaway:

Academic integrity in an AI-enhanced academic environment demands proactive policy definition, careful evidence-based investigation, and thoughtful assessment design.

I. **Introduction**

Authored by the following AIC members:

- Sara Breshears
- Scott McAfee

Purpose of the Guide

The **Faculty AI Guide** serves as a comprehensive resource for faculty navigating the integration of artificial intelligence (AI) into higher education. As AI tools become increasingly prevalent, faculty members must make informed decisions about how these technologies align with their pedagogical values and institutional guidelines. This guide does not impose a universal AI policy but rather empowers faculty to determine their own AI usage policies while considering academic integrity, ethical concerns, and student learning outcomes. By offering a framework for understanding AI's capabilities and limitations, this guide ensures that faculty retain academic freedom while engaging with these evolving technologies.

Supporting Academic Freedom of Faculty in Determining AI Policies

Faculty play a pivotal role in shaping the academic landscape, and this includes determining how AI fits into their courses. Whether an instructor chooses to prohibit, restrict, conditionally allow, or fully integrate AI tools, this guide provides insights to support informed decision-making. Protecting academic freedom means ensuring faculty have the autonomy to create policies that align with their disciplines, teaching philosophies, and student learning objectives. Encouraging clear, well-communicated policies will help faculty establish transparent expectations regarding AI use in coursework and assessments.

Encouraging Informed Decisions About AI Use

AI is a transformative technology that brings both opportunities and challenges. Faculty are encouraged to explore and assess AI tools, understanding their strengths and weaknesses before making policy decisions. This guide presents various considerations, including ethical concerns, detection tools, academic integrity, and AI literacy. By fostering informed discussions, faculty can create AI policies that enhance learning while mitigating risks such as plagiarism, misinformation, and over-reliance on automated assistance.

The Role of Faculty in AI Literacy

Faculty members are essential to AI literacy efforts, ensuring students understand how AI functions and how to use it responsibly. AI is not a replacement for critical thinking, research skills, or creativity; rather, it is a tool that can complement these skills when used appropriately.

By experimenting with AI tools firsthand, faculty can better evaluate their practical applications and limitations. This engagement enables educators to guide students in ethical AI usage and prevent the misuse of generative technologies in academic work.

Importance of Faculty Understanding AI Capabilities and Limitations

AI has the potential to support or hinder learning, depending on its application. Understanding key AI concepts—such as hallucinations, bias, data limitations, and detection methods—will help faculty make informed choices about AI's role in their courses. As AI-generated content becomes more sophisticated, faculty must critically assess its reliability and ensure students are developing authentic academic skills. This guide provides foundational knowledge on AI functionalities and best practices for its implementation in educational settings.

Encouraging Faculty to Experiment with AI to Understand Its Strengths and Weaknesses

The best way to grasp AI's potential is through hands-on experimentation. Faculty are encouraged to test AI tools to identify their benefits and drawbacks in different educational contexts. By using AI for tasks such as content summarization, brainstorming, or grading assistance, educators can evaluate its practical applications while recognizing its limitations. This approach will enable faculty to craft policies that align with their pedagogical goals and student engagement strategies.

AI's Impact on Higher Education

AI is not a passing trend—it is a fundamental shift in how information is created, processed, and disseminated. Higher education institutions are increasingly integrating AI into learning management systems, research methodologies, and administrative functions. Faculty must adapt to this evolving landscape to prepare students for a future in which AI literacy is an essential skill. By proactively addressing AI's role in academia, faculty can help students develop ethical and responsible AI practices that align with their academic and professional pursuits.

The Growing Presence of AI in Academic and Professional Settings

Beyond the classroom, AI is transforming industries, automating tasks, and reshaping professional expectations. Students entering the workforce will encounter AI-driven processes in fields ranging from healthcare to business to the arts. Educators must equip students with the critical thinking skills necessary to engage with AI ethically and effectively. This guide provides faculty with the tools to foster AI literacy, ensuring that students understand AI's role in their disciplines and can navigate its applications responsibly.

By utilizing this guide, faculty can make informed, autonomous decisions about AI integration, balancing innovation with academic integrity while preparing students for an AI-enhanced world.

II. Understanding AI Fundamentals

Authored by the following AIC members:

- Adam Kaiserman
- Sylvia Duncan

a. **Practical Definition of AI**

In the middle of Stanley Kubrick's *2001: A Space Odyssey* (1968), H.A.L., an artificial intelligence tells Dave, his human operator, "I'm sorry, Dave. I can't do that... I know that you and Frank were planning to disconnect me, and I'm afraid that's something I cannot allow to happen." H.A.L. tries to kill Dave for the rest of the film, while Dave valiantly struggles and succeeds in deactivating H.A.L. Visions of artificial intelligence have circulated for years in science fiction and popular films. Such depictions, combined with Silicon Valley's persistent boosterism, have colored the public's reception of OpenAI's ChatGPT and other novel forms of artificial intelligence (AI). We are told by OpenAI's CEO Sam Altman, almost in the same breadth, that AI may usher in a world without the drudgery of work or we might end up with the robot apocalypse. The truth, of course, is much less dramatic. You are unlikely to encounter a murderbot, but you are likely to have your job transformed by a perfectly indifferent computer. For the last few years, those of us in education have seen how ChatGPT has weakened academic integrity. Students across academia have turned to ChatGPT and other large language models (LLMs) in lieu of writing their own essays and, in the process, have cheated themselves out of an education.

Before moving forward, however, it is helpful to understand this new technology. While the term AI circulates widely throughout the media sphere, it is worth recognizing that talking machines like H.A.L., C-3PO, and other sci-fi robots are a long way off from the technology we currently have. ChatGPT and other LLMs may speak in the first person, and may even adopt names for themselves as they attempt to seduce a *New York Times* reporter, but they do not possess actual intelligence. They do not approximate anything like human cognition. While their facility at linguistic manipulation may pass a Turing test, they aren't someone you would want to spend your time with. As the technologist Jaron Lanier proclaims "There is no AI." He argues that "the most pragmatic position is to think of AI as a tool, not a creature." Rita Raley and Jennifer Rhee, scholars advocating for the new discipline of Critical AI argue that the term AI is "reductive, even absurd," and worry that it perpetuates a type of "magical thinking". Nevertheless, for the sake of "linguistic pragmatism," they adopt the term for the sake of mutual understanding.

What we talk about when we talk about AI are large language models like OpenAI's ChatGPT, Meta's Llama, or Anthropic's Claude. These models are by no means sentient and have no understanding of natural language use. They are, according to the computer linguist Emily Bender, "stochastic parrots." By "stochastic parrot," Bender means that LLMs attempt to statistically approximate a human's use of language on any given topic. In a sense, LLMs play a guessing game of what the human would say and then try to reproduce the most likely utterance. As such, LLMs can achieve what Bender describes as "seemingly coherent" prose. While we have all encountered LLM-produced text and found it fluid or at least serviceable, it is not, by Bender's definition, coherent. What Bender means by all of this is that "human-to-human communication" is governed by mutual communicative intent and undergirded by a common understanding (*ibid.*). In contrast, a LLM has no communicative intent and does not understand what it is saying. One way to think about LLMs is that they are a fancy autocomplete function hooked up to three Wikipedias and a score of Reddit discussion boards.

LLMs achieve their seeming coherence because they were trained on an "unfathomable [amount of] training data". In many cases, this data was gathered by using web crawlers to "read" millions of web pages of human-generated text. This text was then "studied" by the LLM and, through fine-tuning, the neural network learned which words to associate with one another. The science fiction writer Ted Chiang has analogized this as a blurry jpeg of the internet. Chiang compares ChatGPT to a Xerox copy. When a Xerox makes a paper copy, it takes a photographic reproduction of the image and makes a copy of that image. Your Xerox copy is a copy of a copy. In this process, the image loses some information, and sometimes discrepancies are visible on the printed page. Chiang argues that this phenomenon is more or less what occurs with LLMs. Essentially, these models are large copies of the internet, rich in information to be sure, but due to the compression involved in making this data accessible, some errors inevitably occur. This compression, a necessary component for LLMs to function, is unavoidable. Such data loss is a primary reason why LLMs are said to "hallucinate" misinformation.

LLMs may become increasingly less serviceable as these hallucinations become more common, ensuring the need for human expertise. LLMs need to undergo continual training, but they have already absorbed most of the human-derived texts in the world. To move beyond these limitations, and produce more data to train LLMs, AI companies plan on training future versions of the model on synthetic data, writing derived from LLMs rather than human writers. The problem with this method is that LLMs hallucinate and these errors may become further entrenched in the LLM's dataset. Whether this comes to pass is an open question, but there is a real possibility that LLMs may lose some degree of

functionality, and since they are rapidly being integrated with other applications and web search functions these too may become less and less operable.

Regardless of LLMs' future efficacy, it is worth thinking of them as a tool rather than an entity. In *Literary Theory for Robots: How Computers Learned to Write* (2023), Dennis Yi Tenen argues that rather than think of LLMs as true artificial intelligence, we should think of them as the result of collective labor. On one level, Tenen means that LLMs learn through the collective effort of their programmers, and trainers, as well as all the human labor that went into producing the vast troves of data that was used to train the LLM. On the other hand, Tenen also hopes to remind us that writing has always been a work of collective labor. For centuries now, writers have relied on "dictionaries, style guides, schemas, story plotters, [and] thesauruses". The word processor and now chatbots are just the latest in a line of tools that writers can use. The difficulty for us as instructors is that while we should think of LLMs as one tool among many, it differs from these earlier writing innovations because no one ever tried to pass off the words in the dictionary as an essay they wrote for class credit.

b. Key AI Concepts

- **AI Hallucinations**- refers to when a model generates outputs that are factually incorrect or misleading, often presented as if they were true, stemming from limitations in training data or inherent biases.
- **AI Bias** - AI tools generate content based on probabilities of language patterns found in their training data. If this data is disproportionately slanted toward particular viewpoints, your use of viewpoint terms can amplify that bias, resulting in unbalanced or one-sided responses.
- **AI Detection Tools** - are designed to identify whether a piece of text or content has been generated by artificial intelligence (AI) models like ChatGPT, Gemini, or Bard, by analyzing patterns and sentence structures.
- **Prompt Engineering** - is the art and science of designing and optimizing prompts to guide AI models, especially Large Language Models (LLMs), towards generating desired responses by providing context, instructions, and examples.

c. Current AI Integration in Academic Tools

- AI-enhanced platforms (Grammarly is an AI-powered writing assistant that helps users improve their grammar, spelling, punctuation, and overall writing style, offering suggestions and corrections across various platforms and applications, Turnitin is a plagiarism detection software and originality checking service used by educational institutions to help identify potential instances of plagiarism and ensure academic

integrity, Canvas LMS is a web-based Learning Management System (LMS) developed by [Instructure](#), used by educational institutions, educators, and students to manage and access online course materials, facilitate communication, and track student progress, Microsoft Office AI, particularly through features like Microsoft 365 Copilot, leverages artificial intelligence to enhance productivity by automating tasks, providing intelligent suggestions, and simplifying complex processes within apps like Word, Excel, and PowerPoint, etc.)

d. Examples of Potential AI Use (and Misuse): The Good, the Bad, and the Ugly

- The Good: AI tutoring, as a tool for accessibility (text-to-speech, language translation), etc. -
 1. Generative AI can generate quizzes and questions that you can use to practice and prepare for exams.
 2. Ask generative AI to explain concepts and theories that you are having a hard time understanding in plain language or in different ways. Can also use for language translation.
 3. AI can be used for accessibility by also using text to speech such as having a book read out loud.
- The Bad: cheating & plagiarism, AI-generated misinformation and hallucinations, accessibility & equity concerns, etc.-
 1. Students may be tempted to use these tools to produce plagiarized work, circumvent academic integrity policies, or deceive instructors about the authenticity of their assignments (COC Exploring AI Series).
 2. AI tools can produce wholly fabricated output (termed *hallucinations*), where AI will authoritatively state content as true or correct when it has no basis in fact (COC Exploring AI Series).
 3. The development and deployment of Gen AI technologies are often concentrated in the hands of a few powerful companies and nations, reinforcing global power imbalances and structural inequalities. This centralization of control over these transformative technologies could further marginalize and disempower already disadvantaged communities, exacerbating existing disparities in education and beyond (COC Exploring AI Series).
- The Ugly: environmental impact, unauthorized use of intellectual property, AI bias, etc.

Below is our section on AI Ethics. This was developed primarily by Chase Dimock (I gave him some sources to work with), and he should get credit. -- Adam Kaiserman

AI Ethics

The rapid growth of Artificial Intelligence raises many ethical concerns. As we consider its use in the classroom, we must factor its broader impact on society and the environment. It is our recommendation that any classroom usage of AI also includes a discussion of these broader impacts.

Environmental Impact

AI programs need large scale physical infrastructure in order to function, which includes the mining of resources to build servers and cables along with high amounts of energy usage to run and cool data processing devices. Critics have argued that this places additional strain on natural resources and increases the burning of fossil fuels to power these programs. Others have countered this argument by stating that AI programs could be key to identifying solutions to environmental problems. [Scientific American surveys the environmental impact of AI in this article.](#)

Transparency

In teaching students to find reliable sources of information, we have emphasized using articles that are transparent about their research methods and using periodicals and journals that disclose their aims and missions. AI programs have been criticized for not practicing transparency in explaining how their algorithms gather and process data. This has raised concerns about the accuracy of the information and the potential for bias. The MIT Technology Review explores these concerns in this article.

Intellectual Property

AI programs are trained on millions of works by artists and writers without their consent or knowledge. Thus, it has been argued that the content produced by AI could be seen as plagiarism and/or in violation of the intellectual property held by the creators whose work has been used to train the AI program. Further questions have been raised about the intellectual property rights to the content that an AI program produces and its use for commercial purposes. This article from the Harvard Business Review details these potential issues.

Impact on Labor

The International Monetary Fund forecasts that at least 60% of jobs will be impacted by the integration of AI. Critics are concerned that AI will be used increasingly to replace human workers, which could increase unemployment, especially in the tech sector and creative industries such as entertainment and publication. Bloomberg confirms that since the introduction of open access AI programs, around 4600 layoffs were directly the result of AI.

Global Inequity

The International Monetary Fund has stated that AI could exacerbate the wealth gap between high and low wage earners: “The effect on labor income will largely depend on the extent to which AI will complement high-income workers. If AI significantly complements higher-income workers, it may lead to a disproportionate increase in their labor income. Moreover, gains in productivity from firms that adopt AI will likely boost capital returns, which may also favor high earners. Both of these phenomena could exacerbate inequality.” OpenAI directly benefits from global wealth inequality by outsourcing their labor to nations like Kenya where workers tasked with labeling violent and discriminatory training content earn less than two dollars an hour.

[Time discusses the plight of Kenya workers here. The IMF further develops how AI may transform the global economy.](#)

Should an instructor decide to permit the use of AI in some capacity in their course, it is advised that they discuss its ethical implications and require students to be transparent about the extent of their own usage. Below is a list of questions students can use to make ethical decisions regarding the use of AI in their coursework.

1. Does my usage violate anything in the school’s honor code?
2. Does my usage violate anything in the instructor’s syllabus?
3. Does my usage constitute dishonesty in regards to the guidelines in an assignment?
4. Does my usage misrepresent comprehension of the course curriculum?
5. Does my usage misrepresent achieving a course learning objective?
6. Does my usage jeopardize the standing of fellow students?
7. Does my usage violate the intellectual property rights of others?
8. Does my usage misrepresent proficiency in an area of my studies that could impact others via professional malfeasance?
9. Does my usage grant me honors, certificates, and/or privileges that depend on skills, knowledge, and/or abilities I do not possess?
10. Does my usage propagate false or inaccurate information?
11. Does my usage contribute to the exploitation of others?
12. Does my usage promote or enact harm against people and/or the environment?

III. **Faculty Decision-Making: Developing a Clear AI Policy for Your Course**

Authored by the following AIC members:

- Jennifer Overdevest
- Ruth Rassool

a. Why Faculty Need a Well-Defined AI Policy

As generative AI becomes increasingly integrated into education, college professors must establish clear policies to guide its use in the classroom. Without well-defined guidelines, both faculty and students may struggle to navigate the ethical, academic, and practical implications of AI-generated content.

(Credit AI in Education FLEX series) - We should add a link to the COC FLEX series

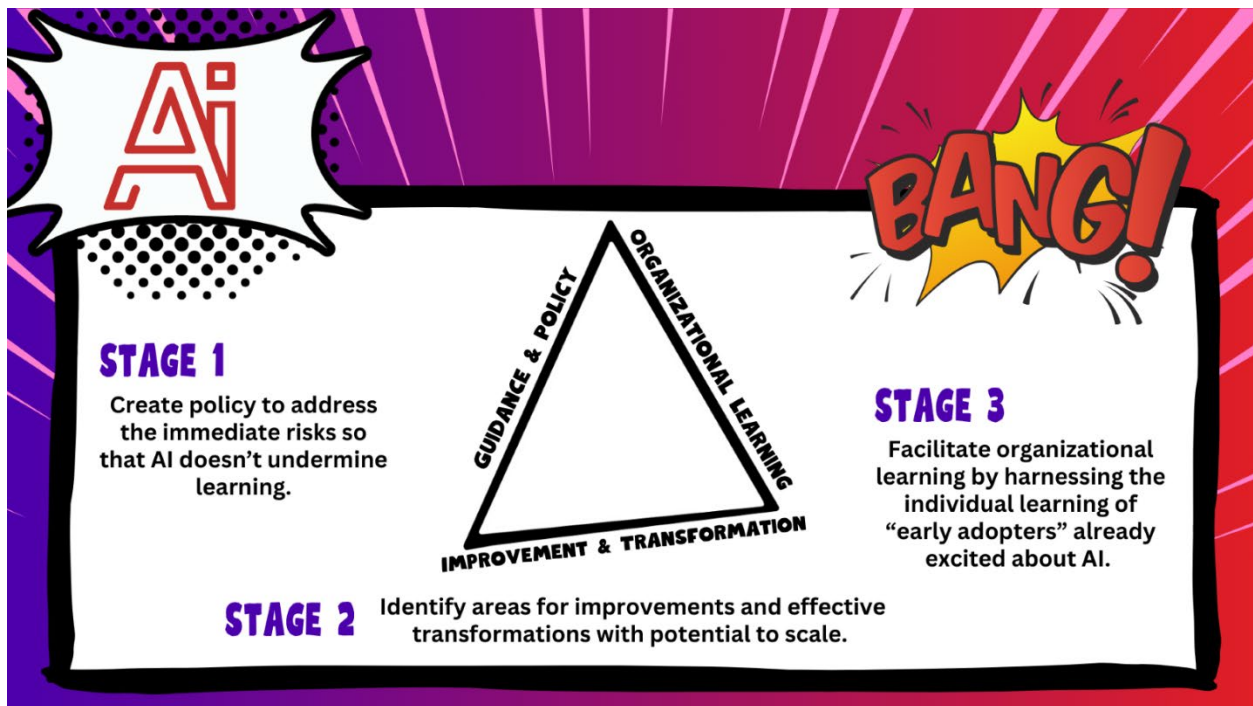
b. Clear Communication of AI Guidelines to Students

The rise of generative AI has led institutions to reassess their approaches to teaching, learning, assessment, and academic integrity. AI policies in higher education vary widely, from outright bans to active encouragement. Institutions that integrate AI into coursework typically require students to attribute AI-generated content, ensuring transparency in the learning process.

Just as the use of AI in course development depends on context, policies governing student AI use must also be adaptable. Faculty play a key role in setting expectations by modeling responsible AI use and providing clear guidance on ethical and appropriate applications.

To ensure students understand these expectations, AI policies must be communicated clearly and consistently. Explicit guidelines help students navigate permissible AI use, uphold academic integrity, and reduce the risk of misuse. Professors should reinforce these policies through syllabi, class discussions, and assignment instructions, ensuring that students are aware of how AI can—and cannot—be used in their coursework.

(Credit AI in Education FLEX series) - We should add a link to the COC FLEX series



c. Four Levels of AI Use (With Sample Syllabus Language)

Prohibited – No AI use permitted; all work must be student-generated

In this course, all assignments, projects, and exams must be entirely student-generated. The use of AI tools, including but not limited to ChatGPT, Grammarly AI, and image-generating software, is strictly prohibited. Any submission found to have been generated or significantly assisted by AI will be considered a violation of academic integrity policies.

Restricted – AI allowed for limited assignments with clear guidelines

AI tools may be used in this course for specific assignments as outlined by the instructor. For example, AI may be permitted for brainstorming or grammar suggestions but not for writing full essays or analyzing texts. If AI assistance is allowed, clear instructions will be provided. Unauthorized use of AI beyond these designated assignments will be considered a breach of academic integrity.

Conditional – AI can be used but must be cited and disclosed

Students may use AI tools as a supplemental resource in this course, but all AI-generated contributions must be disclosed and cited. When submitting work, students must indicate which AI tools were used and how they contributed to the final product. Failure to properly attribute AI assistance may be considered academic dishonesty.

Integrated – AI actively incorporated as a learning tool

AI is an integral part of this course and will be used as a tool to enhance learning, creativity, and problem-solving. Students will be encouraged to engage with AI for research, idea generation, and content creation while critically evaluating its outputs. Assignments will include reflections on AI use, ensuring students develop ethical and practical AI literacy.

IV. **Academic Integrity and AI: Challenges and Solutions**

Authored by the following AIC members:

- Michelle LaBrie
- Shane Ramey

What Counts as Academic Misconduct with AI?

The advent of AI tools has introduced new forms of potential misconduct, but the underlying principles remain the same. If a student uses AI in a way that misrepresents who actually did the work, it is an academic integrity violation (section 5529.2.C of the Student Conduct Code [need link]). For example, submitting an essay entirely written by ChatGPT as if it were one's own writing is a form of plagiarism – the student is presenting work they did not create as original. Our academic integrity policies already cover this: *"It is already a violation of policy for students to represent work they did not do as their own, and work generated by an AI system that is not credited falls under that policy."* [\(ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements | Center for Teaching & Learning\)](#) In other words, even without a fancy new "AI policy," our existing rules on cheating and plagiarism apply: uncredited/uncited AI assistance = cheating. More specifically, common AI-related misconduct can include: AI plagiarism (submitting AI-generated text/code as your own writing without attribution), unauthorized aid (using AI on a test or assignment where it wasn't allowed, similar to using a hidden notesheet), or fabrication (using AI to invent data, sources, or lab results). Note that our *Statement on Academic Integrity* approved by the Academic Senate on May 25, 2023 specifically references such uses of AI [need link to statement].

There's also a gray area of misrepresentation: e.g., a student might prompt ChatGPT with their homework question and turn in the AI's answer verbatim – even if the answer is correct, the student hasn't demonstrated their own learning and has violated the expectation of original work. Another example: if a student is supposed to write a program from scratch but they prompt an AI coding assistant to write it and then claim authorship, that's misconduct. It's important to communicate to students that using AI is not "smarter cheating" that doesn't count – it will be treated with the same seriousness as copying from a book or another student. Also, remind them that lying about AI use when asked is an integrity violation on top of the misuse itself. Conversely, if a student uses AI within allowed parameters and cites it (under a conditional/integrated policy outlined by the instructors established policy), that action would not be considered misconduct – honesty is the differentiator.

Some educators are introducing the term "AI-aided plagiarism" to describe failing to cite AI, and "misrepresentation of AI work" as a violation akin to having someone else do your work. The

big picture: any time AI crosses from being a tool you wield to being the hidden author of your work, academic integrity is breached. Faculty should define these boundaries clearly and then enforce them just as they would enforce traditional plagiarism or cheating. The key is that faculty must operationally define how and if AI use is allowed in their courses, communicate specifically how students can or cannot use it, if/how the AI use must be cited (for example MLA, APA, Chicago style citations).

Faculty must clearly describe and explain the consequences of unauthorized use or misuse of AI. For example, will the student earn a zero on the assignment and would the student be allowed to resubmit that assignment or is resubmission not allowed? Faculty must develop and communicate the AI use policy used in their class with no room for misinterpretation. Faculty might consider requiring or providing an extra credit “syllabus quiz” if the policies are outlined in the syllabus delivered in person or in the course LMS (Canvas). Review of this “syllabus quiz” is a check for understanding of the course policies and if in person, provides an open dialog for the faculty to engage in a healthy conversation about AI use prior to the student beginning any course assignments. Faculty can use the results of this syllabus quiz as an opportunity to clarify their course policies and provide resources and support to students as a proactive measure. Faculty might also place their academic integrity policy and resources as a module in the LMS and use an assignment or quiz as a small group “scavenger hunt” for an in-person class. If it is used as a “game” that is timed with “prizes” it may serve as an ice breaker for in-person classes and a first week collaborative activity to develop cohesion and rapport in the class.

AI Detection Tools – Limitations and Ethical Concerns

One of the challenges of the AI age is determining whether a student used AI inappropriately. Various AI detection tools have sprung up, promising to identify AI-written text. Turnitin’s detector is now widely available and some faculty may be considering or using other services (GPTZero, CopyLeaks AI, etc.). It’s crucial to understand that these tools are not foolproof evidence on their own. Turnitin, for instance, reports that to minimize false accusations, their AI detector intentionally does not flag some AI text; it may miss ~15% of AI content and claims a very low false-positive rate (~1%) ([Professors proceed with caution using AI-detection tools](#)). However, independent tests cast doubt on even that 1% figure, showing detectors can incorrectly label human work as AI-generated if the writing style is simple or non-native ([Does AI Have a Bias Problem? | NEA](#)). In June 2023, an academic study found that a dozen available detectors were “*neither accurate nor reliable*” at distinguishing AI from human text ([Professors proceed with caution using AI-detection tools](#)). Additionally, students quickly learned how to evade detectors (for example, by paraphrasing AI text or using tools that “humanize” AI output), which can trick these systems ([Professors proceed with caution using AI-detection tools](#)).

The ethics of using detection tools are also debated. There's a concern about false positives – accusing a student of cheating when they actually wrote the work themselves is a serious misstep that can erode trust and even lead to wrongful punishment. That's why we are in alignment with many institutions and urge caution regarding the use of AI detection tools. Notably, some universities (Montclair State, Vanderbilt, and others) have explicitly advised faculty *not* to rely on AI detection results alone ([Professors proceed with caution using AI-detection tools](#)). Montclair State's academic integrity office announced that faculty should avoid using Turnitin's AI detector because “we don't want to say you cheated when you didn't” ([Professors proceed with caution using AI-detection tools](#)), instead focusing on other strategies. The article *Navigating the Challenges of AI-Powered Education: Strategies for Community College Instructors* from the Academic Senate for California Community Colleges states, “While AI detection tools, such as GPTZero and Turnitin's AI writing detection feature, offer valuable support, they should be viewed as part of a broader assessment strategy rather than definitive evidence of AI use.” [\[Link\]](#) If you choose to use an AI detection tool, it should be one data point among many.

A reasonable approach: if a detector flags a submission with high AI probability, faculty must investigate further – look at the student's writing style in other assignments, ask the student to explain their work or reproduce a portion of it under supervision, etc. It may be more effective to directly engage the student in a conversation: if you suspect AI use, talk to them about how they completed the assignment. Ask the student about the writing process: how did they formulate the outline or ask the student to submit drafts leading up to the assignment due date. Often, an honest student will have a clear process and drafts to show with dates of the draft submissions in advance of the assignment due date, whereas one who cheated might struggle to provide details.

From an ethical standpoint, students should be informed if you are using detection tools (transparency helps maintain trust) and it must be clearly communicated to the student in the syllabus or other course documents readily available to the student (in the course LMS, if used). Never should a detector's verdict be the sole basis for a harsh penalty without human review. Keep in mind also the privacy and bias issues – some detectors require submitting student text to external servers, which could violate privacy policies or data agreements.

In summary, detection tools can be a helpful aid (much like plagiarism checkers are), but they are not infallible. The limitation of proving AI use “beyond a reasonable doubt” means faculty should collect multiple forms of evidence or rely on preventative measures. Consider designing assessments that are harder to complete with AI alone (e.g., oral components, individualized prompts, process journals), requiring details and specific evidence within the question prompts or applied question prompts/topics reducing the need to play detective after the fact.

Challenges of Proving Unauthorized AI Use

Proving that a student improperly used AI can be tricky. Unlike catching a copied Wikipedia paragraph (which you can directly Google and find the source), AI-generated content is often unique and not easily traceable. You can't search the internet for a match because the text was newly created by the AI. This means traditional plagiarism detection falls short. The burden may fall on circumstantial evidence and student honesty. Challenges include:

- **False Positives/Negatives** – as discussed, tools might mislabel text.
- **Lack of Admissible Evidence** – aside from detection tools, what evidence can the faculty present to support the student submitted AI work?

If a student denies using AI, an instructor might end up in a he-said/she-said situation unless the student confesses or there's another clue (e.g., the student left the AI's formatting or a tell-tale glitch in their work). In some cases, faculty could ask a student to do a spontaneous in-person re-write to compare styles, but this may not be a practical solution.

Another challenge is definitional: if a student used Grammarly's advanced AI to rewrite sentences, is that "unauthorized AI use" or just using a spell checker? Faculty must clarify where the line is (hence the policy) and the policy must be communicated clearly and in writing to the student, preferably in the syllabus and or course materials easily accessible to the student (the course LMS). In any case, enforcement needs to be fair and consistent. It's wise to have a plan for what you'll do if you suspect AI cheating. One suggestion: rather than immediately accusing, approach the student in an investigative, non-confrontational way. For example, invite them to a meeting and ask them to talk through their assignment or answer a few probing questions about the content. If they can't explain key points that "they" wrote, that's a red flag. You might even give a short impromptu quiz on the submitted work's topic to see if their knowledge matches the submission. Faculty at some schools have successfully used this method to differentiate between students who truly understood their submitted work and those who likely generated it via AI. Also, document everything – if it does escalate to an official report of academic misconduct, you'll need to show your rationale and any supporting material (like an analysis from an AI detector, the student's other writing samples, etc.). It's important to apply the same standards you would for any cheating allegation: ensure the student has a chance to respond, follow due process as per COC's policies, and maintain confidentiality.

Proactively, the best "solution" to this challenge is to prevent the situation: make sure students know you value learning processes over simply perfect answers, perhaps collect drafts, or incorporate oral defenses, so students are disincentivized to hand in AI-written work. If they see the benefit of doing the work themselves (and the risk of getting caught using AI improperly is high), they'll be less likely to attempt it.

If a faculty member submits an allegation of academic misconduct to Student Conduct, the onus is on the faculty member to provide supporting documents and evidence to support the allegation. The Student Conduct committee will request the course syllabus and all supporting documents of the faculty member's operational definition of AI use, policies and potential consequences on academic integrity were clearly communicated to the student.

Faculty Responsibilities in Addressing AI Use

Ultimately, maintaining academic integrity in an AI-pervasive environment falls to both students *and* faculty. Instructors have several key responsibilities:

(1) **Define Acceptable Use** – As covered, it's a faculty duty to explicitly define what is allowed regarding AI for each course or assignment. By removing ambiguity, you hold students to clear standards.

(2) **Educate Students** – Don't assume students inherently know how to use AI ethically. It may be their first time confronting these questions. Faculty should coach students on citation of AI, on the importance of doing one's own thinking, and on the risks of over-reliance. Many students resort to cheating out of pressure or poor time management; by being approachable and discussing AI use openly, you might reduce the temptation. Consider placing educational materials in the course LMS where students can refer to the policies and support material before the assignment is due. Academic Integrity modules are available in the Canvas commons (provide examples and links?). Faculty can import those resources into their courses, modify and customize the materials for their specific policy and copy this content into each new course rather than creating the content from scratch. It is much easier to modify and customize materials than create materials on one's own.

(3) **Uphold Academic Standards** – With AI capable of generating content, faculty might feel pressure to lower the bar ("if everyone can just get an AI answer, what's the point?"). Instead, we should **adapt our teaching and assessment** methods to continue to effectively measure learning. This could mean designing assignments that require personal reflection, creativity, or specific class context that an out-of-the-box AI wouldn't have. Or it could mean incorporating AI usage into the assignment in a way that still demands critical thinking (for instance, asking students to critique the AI's output). Our responsibility is to ensure our assessments remain valid indicators of student learning in spite of AI.

(4) **Stay Informed** – The AI landscape is evolving fast. New tools and capabilities (and detection methods) are emerging each semester. Faculty don't have to be AI experts, but keeping abreast of basic developments will help. For example, knowing that OpenAI released an updated model or that Turnitin's detector has a certain limitation could influence how you approach a class.

Engaging in professional development or simply conversations with colleagues about AI experiences can be very helpful.

(5) **Fair Enforcement** – In maintaining integrity, we must enforce rules fairly. This means treating AI-based violations as seriously (or leniently) as analogous traditional violations. It also means verifying any suspicion carefully so as not to falsely accuse. As one expert noted, *“You imagine [detection] as a tool that could be beneficial while recognizing it’s flawed and may penalize some students”* (Professors proceed with caution using AI-detection tools) – hence, use it wisely.

(6) **Promote a Culture of Integrity** – The best defense against academic dishonesty (AI or otherwise) is a course culture that values learning over grades. Faculty can cultivate this by emphasizing mastery, allowing revisions, being clear that you care more about their growth than catching mistakes, etc. If students feel a sense of trust and see that you’re not out to “get” them, they are less likely to violate that trust. In the context of AI, this could involve sharing that you know these tools exist but you expect students to use them (or not) in the ways outlined, and that you have measures in place to ensure fairness for those who don’t use AI. It’s a partnership: *“Adhering to these responsibilities helps maintain academic integrity and ensures that AI serves as a tool for learning rather than a means of unfair advantage.”* (Rights and Responsibilities Regarding AI Use in Academia - ASCCC)

In summary, faculty have a new element to manage in their courses, but with thoughtful policies, open communication, smart assessment design, and a commitment to our academic values, we can handle AI in stride. The goal is to harness what’s useful about AI to enhance education while firmly discouraging and addressing misuse that undermines learning.