



College Affairs Committee

Friday, April 11, 2025

10:00 – 11:30 a.m.

Virtual Zoom Meeting

Click the following link to attend via Zoom:

<https://cocc.zoom.us/j/96383214641>

Dial up: 253-215-8782 | Meeting ID: 963 8321 4641

1. Old Business

- a. Review Minutes from March 14, 2025 Meeting – Tim Peterson
- b. Inclusive Access Course Fees for the Fall 2025 Term, 2nd Reading – Frank Payne
- c. Proposed Revisions to PIRT Award Deadlines, 2nd Reading – Kirsten Hostetler and Forrest Towne
- d. Proposed Revisions to G-6-8.11 Insurance Committee Policy, 2nd Reading – Rachel Knox

2. New Business

- a. Proposed Updates to HR Policy G-32-18 and Procedure HR-12-0 New Employee Moving Allowance Policy and Procedure, 1st Reading – Rachel Knox
- b. Proposed Revision to CCDC Committee Charge, 1st Reading – Jen Chance
- c. Discussion Item: Recommendations from the Artificial Intelligence Taskforce – Tim Peterson

Next Meeting: Friday, May 9, 2025, 10:00 – 11:30 a.m. via Zoom



Date: March 14, 2025

Time: 10:00 – 11:30 a.m.

Location: Zoom meeting

Attending	Absent	Guests
Breana Sylwester, Interim Chair	Tim Peterson, Chair	Frank Payne
Tracy Crockett	Marilyn Waller-Niewold	Kirsten Hostetler
Allison Dickerson		Rachel Knox
Galit Ruebush		
Thomas Wrisley		
Sara Henson		
Laurie Chesley, COCC President		
Kyle Matthews, Recorder		

Meeting called to order at 10:01 a.m.

1. Old Business

- a. Review Minutes from February 14, 2025 Meeting – Breana Sylwester
 - Motion to approve the meeting minutes.
Motion made by Tracy Crockett. Seconded by Allison Dickerson.
 - Motion approved by all voting members present.

2. New Business

- a. Inclusive Access (IA) Course Fees for the Fall 2025 Term, 1st Reading – Frank Payne
 - Six additional classes would like to move to IA course fees.
 - Sylwester asked if there were any updates on discussions regarding blanket approvals for IA fees, or would the College Affairs Committee need to continue approving these fees for the foreseeable future?
 - Payne said this process will need to continue while course fees in general are being discussed at the instructional level.
- b. Professional Improvement Resource Team (PIRT) Award Deadlines, 1st Reading – Kirsten Hostetler
 - The proposal is to change a deadline for award nominations from a specific date to a more general time period. The reason behind this change is that the specific date in the current policy will sometimes fall on a weekend or holiday. The deadline for the full-time faculty award’s deadline would change from February 15 to “mid-February,” and the adjunct/part-time faculty award’s deadline would change from March 15 to “mid-March.”
 - Henson asked if there was any procedural language documented for announcing deadlines, or if such a practice could be adopted.
 - Hostetler said that such a practice is not recorded in the policy, but it is in the PERT handbook.
- c. G-6-8.11 Insurance Committee Policy Revision, 1st Reading – Rachel Knox



- This proposal is to include an ABS faculty member position on the Insurance Committee. Either a full-time or part-time ABS faculty member could serve in this role.
- Henson noted that the adjunct faculty's current contract only lasts for two years, while the adjunct faculty position in the Committee requires a three-year term. While some faculty do serve more than two years at the adjunct level, could the policy be changed for adjunct faculty to only serve two years on the Committee?
 - Knox suggested that would need to be approved by the Shared Governance Committee (SGC).
 - Sylwester concurred and offered to bring Henson's suggestion to the SGC as a member.

3. Confidential Business (Committee Members Only)

a. Bart Queary Lifetime Achieve Award Nominees – Breana Sylwester

- After some discussion, the voting members elected to approve two nominees for the award. The winners will be announced during an awards ceremony at the end of the academic year.

Motion to adjourn the meeting.

Motion made by Tracy Crockett, seconded by Thomas Wrisley.

Meeting adjourned at 10:22 a.m.

NEXT MEETING: Friday, April 11, 2025 at 10:00 a.m. via Zoom



Presentation/Proposal Form

Inclusive Access Course Fees - Fall 2025

Name: Frank Payne

Date: 03/14/2025

Department: Bookstore

Contact Information: fpayne@cocc.edu

- ❖ Complete Items 1-9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it N/A.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

This proposal is to offer required student course materials using Inclusive Access, delivered through Canvas, beginning Fall 2025 term on September 22nd. Rather than purchasing course materials directly, students pay a course fee and then receive access to their course materials delivered on the first day of class. The College then pays Redshelf - who delivers the course materials to Canvas - from the course fees collected.

Using Inclusive Access reduces course materials costs for students and allows students who can afford courses, but do not have access to bookstore credit, to have their course materials available on the first day of their classes.

Inclusive Access course materials can be up to 50% cheaper than comparable physical course materials, and are also 10% to 30% less expensive than the same digital products.

Students have the first two weeks of the term to Opt Out of the Inclusive Access Course materials and receive a refund on their course fees.

2. TYPE OF PRESENTATION/PROPOSAL

- Information Item and/or Committee Feedback (requires approval of CA Chair)
- Action Item:
 - Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)
 - Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)
 - Procedure/Policy — *new* (Attach proposed procedure/policy separately.)
 - Identify suggested location in manual:
 - Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or "increase to not exceed \$X"):
 - Other:

3. BUDGET IMPACT

BA 169Z - Course fee: \$129.99

ENG 254 - Course fee: \$39.00 (Malinda Williams)

FN 225 - Course fee: \$22.50; HS 210 - Course fee: \$26.00

LMT 155 - Course fee: \$10.00

PSY 216 - Course fee: \$58.00

STAT 243Z - Course fee: \$90.00

WR 121Z - Course fee: \$13.00 (Jacob Agatucci); WR 121Z - Course fee: \$28.50 (Irene Cooper); WR 121Z - Course fee: \$19.00 (Stephanie Andre)

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)

Business.

English.

Food & Nutrition.

Human Services

Licensed Massage Therapy.

Psychology.

Statistics.

Writing.

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

N/A

6. OPERATIONAL IMPACT

N/A

7. STUDENT IMPACT

BA 169Z - Course fee: \$129.99

ENG 254 - Course fee: \$39.00 (Malinda Williams)

FN 225 - Course fee: \$22.50; HS 210 - Course fee: \$26.00

LMT 155 - Course fee: \$10.00

PSY 216 - Course fee: \$58.00

STAT 243Z - Course Fee \$90.00

WR -121Z - Course fee:\$13.00 (Jacob Agatucci); WR - 121Z - Course fee: \$28.50 (Irene Cooper); WR 121Z - Course fee: \$19.00 (Stephanie Andre)

8. ANTICIPATED IMPLEMENTATION TIMELINE

Fall term 2025 - beginning on Monday, September 22nd.

9. MOTION TO BE RECOMMENDED



Presentation/Proposal Form

PIRT Award Deadlines

Name: Kirsten Hostetler

Date: 2/21/25

Department: PIRT co-chair

Contact Information: khostetler@cocc.edu

- ❖ Complete Items 1-9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it *N/A*.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

Change G-34-5.1.3 Nominating Process and G-34-5.2.2 Nominating Process for Full-Time and Adjunct/Part-Time Faculty Achievement award deadlines from specific dates to “will be set by PIRT and is normally in mid-February” and “will be set by PIRT and is normally in mid-March,” respectively, to align with the PIRT handbook and give greater flexibility to committee members.

2. TYPE OF PRESENTATION/PROPOSAL

- Information Item and/or Committee Feedback (requires approval of CA Chair)
- Action Item:
 - Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)
 - Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)
 - Procedure/Policy — *new* (Attach proposed procedure/policy separately.)
 - Identify suggested location in manual:
 - Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or “increase to not exceed \$X”):
 - Other:

3. BUDGET IMPACT

None

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)

None

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

None

6. OPERATIONAL IMPACT

None

7. STUDENT IMPACT

None

8. ANTICIPATED IMPLEMENTATION TIMELINE

AY2025-26

9. MOTION TO BE RECOMMENDED

Approve the revision of G-34-5.1.3 from: "The deadline for submitting nominations for the Faculty Achievement Award for full-time faculty is February 15." to "The deadline for submitting nominations for the Faculty Achievement Award for full-time faculty will be set by PIRT and is normally in mid-February."
And approve the revision of G-34-5.2.2 from "The deadline for submitting nominations for the Faculty Achievement Award for Adjunct and Part Time Faculty is March 15." to "The deadline for submitting nominations for the Faculty Achievement Award for Adjunct and Part Time Faculty will be set by PIRT and is normally in mid-March."



Presentation/Proposal Form

G-6-8.11 Insurance Committee Policy Revision

Name: Rachel Knox

Date: 2/25/2025

Department: HR

Contact Information: rknox@cocc.edu, 541-383-7233 (7233 on campus)

- ❖ Complete Items 1–9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it *N/A*.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

[G-6-8.11 Insurance Committee](#)

The Insurance Committee is an Advisory Committee that has included an ABS faculty member serving in a full- or part-time benefited position as part of its membership. This employee type is not listed in the current policy.

The proposal is to revise policy G-6-8.11 to include a full- or part-time benefited ABS faculty member.

Current policy with revised language attached.

This proposal has been reviewed and approved by Alicia Moore and Laura Boehme.

2. TYPE OF PRESENTATION/PROPOSAL

Information Item and/or Committee Feedback (requires approval of CA Chair)

Action Item:

Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)

Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)

Procedure/Policy — *new* (Attach proposed procedure/policy separately.)

Identify suggested location in manual:

Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or "increase to not exceed \$X"):

Other:

3. BUDGET IMPACT

none

4. IMPACTED DEPARTMENTS AND /OR PROGRAMS

List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)

ABS

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

6. OPERATIONAL IMPACT

Recruitment of an ABS faculty for the Insurance committee when the position is vacant. i.e. policy revision will reflect current operational practice.

7. STUDENT IMPACT

none

8. ANTICIPATED IMPLEMENTATION TIMELINE

Upon approval by College Affairs

9. MOTION TO BE RECOMMENDED

Move to revise policy G-6-8.11 Insurance Committee to include a full- or part-time benefited ABS faculty member.

G-6-8.11 Insurance Committee

CHARGE: The purpose of the Insurance Committee is to review and recommend group health insurance plans and other employee benefits (both College-provided and voluntary) to the College administration.

The Insurance Committee may meet with vendors, consultants, and/or Oregon Educators Benefits Board (OEBB) representatives to determine the best mix of benefits for College employees.

Voting members of the Committee provide recommendations to the Vice President of People and Technology to present to the President.

Membership, Voting Status and Terms

Administrator, part-time benefitted (1)	Appointed by the President	Voting	Three years
Administrator, full-time (1)	Appointed by the President	Voting	Three years
Faculty, tenure or tenure-track (1)	Elected by Faculty Forum	Voting	Three years
Faculty, adjunct (1)	Elected by Faculty Forum	Voting	Three years
<u>Adult Basic Skills (ABS), full- or part-time benefitted (1)</u>	<u>Selected by ABS Director or designee</u>	<u>Voting</u>	<u>Three years</u>
Classified Staff, part-time benefitted (1)	Selected by CACOCC President or designee	Voting	Three years
Classified Staff, full-time (1)	Selected by CACOCC President or designee	Voting	Three years
Payroll, administrative staff	Appointed by the Director of Fiscal Services	Non-Voting	Standing
Human Resources staff (1)	<u>Vice President of People and Technology or HR designee</u>	<u>Non-Voting</u>	<u>Standing</u>

Additional members of the Human Resources and Payroll staff provide committee support.

Deleted:
Deleted: ¶
 (
Deleted:)
Deleted:
Deleted: All appointed members
Deleted: are voting members and
Deleted: of the Committee are recommendations

Deleted: Appointed by the Director of Human
Deleted:
Deleted:
Deleted: Resources
Deleted: Voting



Presentation/Proposal Form

New Employee Moving Allowance Policy and Procedure Updates

Name: Rachel Knox

Date: 4/4//2025

Department: HR

Contact Information: rknox@cocc.edu, 541-383-7233 (7233 on campus)

- ❖ Complete Items 1–9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it *N/A*.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

HR proposes the following changes for policy **G-32-18 Moving Reimbursement** and procedure **HR-12-0 Moving Reimbursement Procedure** for the purpose of specificity, clarity, and administrative efficiency. *Reimbursement* is inaccurate. *Allowance* is accurate.

2. TYPE OF PRESENTATION/PROPOSAL

- Information Item and/or Committee Feedback (requires approval of CA Chair)
- Action Item:
 - Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)
 - Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)
 - Procedure/Policy — *new* (Attach proposed procedure/policy separately.)
 - Identify suggested location in manual:
 - Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or "increase to not exceed \$X"):
 - Other:

3. BUDGET IMPACT

A policy and procedure update will clarify expectations and processing procedures for new employee moving expenses.

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)

HR and new employees

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

none

6. OPERATIONAL IMPACT

HR will update required forms, webpages, and will continue to manage all new employee reimbursements.

7. STUDENT IMPACT

none

8. ANTICIPATED IMPLEMENTATION TIMELINE

upon approval by College Affairs.

9. MOTION TO BE RECOMMENDED

Move to update policy **G-32-18 Moving Reimbursement** and procedure **HR-12-0 Moving Reimbursement Procedure**.

Current policy:

G-32-18 Moving Reimbursement

Revised: 5/9/2024

The scope (local/regional) of each hiring search is identified when the position is posted by Human Resources. A national search process is utilized when the College anticipates that a qualified pool of candidates may not be obtained through a local or regional search process. To be eligible for qualified moving expense reimbursements, the employee must be hired into an administrative, full-time faculty or adjunct faculty position through an identified national search.

Reimbursements will only be paid for qualified and documented moving expenses as defined by the IRS. With this accountable plan, the moving expense reimbursement is taxable. Moving reimbursements are charged to the budget for the Vice President for Academic Affairs for full-time and adjunct faculty positions and the specific hiring departments for administrative positions. Newly hired, benefitted employees have up to six months from the date of employment to submit receipts for reimbursement of qualified moving expense reimbursements.

The HR moving reimbursement procedure should be consistently applied. However, the College President has the right to make exceptions when they determine it is in the best interest of the College.

-

G-32-18 New Employee Moving Allowance

Revised: 5/9/2024; 2/XX/2025

To be eligible for the moving allowance, the employee must be hired into a benefitted (administrative, adjunct or full-time faculty, full-time ABS instructor, or classified) position.

The moving allowance is taxable. The moving allowance is taxable. Moving allowances are charged to the budget for the Vice President for Academic Affairs for full-time and adjunct faculty positions and the specific hiring departments for administrative positions. Newly hired, eligible employees have up to six (6) months from their first work date with COCC to submit the Moving Allowance form with documentation of miles moved (e.g. Map Quest, Google Maps). Once received, approved, and processed, the allowance will be included in the employee's next paycheck.

Formatted: Font: Not Bold, Underline

Deleted: Reimbursement

Formatted: Font: 12 pt

Deleted: Revised: 5/9/2024

Deleted: The scope (local/regional) of each hiring search is identified when the position is posted by Human Resources. A national search process is utilized when the College anticipates that a qualified pool of candidates may not be obtained through a local or regional search process.

Deleted: qualified moving expense reimbursements

Deleted: n

Deleted:

Deleted: instructor, or

Deleted: adjunct faculty

Deleted: through an identified national search

Deleted: .

Deleted: Reimbursements will only be paid for qualified and documented moving expenses as defined by the IRS.

Deleted:

Deleted: With this accountable plan, the

Deleted: expense reimbursement

Deleted: Moving allowance is reimbursements are charged to the budget for Human Resources.

Deleted:

Deleted: the Vice President for Academic Affairs for full-time and adjunct faculty positions and the specific hiring departments for administrative positions.

Deleted:

Deleted: benefitted

Deleted:

Deleted: of employment

Deleted: m

Deleted: q

Deleted: g

Deleted: m

Deleted: receipts for reimbursement of qualified moving expense reimbursements.

Current procedure:

HR-12-0 Moving Reimbursement Procedure

For benefitted positions hired through a national search process. Successful candidates may be reimbursed for qualified moving expenses based on the schedule below:

<u>Distance</u>	<u>Amount</u>
<u>Moving within the College district</u>	<u>\$0</u>
<u>Moving 100 miles or less</u>	<u>\$0</u>
<u>Moving 101 to 500 miles</u>	<u>\$500</u>
<u>Moving 501-1,000 miles</u>	<u>\$1,000</u>
<u>Moving 1,001-2,000 miles</u>	<u>\$2,000</u>
<u>Moving over 2,000 miles</u>	<u>\$2,500</u>

HR-12-0 ~~New Employee~~ Moving Allowance Procedure

Updated: 2/XX/2025

For benefitted ~~positions (administrator, adjunct and full-time faculty, full-time ABS instructor, and classified), employees hired,~~ may receive an allowance, for moving expenses based on the schedule below:

<u>Distance</u>	<u>Amount</u>
<u>Moving within the College district</u>	<u>\$0</u>
<u>Moving 100 miles or less</u>	<u>\$0</u>
<u>Moving 101 to 500 miles</u>	<u>\$500</u>
<u>Moving 501-1,000 miles</u>	<u>\$1,000</u>
<u>Moving 1,001-2,000 miles</u>	<u>\$2,000</u>
<u>Moving over 2,000 miles</u>	<u>\$2,500</u>

Employees must submit the Moving Allowance Request Form to MyHR@cocc.edu within six (6) months of their first work date at COCC.

See Policy G-32-18 New Employee Moving Allowance for additional details.

Deleted: Reimbursement

Deleted: t

Deleted: positions

Deleted: hired through a national search process. Successful candidates

Deleted: be reimbursed

Deleted: qualified

Deleted: expenses

Deleted: he schedule below:¶

Formatted: Normal, No bullets or numbering

The HR moving [allowance](#) procedure should be consistently applied. However, the College President has the right to make exceptions when they determine it is in the best interest of the College.

Deleted: reimbursement

[See Procedure HR-12-0 New Employee Moving Allowance Procedure for additional details.](#)

Formatted: Font: (Default) Times New Roman



Presentation/Proposal Form

CCDC Committee Charge Revision

Name: Jen Chance

Date:

Department: Redmond Campus

Contact Information: 541-504-2911 jchance2@cocc.edu

- ❖ Complete Items 1–9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it *N/A*.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

The College Community Development Committee (CCDC) proposes an edit to our current charge:

The College Community Development Committee will facilitate the development of the College community through activities and events designed to foster community connections and professional development.

CCDC proposes the updated charge:

The College Community Development Committee will facilitate the development of the College community through activities, events, and service designed to foster community connections and engagement.

CCDC believes the proposed updated charge emphasizes the strengths and purpose of our work. The revised charge will ensure the committee's focus and commitment to fostering a connected and engaged College Community. Please see attached proposal in detail.

TYPE OF PRESENTATION/PROPOSAL

Information Item and/or Committee Feedback (requires approval of CA Chair)

Action Item:

Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)

Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)

Procedure/Policy — *new* (Attach proposed procedure/policy separately.)

Identify suggested location in manual:

Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or "increase to not exceed \$X"):

Other:

BUDGET IMPACT

The proposed revision will allow the committee to focus on budget needs that align with our ongoing and growing initiatives.

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)

In the revision, CCDC is recommending the removal of professional development from our charge. Historically, CCDC has not offered professional development activities. Professional development will be better served by a department with dedicated staff to develop and maintain programs. Professional development is an area often facilitated through areas of COCC's Human Resources. The revision would further allow ownership of that facilitation. CCDC has been and will continue to be in communication with HR about this proposal. HR has approved and is in support of this proposal.

The essence is that beyond HR's work for professional development, each employee group has funds and options for professional development for their respective employees. It is a collective effort to do professional development and CCDC has not been part of these efforts, but rather focuses on employee culture and events

INSTRUCTIONAL REQUIREMENTS/IMPACTS

NA

OPERATIONAL IMPACT

The revision will further support the committee's work in creating meaningful community experiences for staff and faculty.

7. STUDENT IMPACT

NA

8. ANTICIPATED IMPLEMENTATION TIMELINE

The revision will further support the committee's current work and initiatives and can occur immediately. The change in ownership of professional development could impact the HR team, however, it is not a significant concern. HR currently leads supervisor trainings in addition to individual department development activities. The committee has been in communication with HR and has their approval.

9. MOTION TO BE RECOMMENDED

I move to revise the CCDC charge from:

The College Community Development Committee will facilitate the development of the College community through activities and events designed to foster community connections and professional development.

to the revised:

The College Community Development Committee will facilitate the development of the College community through activities, events, and service designed to foster community connections and engagement.

The College Community Development Committee (CCDC) proposes an edit to our current charge:

The College Community Development Committee will facilitate the development of the College community through activities and events designed to foster community connections and professional development.

CCDC proposes the updated charge:

The College Community Development Committee will facilitate the development of the College community through activities, events, and service designed to foster community connections and engagement.

CCDC has historically focused its efforts on fostering community through activities, events, and service. The committee has been successful in creating meaningful opportunities for COCC employees to connect and engage with one another. Professional development, which is in the original charge, has not held capacity or the financial means to be a priority for the committee to execute.

The proposed update to the committee charge reflects the committee's actual work and achievements while also emphasizing the College's commitment to community engagement and enrichment. The committee has consistently created events and activities that foster community engagement. The addition of *engagement* reflects the goals and outcomes of CCDC's work and better aligns with the purpose of CCDC. Clarifying the focus areas of activities, events, and service aligns with our current and ongoing initiatives to create meaningful community experiences.

Continuing to include professional development in the committee charge without additional resources and funding would inhibit the quality of opportunities offered, stretch committee members' capacity, and divert the purpose from the core objectives of the committee. While professional development is an important growth opportunity, it is better suited to be supported by another department.

CCDC believes the proposed updated charge emphasizes the strengths and purpose of our work. The revised charge will ensure the committee's focus and commitment to fostering a connected and engaged College community.

Recommendations on the Ethical Use of Artificial Intelligence at Central Oregon Community College

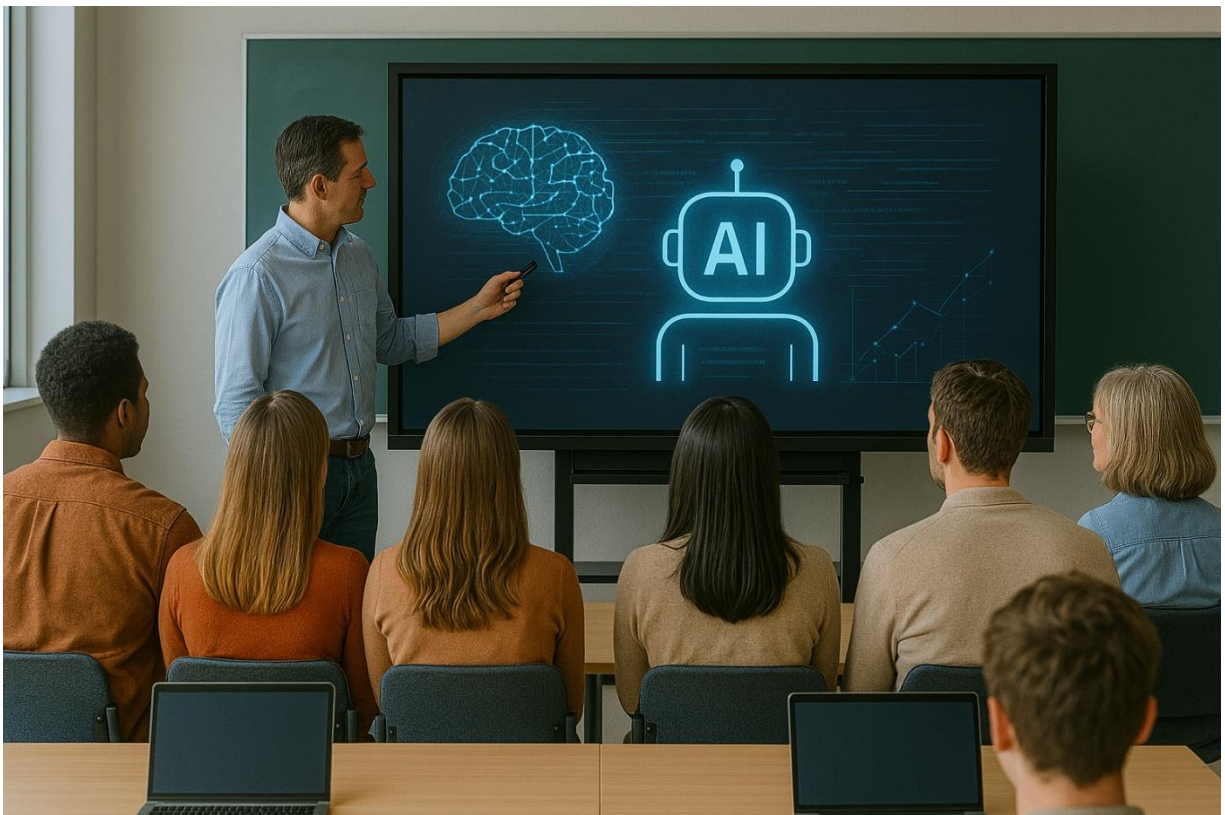


Figure 1: Image generated using OpenAI, ChatGPT 4o on April 7, 2025

AI Workforce Committee Members:

Timothy Peterson (chair)

Andrew P. Davis

Kirsten Hostetler

Michael LaLonde

Christopher Hazlett

Scott Dove

Eric Magidson

With considerable input from: Kaylin Landry, Richard Partridge,
Misael Hinojosa, and Chris Egertson

Table of Contents

Philosophy.....	3
Risks and Concerns.....	4
Policy Recommendations.....	7
AI For Academics.....	9
Specific Guidelines for Students	9
Faculty Guidelines for the Integration of AI in Pedagogy	10
Example Syllabus statements.....	11
Instructors may choose to:	11
Sample Syllabus AI Use Statements	11
Faculty may consider a Preamble statement acknowledging AI:	11
Conducting Primary Research Guidelines:.....	14
RECOMENDATIONS	16
COCC Committee on Artificial Intelligence	16
DEFINITIONS.....	17
General AI.....	17
Generative AI.....	17
Key Concepts.....	18

Philosophy

Central Oregon Community College (COCC) acknowledges the evolving landscape of artificial intelligence (AI) and AI's potential to enhance data management and insight generation while preserving the unique rhetorical and experiential dimensions that define human engagement. We also recognize that AI, while capable of processing and generating vast amounts of information, lacks the capacity alone for nuanced judgment, emotional intelligence, and the depth of understanding that arises from lived experience. Human interaction, creativity, and critical thinking remain foundational to education, and COCC is dedicated to ensuring that AI complements rather than substitutes these essential elements, while also being mindful of the associated risks of AI, including bias, misinformation, environmental concerns, and ethical dilemmas.

Therefore, COCC is committed to the responsible exploration and application of AI tools across all academic and administrative departments. COCC upholds the belief that authentic education is rooted in human discourse and in the irreplaceable value of human collaboration in fostering a learning environment that prioritizes reflection, ethical reasoning, and dynamic problem-solving. This commitment ensures that AI is used in a manner that aligns with and supports COCC's values as well as the broader mission of higher education—to cultivate critical thinkers, ethical leaders, and engaged global citizens. By integrating AI responsibly, COCC seeks to preserve the richness of academic discourse while leveraging AI's capabilities to enhance, rather than diminish, the development of human expertise and insight.

Risks and Concerns

Along with the promises of AI comes limitations, biases, and ethical concerns that should be taken into consideration when using and adopting this technology. Alongside college policies, principles, and values, the following context around AI's deficiencies and faults should be given careful review:

Environmental Impact: As this technology is still relatively in its infancy, it is difficult to accurately estimate the impact AI will have on the climate crisis. What is known, however, is that the large computer power of AI [significantly contributes to carbon emissions](#), requires a great deal of [resources like water and minerals that contribute to scarcity](#), and places these environmental burdens on areas already [disproportionately vulnerable to climate change](#). COCC has made a significant commitment to sustainability and responsible stewardship of our natural environment, and reconciling this value with responsible AI use that minimizes harm will be required to move forward. COCC acknowledges this impact and will respect any decision to utilize AI. However, as a widely held value, users are encouraged to consider their AI use through a lens of necessity.

Bias and Discrimination: Likewise, another COCC value and community principle is diversity and equity, which is a [known issue](#) for AI. The corpus used to train AI models reflects biases that exist in society, and AI doesn't just reflect but can also perpetuate and amplify discriminatory stereotypes, with [harmful, real-world consequences](#). The bias present in AI can also exacerbate marginalization, relying on data that already overrepresents certain cultural groups at the expense of ignoring and condensing others.

Worker Displacement: One promise of AI is removing the burden of repetitive tasks for greater productivity and efficiency in the workplace. However, that promise is also a concern for many employees whose departments or roles could be downsized or outright replaced.

Worker Exploitation: Conversely, while AI is often thought of as a human-free enterprise that can replace human workers, the vast underbelly of AI relies on [labor-intensive efforts performed by underpaid, exploited workers across the global south, in refugee camps, and prisons around the world](#). Referred to as "digital sweatshops," workers often earn below minimum wage in their countries to refine, label, and train AI to ensure responses on platforms like ChatGPT don't churn out gibberish for users.

Misinformation and Inaccuracy: Any reliance on AI comes with the risk that misinformation, inaccuracies, and unsupported claims could make their way into completed work. While AI is rapidly changing and improving, [one 2023 study](#) using ChatGPT-4 found that

approximately 20% of generated citations were hallucinations, and of the real citations, 25% contained substantial errors. Without transparency into confidence levels of outputs and with the ability to intentionally manipulate models to generate false or misleading information, there are serious negative implications for how people trust, verify, and interact with information.

Loss of Skill and Voice: At its core, the purpose of education is to teach learners to think intensively and critically. Over-reliance on AI can undermine this goal and interfere with the learning and teaching processes. Despite the presence of calculators, we teach children basic math skills for a reason; understanding the basics is essential for understanding advanced concepts and achieving long-term growth. AI is definitely faster, but fundamentally, students are not pursuing higher education just to get from Point A to Point B. Brainstorming, polishing, and summarizing, among other processes that can be farmed out to AI, are methods that give students the opportunity to learn how to think and develop expertise. Experts are able to distinguish truth from falsehoods, bring flexibility and creativity to problem-solving, make connections to and identify important concepts from various sources, and develop a voice and process unique to them. AI has the potential to stifle originality, and students could either fail to learn or forget how to perform essential skills or the rationale behind them. This concern is not limited to the classroom. There exist many functions at COCC where the unique rhetoric of human input is necessary. These functions rely on the interpersonal connections of colleagues to further their work. Feedback on work, debate around campus issues, and the vetting of job applicants, for example, rely on the spontaneous, authentic, and genuine input from real people. The loss of these voices to AI renders the work of the college flat and lifeless when it must maintain the robust anima of human input.

Plagiarism, Intellectual Property, and Copyright: Significant complications arise when discussing how to address issues of academic honesty, sourcing AI, and the data used to train models. Unsettled issues include: Is it possible to provide an ethical attribution to AI when copyrighted material was used to train models without the creators' consent; can you copyright work that used AI to generate content; are students plagiarizing when they use AI to generate or refine content; among many other questions that have no easy answers. Additionally, faculty who employ tools for detecting AI-generated text risk inaccurate accusations of use, which are [often biased against non-native English writers](#).

Privacy: The need for large data sets to train AI is a known requirement, and, as with any substantial collection of data, there are risks for privacy breaches and unauthorized use of personal information. Little is known about how private, confidential, or personal data is collected, stored, and utilized, and individuals have little recourse, or even knowledge, about

when their data has been shared in this way. COCC should be cautious about using AI in any way where de-identified student information could be re-identified.

Transparency: It is difficult to parse how current AI models train, interpret, use, and protect data. As a consequence of this underlying complexity and lack of transparency, the stated risks around Bias and Discrimination, Worker Exploitation, Misinformation and Inaccuracy, Plagiarism, Intellectual Property, Copyright, and Privacy are difficult to identify, and there are limited options for accountability.

Legal and Reputational Risks to COCC: If COCC employees use AI that produces biased or false information, there is a potential that the college could be exposed to legal liability or reputational damage. For example, if AI-generated communications or customer service interactions are not reviewed by a person with expertise and provide inaccurate or otherwise embarrassing information to a student. Or if AI exacerbates biases in hiring or admissions processes .

Greater Existential Concerns: Outside of these specific risks, more generally, [some experts have expressed concern](#) that the rapid development of AI could lead to unpredictable and potentially dangerous outcomes, and there needs to be greater regulation and safeguards before proceeding with large-scale adoption.

As a result of the outlined uncertainties of how AI might impact our institutional policies, principles, and values, this task force believes it is imperative that robust policies are instituted at various levels to mitigate these risks. The recommendations included in this report can allow COCC to provide leadership to our community in using AI in a meaningful, intentional manner while minimizing inherent risks.

Policy Recommendations

General Guidelines: Central Oregon Community College expects all community members to follow these guidelines when using AI tools

Procuring AI Tools/Software: Contact Central Oregon Community College Information Technology Services (ITS) before purchasing (or acquiring for free) AI products or products that rely on AI to operate. Central Oregon Community College Information Technology Services (ITS) will validate the product and verify that contract language does not introduce undue risk to the college. This process ensures compliance with data protection regulations and minimizes the risk of unauthorized access.

Individuals must follow the [G-22-0 Acceptable Use of Information Technology Resources](#) policy.

Input Restrictions: Do not input any confidential or personal information into AI tools except when permitted by validated contract language and security controls approved by Central Oregon Community College Information Technology Services (ITS). This includes sensitive data such as student records, staff details, and other proprietary information. AI should be regarded as a third party to which FERPA regulations apply. Protect Intellectual Property (IP) rights and ensure inputs and outputs comply with copyright, patent laws, and data protection regulations.

Confirming Output Accuracy: Verify the accuracy of information generated by AI tools before relying on it. AI-generated content can be inaccurate, biased, or entirely fabricated (sometimes called "hallucinations"). Users are responsible for ensuring the reliability of AI-generated information before its use in academic or administrative work.

Bias and Fairness: Evaluate whether AI tools' inputs and outputs produce decisions with potential bias. Do not rely on outputs indicating possible bias or discrimination. Regular assessments should be conducted to ensure AI models promote fairness and do not perpetuate inequalities.

Use Disclosure: Individuals should disclose the use of AI tools when producing any written materials or other work products. Be transparent if you rely on AI outputs to ensure academic and professional honesty.

Intellectual Property Compliance: Intellectual property (IP) is the legal rights guaranteed to creators over their original work, in the form of patents, copyrights, trademarks, and trade secrets. There are two considerations of IP when it comes to AI: that of the user and that of the AI itself. Users must adhere to academic integrity guidelines by not presenting AI-generated outputs as their own original work. Documenting the use of AI tools (e.g., specifying which tool

was used and how it was used) can strengthen ownership claims and protect your intellectual property rights. Review the terms and conditions of any AI tool you use to understand the ownership rights of the generated output. Many AI models are trained on data with varying copyright and IP statuses, and the legal implications of this are still evolving. Consider using AI tools trained solely on licensed, public domain, or your own data whenever possible. Be aware that any information you input into an AI tool, including confidential or copyrighted material, may be used to train the model, potentially becoming part of its dataset and potentially accessible to other users. Always use AI tools responsibly and ethically, respecting the intellectual property rights of others.

Malicious Content Prohibition: Do not use AI tools to generate malicious content like malware, viruses, or other harmful software. Such actions violate ethical standards and can cause significant harm to individuals and organizations.

Training Data Opt-Out: Where possible, request AI systems not to use your inputs for further training of the AI model. This can help protect sensitive or proprietary data from being utilized without consent.

Syllabus Inclusion: Instructors must state their expectations regarding AI in their syllabus at the beginning of the semester. They may provide a list of approved AI tools for their courses at the start of the term. Statement examples are provided below.

Specific Guidelines for Administrators: Handling Sensitive Information: Administrators must not use AI to process sensitive student or payment data. Entering such data into AI systems can lead to regulatory violations and data breaches.

Prohibition on Prompts for Disclosure: Administrators are prohibited from prompting AI systems to disclose sensitive information. This ensures compliance with data protection regulations and maintains the integrity of the institution's information security protocols.

AI For Academics

While AI has myriad uses for students and instructors, it will become increasingly important to ensure that students are engaging with authentic learning experiences here at COCC. The use of AI in academic contexts is a complex and evolving issue. In general, the college advocates for the authentic education of students, regardless of the specific tools used.

While AI offers powerful tools for students and instructors alike, its integration into academics must prioritize authentic learning experiences that foster critical thinking, creativity, and personal growth. We recognize that AI can support learning by enhancing research, aiding in problem-solving, and offering new ways to approach complex concepts. However, it is essential that AI complements rather than replaces the development of foundational skills, original thought, and subject mastery.

Student Responsibilities: Students are expected to understand and follow the AI guidelines specific to each course. Faculty may have different expectations for AI use, so it's important to review syllabi carefully to stay in line with course requirements. Ignoring these guidelines can lead to academic integrity violations. ([Section G 33.3 in the GP Manual](#))

Specific Guidelines for Students

Using AI for Research: Students can use AI tools to assist with research, but they must verify the accuracy of AI-generated content. All outputs need to be critically evaluated and cross-checked with credible, peer-reviewed sources. Relying on AI alone without verification is not acceptable.

Transparency and Academic Integrity: Any use of AI in academic work must be clearly disclosed, including how it was used (e.g., brainstorming, drafting, summarizing). Failing to properly attribute AI-generated content may be considered plagiarism. When unsure, consult your instructor for proper citation guidelines.

Developing Critical Thinking: AI tools can support tasks like summarizing and idea generation, but students are expected to engage deeply with their work. Over-reliance on AI can hinder the development of independent thinking and problem-solving skills, which are essential in both academic and professional settings.

Creating and Training AI Models: Students creating or training AI models must follow ethical guidelines, ensure data privacy, and address biases in their work.

Data Privacy: Use only legally sourced data and avoid including personally identifiable information (PII) unless proper consent has been obtained.

Bias and Fairness: Be aware of potential biases in training data and work to develop models that promote fairness, inclusivity, and ethical decision-making.

Transparency and Documentation: Keep detailed records of how AI models are created, including data sources, methodologies, and any ethical considerations involved.

Following these guidelines not only upholds COCC's academic standards but also helps students build the digital literacy and ethical reasoning needed to succeed in an AI-driven world.

Faculty Guidelines for the Integration of AI in Pedagogy

Clarify the Pedagogical Purpose: Critically assess whether the integration of AI in assignments is intended to facilitate skill development and deep learning, or if its use is primarily aimed at optimizing performance metrics.

Promote Equity and Access: Formulate strategies to ensure equitable access to AI resources, thereby mitigating potential disparities among students who may have differential availability of such technologies.

Mandate Transparent Disclosure: Establish explicit protocols regarding the disclosure of AI usage in academic work to foster a culture of transparency and academic integrity.

Design Resilient Assignments: Analyze the extent to which assignments can be executed through AI assistance, and accordingly modify the design of these tasks to preserve the integrity of the learning process.

Foster Critical and Independent Thinking: Deliberate on how AI may influence cognitive engagement by potentially substituting for critical analysis. Accordingly, delineate clear guidelines that define acceptable AI usage to ensure that students actively engage in higher-order thinking.

Encourage Metacognitive Reflection: Implement pedagogical practices that prompt students to critically reflect on their learning processes, particularly in the context of employing AI systems, thereby enhancing self-regulated learning.

Example Syllabus statements

Instructors must include a syllabus statement about AI use in their courses. Four sample statements are provided below.

Instructors may choose to:

1) Use one of these statements to outline their expectations for student use of AI in their course,

Or

2) Draft their own course policy outlining their expectations for student use of AI. This statement should clearly specify the instructors' expectations of AI use and highlight examples of proper and improper use, and any steps/procedures students must follow to align with the instructor's expectations.

Sample Syllabus AI Use Statements

The following are suggested examples of possible syllabus statements instructors may use, revise, or use as a guideline for their own syllabi.

Faculty may consider a Preamble statement acknowledging AI:

"Academic integrity is paramount. Submitting work generated by AI as your own without proper attribution constitutes academic dishonesty and will have serious consequences. The primary goal of this course is to develop your own critical thinking, problem-solving, and communication skills. AI tools should be used to support and enhance these skills, not replace them.

If you use any AI tools in your coursework, you are expected to be transparent about their use. This may include acknowledging the use of AI tools in your work, such as stating 'This essay was assisted by ChatGPT for brainstorming and grammar checking,' and reflecting on how the AI tool helped or hindered your learning process."

The instructor should provide specific guidelines for the use of AI tools for each assignment. These guidelines may vary depending on the nature of the assignment, the learning objectives, and the specific skills being assessed.

Violations of an AI use policy may result in disciplinary action, including but not limited to grade penalties and referral to the Office of Student Life. Instructors should outline the course of action in these cases of academic dishonesty.

The following statements each highlight various levels of AI use. Instructors are welcome to use these statements directly, revise them according to their own class, or develop their own statement.

A) "This course recognizes the emergence of Artificial Intelligence (AI) tools like ChatGPT and their potential to both enhance and hinder learning. While their use may be beneficial for certain tasks, it is crucial to understand their limitations and potential biases.

Allowed Uses (with guidance):

- Brainstorming and idea generation: AI tools can be helpful in exploring different perspectives and generating initial ideas.
- Outline creation: AI can assist in organizing thoughts and structuring arguments.
- Drafting and editing: AI can help identify grammatical errors, improve sentence structure, and refine the clarity of your writing.

Important Considerations:

- Critical evaluation: Always critically evaluate the output of AI tools for accuracy, bias, and relevance to the assignment.
- Original thought: AI tools should be used as a support tool, not to replace your own original thinking and analysis.
- Proper attribution: If you use any specific text or ideas generated by AI, you must properly cite the source (e.g., "Assisted by ChatGPT").
- Ethical considerations: Be mindful of the ethical implications of using AI, such as potential biases in the data used to train the models.

Prohibited Uses:

- Submitting AI-generated work as your own: This constitutes academic dishonesty and will not be tolerated.
- Using AI to complete assignments without any further analysis or critical engagement.

I encourage you to discuss any questions or concerns you have about AI use in this course with me. We can explore how to effectively and ethically utilize these tools to enhance your learning experience."

B). "The use of Generative AI (GenAI) tools in this course may be permitted for specific assignments or tasks at the instructor's discretion.

- If GenAI use is permitted: Clear instructions will be provided in the assignment guidelines, including: * Permitted GenAI tools (if applicable) * Acceptable uses of the

tools (e.g., brainstorming, drafting, editing) * Requirements for documenting the use of GenAI (e.g., citing sources, submitting drafts)

- If GenAI use is prohibited: Students are explicitly prohibited from using GenAI tools to complete any part of the assignment.

Academic Integrity:

Submitting work generated by GenAI without explicit instructor permission constitutes academic dishonesty. This may result in disciplinary action, including but not limited to: * Grade penalties * Referral to the Office of Student Life.

If you have any questions or doubts regarding the use of GenAI in this course, please consult with the instructor."

C). "The use of Generative AI (GenAI) tools may be considered for certain tasks in this course, such as:

- Brainstorming and idea generation: AI can be used to explore different perspectives and generate initial ideas.
- Drafting and editing: AI can be used as a writing assistant to help with grammar, punctuation, and sentence structure.

Important Considerations:

- GenAI output is not original work: AI-generated text, images, or code should not be submitted as your own original work.
- Proper citation is crucial: If you use any information or ideas generated by AI, you must properly cite the AI tool used (e.g., "Assisted by ChatGPT").
- Critical evaluation is essential: Always critically evaluate the output of AI tools for accuracy, bias, and relevance.
- Focus on learning: The primary goal is to learn and demonstrate your own understanding of the course material, not to rely solely on AI.

Prohibited Uses:

- Submitting AI-generated work as your own.
- Using AI to complete assignments without any further analysis or critical engagement.
- Using AI to circumvent learning objectives or academic expectations.

If you have any questions or concerns about the appropriate use of AI in this course, please do not hesitate to discuss them with me."

D). “Allow only original student work and never GenAI “

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you’ve completed for previous courses or are developing for other courses this term also should not be submitted for this course.

In accordance with COCC's Academic Honesty policy, if I believe you’ve handed in work created in whole or in part by GenAI tools used without permission, I may submit a report of suspected academic misconduct to the Office of Student Life, and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!”

Use of AI Detection Tools:

- AI detection tools carry the risk of false positives, mistaking human-written text for AI-generated content, and should be used with caution. These tools should serve as guidelines rather than definitive grading metrics.

To ensure academic integrity for all students, it is essential that faculty clearly and explicitly define how AI tools can and cannot be used in their courses. Encouraging the ethical, practical, and sustainable use of AI can help students develop skills for engaging in a world increasingly reliant on AI systems while preserving the intellectual rigor and student learning within their courses at COCC.

Conducting Primary Research Guidelines:

For faculty or students working with faculty who conduct primary research using human subjects, it is essential to follow all ethical guidelines outlined in federal, state, and COCC’s Institutional Review Board regulations. These regulations are broad and can be applied to AI use in research generally, but agencies have not provided updates specific to AI ethical concerns. As a result, when planning research protocols, faculty should address the following ethical considerations:

- Participant data are not stored in or shared with AI programs that would link individual participants with the research. Data should be anonymous or de-identified to protect confidentiality, regardless of the level of risk associated with disclosure.
- Account for potential risks of using AI in your research, particularly in subject matter areas that may have a direct impact on human welfare (i.e., healthcare, criminal justice, etc.). These risks should be documented as part of your informed consent process for participants.

- Researchers are responsible for ensuring AI-produced information is accurate, reproducible, complete, and/or compliant with regulatory requirements or industry standards.
- Prior to using AI, researchers are responsible for understanding that AI's methodology is used to perform tasks, make decisions, and/or draw conclusions. This methodology should be transparent, particularly in regard to the data used by the model.
- Always disclose when, where, and how AI was used in the research process.

If you have questions about how AI fits into ethical research practices or IRB regulations, contact irb@cocc.edu.

RECOMENDATIONS

COCC Committee on Artificial Intelligence

The purpose of this Advisory Committee, as a subcommittee of College Affairs, is to primarily serve as an educational, advisory, and support resource for the college and its employees and students. Additionally, this committee will serve as the steward of COCC's AI ethical policies. As COCC is committed to the responsible exploration and application of AI tools across all academic and administrative departments and for our students, this committee serves as a resource for enacting and embodying that commitment.

This Committee is charged with:

- Recommend and maintain AI policies for the College;
- Support College Departments to develop their AI-related policies and practices;
- Work with and consult with ITS to recommend AI tools and technologies for the College, as well as to recommend tools and technologies to avoid.
- Continue to research AI and provide information through training, workshops, and educational materials for the College.
- Consult on cases of academic dishonesty where AI is involved, as requested by Student Services

This nonvoting advisory committee shall consist of 5-7 members and should be composed of:

- 1 representative from Administrative Employees (determined by SLT?)
- 2 representatives from Classified Employees
- 2 representatives from Faculty Employees (determined by Faculty Forum)
- 1 permanent or ongoing representative from IT or E-Learning

Syllabus Statements: Instructors must include a clear AI use statement on their syllabus as part of their course policies.

Digital Literacy Outcome and Core Competency: It is recommended that the college adopt a) a digital literacy outcome for students, which would include AI literacy as a component, and/or b) develop a core competency across various disciplines that highlights AI ethics.

Academic Honesty Statement: It is recommended that the Academic Honesty policy be revised to explicitly include AI use as a form of academic dishonesty when utilized in defiance of an instructor's classroom policies.

DEFINITIONS

General AI

Artificial Intelligence (AI): The simulation of human intelligence processes by machines or computer systems. This broad definition encompasses a wide range of capabilities, from basic decision-making to complex reasoning and problem-solving.

Artificial Neural Networks (ANNs): Computational models inspired by the structure and function of the human brain. They consist of interconnected nodes ("neurons") organized in layers that process information and learn from data.

Deep Learning: A subset of ML that utilizes artificial neural networks with multiple layers to learn complex patterns in data. Deep learning has been instrumental in achieving breakthroughs in areas like image recognition, natural language processing, and speech recognition.

Machine Learning (ML): A subset of AI that allows systems to learn and improve from experience without being explicitly programmed. ML algorithms use statistical techniques to identify patterns in data and make predictions or decisions based on those patterns.

Generative AI

Diffusion Models: A class of generative models that gradually "diffuse" noise into a desired output, such as an image or a piece of text.

Generative Adversarial Networks (GANs): A type of generative model that involves two competing neural networks: a generator that creates new data and a discriminator that tries to distinguish between real and generated data.

Generative AI: A type of AI that can create various forms of content, such as text, images, music, and code. It utilizes machine learning models, often deep learning models, to generate new data instances that resemble the training data.

Large Language Models (LLMs): A powerful type of generative AI model trained on massive amounts of text data. LLMs can understand, generate, and translate human language, and can be used for a wide range of tasks, including text summarization, question answering, and creative writing. (e.g., GPT-3, Gemini, Bard)

Key Concepts

AI Safety: Research and development aimed at ensuring that AI systems are safe and beneficial for humanity.

Bias in AI: AI systems can reflect and amplify biases present in the data they are trained on, leading to unfair or discriminatory outcomes.

Ethical Considerations: The ethical implications of AI development and deployment, including privacy, safety, fairness, and accountability.

Explainability: Understanding how an AI model arrives at a particular decision or generates a particular output.