



College Affairs Committee

Friday, May 9, 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 April 11, 2025 Meeting – Tim Peterson
- b. Proposed Revision to CCDC Committee Charge, 2nd Reading – Jen Chance
- c. Recommendations from the Artificial Intelligence (AI) Taskforce, 2nd Reading – Tim Peterson
- d. Proposed Updates to HR Policy G-32-18 and Procedure HR-12-0 New Employee Moving Allowance Policy and Procedure, 2nd Reading – Rachel Knox

2. New Business

- a. G-32-12.5 Military Leave Policy Update, 1st and 2nd Reading Rachel Knox
- b. Faculty Senate Proposal for Office Hours Update, 1st Reading – Justin Borowsky
- c. G-6-9.6 Safety/OSHA Committee Charge Updates, 1st Reading – Cory Darling
- d. Discussion Item: Academic Freedom Policy – Stacey Donahue
- e. Discussion Item: Next Year’s College Affairs Committee Chair – Kyle Matthews

Next Meeting: **Tuesday, June 10, 2025, 10:00 – 11:30 a.m. via Zoom**



Date: April 11, 2025
Time: 10:00 – 11:30 a.m.
Location: Zoom meeting

| Attending | Absent | Guests |
|---------------------------|-------------------|------------------|
| Tim Peterson, Chair | Allison Dickerson | Frank Payne |
| Tracy Crockett | Thomas Wrisley | Forrest Towne |
| Galit Ruebush | | Rachel Knox |
| Breana Sylwester | | Jen Chance |
| Marilyn Waller-Niewold | | Steve Broadbent |
| Sara Henson | | Annemarie Hamlin |
| Laurie Chesley, President | | |
| Kyle Matthews, Recorder | | |

Meeting called to order at 10:00 a.m.

1. Old Business

- a. Review Minutes from March 14, 2025 Meeting – Tim Peterson
 - Motion to approve the meeting minutes.
Motion made by Breana Sylwester, seconded by Marilyn Waller-Niewold.
 Motion approved by all voting members present.
- b. Inclusive Access (IA) Course Fees for the Fall 2025 Term, 2nd Reading – Frank Payne
 - Payne noted that four courses had been added to this proposal since the first reading. He did not think it would be a problem as IA fees have not been a contentious issue for the College Affairs Committee (CAC). As tariffs come into play, more requests may come in as IA will be more affordable for students.
 - Motion to approve the second reading of this proposal.
Motion made by Tracy Crockett, seconded by Galit Ruebush.
 Motion approved by all voting members present.
- c. Professional Improvement Resource Team (PIRT) Award Deadlines, 2nd Reading – Forrest Towne
 - Ruebush asked if there was any concern that the PIRT would forget about the deadline for nominations if the language of the policy was changed from a specific date to the middle of the month.
 - Towne did not think it would be an issue as administering these awards is one of the PIRT’s main roles.
 - Peterson asked if the PIRT meets on a regular basis.
 - Towne said they meet every Friday.
 - Peterson suggested that weekly meetings would give the PIRT the flexibility they need in case they cannot meet on a certain Friday.
 - Towne added that the PIRT’s goal is to have nominations finalized before spring break, and their usual deadline of March 15 was on a Saturday this year.



- Peterson added that this deadline is regularly shared with the faculty.
- Motion to approve the second reading of this proposal.
Motion made by Galit Ruebush, seconded by Breana Sylwester.
 Motion approved by all voting members present.

d. G-6-8.11 Insurance Committee Policy Revision, 2nd Reading – Rachel Knox

- Henson asked Sylwester if she had asked the Shared Governance Committee (SGC) about whether the standard two-year contract for adjunct faculty would conflict with the current policy that calls for a three-year adjunct faculty term on the Insurance Committee.
 - Sylwester said the SGC had not met since the previous CAC meeting, but it will be on the agenda for their next meeting. She did not think they would disagree with Henson’s suggestion of a two-year term.
 - Henson said she was comfortable with the CAC approving the current proposal as long as her suggested revision would be considered at a future meeting.
- Motion to approve the second reading of this proposal.
Motion made by Tracy Crockett, seconded by Breana Sylwester.
 Motion approved by all voting members present.

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

- Knox explained that changing the language from “reimbursement” to “allowance,” as well as expanding eligibility for this benefit, would make the policy more equitable.
- Peterson asked why the change to “allowance” from “reimbursement” was being proposed.
 - Knox said that reimbursement always requires receipts, which makes the process more administratively challenging. Receipts might not be in the employee’s name if they are moving with a significant other. An allowance would be a set amount of money. Moving costs are invariably greater than the allowance rate that is budgeted for by Human Resources.
 - Ruebush noted that reimbursements are not always taxable. Allowances are taxable as they are processed through the payroll department. The language in this proposal could help clear up some confusion.
 - Henson added that allowances are more clear in the amount that new employees will have available to them, whereas some new employees might expect to be reimbursed the full amount of their moving expenses.
- Motion to approve the first reading of this proposal.
Motion made by Galit Ruebush, seconded by Tracy Crockett.
 Motion approved by all voting members present.

b. Proposed Revision to the College Community Development Committee (CCDC) Charge, 1st Reading – Jen Chance



- Peterson noted that this proposal had been reviewed by the SGC and they gave their feedback. He asked if the CCDC might change any of its work based on the proposed changes to their charge.
 - Chance said that the proposed changes would better align the CCDC's charge with the work they do. Language referring to "professional development" was replaced with "engagement" as the CCDC has not done much professional development work while it was included in their charge. Professional development has been facilitated mostly through Human Resources, along with each department and employee group. The proposed changes would also better reflect the CCDC's work and achievements, as well as emphasize COCC's commitment to community engagement and enrichment.
 - Sylwester asked if certain breakout sessions at the All-College Kickoff would qualify as professional development.
 - Knox explained that the Kickoff has coordinated by a separate planning team for the past several years, rather than the CCDC.
- Motion to approve the first reading of this proposal.
Motion made by Breana Sylwester, seconded by Marilyn Waller-Niewold.
 Motion approved by all voting members present.

c. Discussion Item: Recommendations from the Artificial Intelligence Taskforce – Tim Peterson

- Peterson acknowledged the members of the taskforce for their work, as well as students who volunteered to participate. While this document is comprehensive, it is not complete.
- Henson asked for context on a few items.
 - Page 7, under "Procuring AI Tools/Software," does it only refer to downloading AI tools, or does it include web-based tools? Would a COCC employee need to notify ITS if they are using a web-based platform?
 - Peterson said the taskforce intended to follow the acceptable use policy while acknowledging there are variations to it. He suggested it would be helpful for COCC's policies to state which forms of AI are suitable and which are not. Approved versions should first be vetted for safety.
 - Broadbent added that employees can gain access to certain AI programs through ITS' enterprise-wide licensing. ITS is developing a list of AI tools that are considered safe or unsafe. An example of the latter is DeepSeek because it is owned and developed by a Chinese company. ITS is also working on their own guidelines for acceptable AI use.
 - Henson suggested more clarity would be helpful. Does "procure" mean getting a license or creating an account?
 - Page 9, under "Specific Guidelines for Students," could the language be changed from "students can use AI to assist with research" to "students *may* use" in order to better align with the previous paragraph that says students should understand and follow the AI use guidelines of each individual course?
 - Peterson concurred.
 - Page 10, under "Faculty Guidelines for the Integration of AI in Pedagogy," does "Design Resilient Assignments" refer to AI-proofing?



- Peterson said it is a recommendation for how an assignment might be utilized by AI or if students will not be allowed to use AI.
- Henson said it would be helpful to clarify this for distance learning instructors who are applying for major overhaul grants.
- Peterson concurred and offered to change the language to “AI proof,” “AI resistant,” or something similar.
- Page 14 says faculty can submit a report if they suspect a student has violated an AI policy. Henson said she has heard from colleagues that there is a lack of clarity on what happens after a report is submitted. Could these recommendations address when student intervention or outreach is necessary?
 - Peterson said that Andrew Davis was on the taskforce and his office normally deals with these reports. The taskforce did not include this detail in their recommendations.
 - Henson suggested it would be helpful to know that submitting an incident report does not automatically lead to a student getting called into Davis’ office, and that a hierarchy of possible responses would make more sense.
 - Peterson said the taskforce did not feel it was within their purview to determine how to review a report of academic misconduct when such a process is already in place. It may be a point of discussion for an AI committee, which the taskforce has proposed for the College to establish.
 - Henson had a similar suggestion for page 17 under the “Academic Honesty Statement.”
- Page 16 has a recommendation to form an AI committee. The proposed charge includes “consult on cases of academic dishonesty where AI is involved, as requested by Student Services.” Could the committee also consult on cases as requested by faculty?
 - Peterson confirmed this and said that the tone of the committee is intended to be an open source for all COCC personnel.
- For the two faculty representatives on the proposed committee, as determined by the Faculty Forum, Henson suggested they could also be appointed by the Faculty Senate.
 - Peterson concurred that appointment from the Faculty Senate might make more sense.
- Hamlin asked about “AI for Academics” on pages 9 and 10. In regards to creating and training AI models, data privacy, bias and fairness, the language specifically applied to students. Would this include CIS students who are learning how to use AI in this way?
 - Peterson said that some CIS students participated on the taskforce and they are learning to use AI in their classes. He expected this to become more pervasive among COCC’s students, whether they are studying CIS or not. Setting guidelines for creating and training AI models would help students consider the ethics behind that.
 - Hamlin suggested adding a transitional statement as the first three points seemed to be for students in general, while the remaining points were for students who are creating and training AI models.
 - Peterson concurred.



- From page 9, under “Transparency and Academic Integrity,” Hamlin asked if the taskforce determined that AI use without attribution is generally considered plagiarism.
 - Peterson said that was not the taskforce’s precise position on plagiarism. He noted that conversations in the greater AI community have been suggesting that content generated by AI is owned by AI, depending on the AI program itself and the sources it uses. That may not be the case right now, but the technology is rapidly advancing. The guideline from the taskforce is that, when in doubt, whether it involves a student or a staff member, any use of AI should be attributed.
- From page 9, under “Specific Guidelines for Students,” Hamlin asked, if an instructor says their students cannot use AI in their course, the language of this section should protect the instructor’s right to say so.
 - Peterson concurred.
- On page 8, Hamlin noted references to semesters. Since COCC operates on a quarterly system, the language should be updated to reflect that.
 - Peterson concurred.
- Peterson said that COCC’s AI taskforce has been dissolved and relieved of their duties, with the intention of a standing AI committee being established in its place. He also highlighted their concerns for the environmental impacts of AI use, the importance of digital and AI literacy and ethics for COCC’s students, and the need for students to be able to learn how to properly use AI outside of technology-focused courses. The taskforce is also recommending COCC’s academic honesty statement be revised to include AI explicitly as a form of academic dishonesty in alignment with instructors’ classroom policies.
 - Hamlin concurred that digital and AI literacy may need to be listed as two separate types of literacy.
- As Chair of the CAC, Peterson recommended moving forward with establishing a standing AI committee by the end of the year. There has been interest from personnel across the College who would like to participate. He offered to write a proposal for the CAC, or the recommendation document presented in this meeting could be considered sufficient for a first reading.
 - Sylwester suggested the recommendations presented in this meeting could be considered a first reading. Crockett and Ruebush concurred.
 - Peterson noted the proposal included six positions on the committee in order to keep it small and easy to schedule meetings. If they need more input, they can request it from outsiders.
 - Peterson asked Broadbent for his input on the proposal for a permanent position for a staff member from ITS or eLearning.
 - Broadbent said that ITS would certainly be interested in having a representative on the committee, but did not now about eLearning’s interest.
 - Peterson said that there seemed to be some reluctance from the eLearning department to participate, so he offered to modify the proposal to only have a permanent position for an ITS staff member and not for eLearning.



- Christopher Hazlett and Eric Magidson have expressed interest in serving in the two faculty designated positions on the committee. Peterson strongly recommended both of them for these positions.
 - Hamlin asked if faculty members would be appointed or elected, noting that faculty committee elections were coming up.
 - Peterson suggested starting with Hazlett and Magidson, and then continue as the College normally does.
 - Henson suggested staggering terms for each position so committee membership doesn't change all at once.
 - Peterson concurred and said he would discuss it further with Justin Borowsky from the Faculty Senate.
- Chesley noted that she did not feel informed enough to make any presidential appointments for this committee.
- Peterson noted that the SGC would also review this proposal before the second reading.
- Motion to approve the first reading for the proposal to establish an AI committee. Motion made by Tracy Crockett, seconded by Breana Sylwester.
 - Motion approved by all voting members present.

d. Discussion Item: Rescheduling the June 13 CAC Meeting

- The End of Year Awards ceremony was announced the morning of this meeting, and it will happen at the same time as the CAC's monthly meeting that is scheduled for June 13, so a new meeting time is needed. Peterson and Matthews will send out some options for the CAC to decide on.

Motion to adjourn the meeting.

Motion made by Breana Sylwester, seconded by Marilyn Waller-Niewold.

Meeting adjourned at 11:06 a.m.

NEXT MEETING: Friday, May 9, 2025 at 10:00 a.m. via Zoom



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.



Presentation/Proposal Form

Committee on Artificial Intelligence

Name: Tim Peterson

Date: 05/01/2025

Department: College Affairs

Contact Information: tmpeterson@cocc.edu; 541-383-7421

- ❖ 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)

As a result of the AI Task force's guidelines, it is recommended that a Committee on Artificial Intelligence be formed to conduct various duties around the use of AI on campus. Please see included document.

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: G-6-0 Committee Structure
 - 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

n/a

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

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

Both IT and E-Learning will be assigning staff directly to this committee.

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

This committee would support/assist instructional challenges of AI use, both by faculty and students.

6. OPERATIONAL IMPACT

AI will have a significant impact on the operations of the college. This committee will assist in the management of that impact.

7. STUDENT IMPACT

8. ANTICIPATED IMPLEMENTATION TIMELINE

This committee will convene beginning in spring 2025.

9. MOTION TO BE RECOMMENDED

To be recommendd: the formation of the acommittee on AI, to begin its charge, as stated in the proposal, as soon as possible.

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

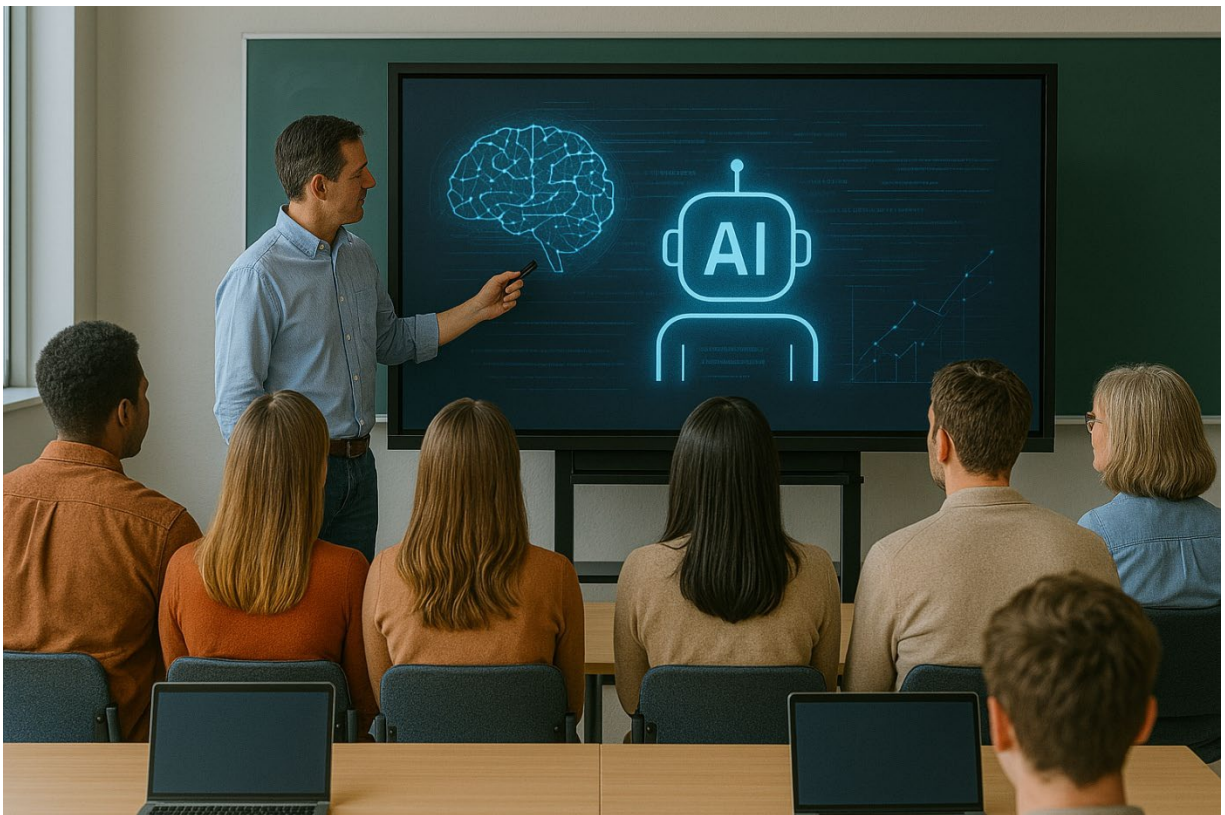


Figure 1: Image generated using OpenAI, ChatGPT 4o on April 7, 2025

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

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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 may use AI tools (in accordance with course policies) 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.

COCC Committee on Artificial Intelligence

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

- 1 representative from Administrative Employees (appointed by the president)
- 2 representatives from Classified Employees (as selected by the Classified body)
- 2 representatives from Faculty Employees (through elections by the Faculty Senate))
- 1 representative from the IT department. (Selected by the department)
- 1 representative from E-Learning (Selected by the department)

| Position | 2025* | 2026 | 2027 | 2028 |
|--------------|--------------|--|---------------------------------------|--|
| Admin | *1 year Term | Even year Election – 2 year term | | Even year Election – 2 year term |
| Classified 1 | 2 year Term | | Odd year Election – 2 year term | |
| Classified 2 | *1 year Term | Even year Election – 2 year term | | Even year Election – 2 year term |
| Faculty 1 | 2 year Term | | Odd year Election – 2 year term | |
| Faculty 2 | *1 year Term | Even year Election – 2 year term | | Even year Election – 2 year term |
| IT | 2 year Term | | Odd year Election – 2 year term | |
| E-Learning | *1 year Term | Even year Election – 2 year term | | Even year Election – 2 year term |

*the initial positions will be set to create a staggered membership moving forward in the second year



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.

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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.

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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.

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

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Presentation/Proposal Form

G-32-12.5 Military Leave

Name: Rachel Knox

Date: 5/1/2025

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-32-12.5 Military Leave](#)

The Oregon legislature amended ORS 408.290 and changed the number of days that Oregon public employers are required to pay an employee who is called for military service duty - increased from 15 to 21 days paid.

Our policy listed 15 days based on the previous ORS. We are requesting an update to the policy to remove incorrect information. In addition, we are tidying up the policy to be less specific while simultaneously affirming that COCC will always act in accordance with any current state or federal law.

You may notice that this policy has been updated frequently. Military leave laws are fluid. Removing specificity and grounding the policy in compliance with any applicable state or federal law can reduce the need to repeatedly update the policy.

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

HR has updated military leave procedures to align with state and federal law. HR procedures provide specificity so that military leave is applied in a compliant and consistent manner.

7. STUDENT IMPACT

none

8. ANTICIPATED IMPLEMENTATION TIMELINE

Upon approval by College Affairs. First reading if possible.

9. MOTION TO BE RECOMMENDED

Move to revise policy G-32-12.5 Military Leave to remove incorrect information and realign with state law.

G-32-12.5 Military Leave

Approved: 12/15/2022, Revised: 5/8/2024, 7/11/2024, XXXXXX

It is COCC's policy to comply with all state and federal laws providing employment protections to military servicemembers, veterans, and their families.

Specific eligibility requirements apply under state and federal law. COCC's Human Resources (HR) Department will review all leave applications and determine eligibility consistent with state and federal law.

Paid Military Leave Employee Rights and Responsibilities

Paid military leave is available to eligible benefited employees who have successfully completed six (6) continuous months of service at COCC and are a member of the Armed Forces of the United States, the National Guard, or the military reserve forces of the United States. Military leave in any other circumstance is leave without pay or unpaid leave from COCC. COCC employees who are eligible for paid military leave may, but are not required to, use accrued sick or vacation leave while on military leave. Qualifying paid military leave will be paid as normal working days (not overtime eligible).

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Employees are expected to provide as much advance notice as possible of the need for military leave to their supervisor and to HR via MyLeaves@cocc.edu.

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Upon application, an eligible employee shall be granted a military leave of absence in compliance with Oregon Revised Statutes **(ORS), specifically, ORS 408.225-408.235 and ORS 408.290.**

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Employee Rights and Responsibilities for Extended Military Leave Federal/State Military Leave Without Pay

In the event a COCC employee is called for military service other than Annual Military Leave, the College will comply with the laws and provisions of the Uniformed Services Employment and Reemployment Rights Act (USERRA) and Oregon State Law.

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A COCC employee who is a member of the Oregon organized militia and is called to active state duty under ORS 399.065 and 399.075 shall be paid by the state according to that statute.

Deleted: Military leave in any other circumstance is leave without pay or unpaid leave from COCC. COCC employees may, but are not required to, use accrued sick or vacation leave while on documented military leave.¶

Reemployment for an Employee Returning from Military Leave

Upon an employee's prompt application for reemployment, an employee will be reinstated to employment in compliance with the laws and provisions of the Uniformed Services Employment and Reemployment Rights Act (USERRA) and Oregon State Law.

Military Family Leave under the Family and Medical Leave Act (FMLA), Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA)

The College complies with the federal Family Medical Leave Act (FMLA) and the Oregon

Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) for all eligible employees.

Employees who need military leave should contact Human Resources via MyLeaves@cocc.edu for specific application of protected leave.

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References:

USERRA and the U.S. Department of Labor <https://www.dol.gov/agencies/vets/programs/userra>
Family Medical Leave Act [Fact Sheet #28M: The Military Family Leave Provisions under the Family and Medical Leave Act | U.S. Department of Labor \(dol.gov\)](#)

Oregon Family Leave Act and Oregon Military Family Leave Act [BOLI : Oregon Family Leave Act \(OFLA\) : For Workers : State of Oregon](#)

[Oregon Revised Statutes: https://www.oregonlegislature.gov/bills_laws/ors/ors408.html](https://www.oregonlegislature.gov/bills_laws/ors/ors408.html)

Deleted: Oregon Legislature information



Presentation/Proposal Form

Faculty Office Hours Proposal

Name: Justin Borowsky

Date: 5/4/25

Department: Faculty Senate

Contact Information: jborowsky@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)

Revised policy concerning faculty office hours:

During the past year the Faculty Senate has been examining the current policy for faculty office hours and would like to make changes to this policy. The current policy involves five scheduled office hours and one-two may be virtual if the faculty member is teaching online. The Senate has found that students rarely use these pre-scheduled office hours and instead faculty are meeting with students by appointment to accommodate the students' schedules. Survey data indicates that student use of office hours by appointment has become 3x more common than use of scheduled office hours. Further research into this area has shown that offering virtual office hours removes access barriers for students.

In order to better accommodate our student needs and enhance access for our students, the Faculty Senate would like to propose adopting the following office hours policy: Faculty shall hold a minimum of two synchronous office hours each week in a modality of their choosing so long as it includes all class modalities being taught that quarter. Three additional hours are available by appointment only. Student preferences should be utilized to determine the modality of appointments (in-person, Zoom, Teams, phone call, etc.)

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

N/A

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

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

N/A

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

N/A

6. OPERATIONAL IMPACT

This change will likely result in faculty being less available for immediate responses (2 hours a week instead of 5), but will also result in faculty being more available for any pre-scheduled discussions, meetings, etc.

7. STUDENT IMPACT

This is where this policy change will have the greatest impact. Students will have increased access to faculty member support by removing some of the institutional barriers. Students will be more-easily able to connect with faculty members at times that fit their schedules and in modalities that best fit student preferences. ASCOCC provided feedback on the proposed policy and was very enthusiastic about the change noting how it was "more equitable for students with time restrictions."

8. ANTICIPATED IMPLEMENTATION TIMELINE

Fall 2025

9. MOTION TO BE RECOMMENDED

Motion to adopt the following policy:

Faculty Availability:

Faculty are expected to maintain regular availability for communication with students and advisees. This availability may vary with the specific discipline and mode of class delivery, but should provide both synchronous (e.g., in-person office hours, Zoom calls, Teams, before/after class meeting time, etc.) and asynchronous (e.g., email, messaging, etc.) options. Faculty should ensure that the chosen communication methods support meaningful engagement and are accessible to all students.

Office Hours Policy:

Faculty shall hold a minimum of two synchronous office hours each week in a modality of their choosing so long as it includes all class modalities being taught that quarter. Three additional hours are available by appointment only. Student preferences should be utilized to determine the modality of appointments (in-person, Zoom, Teams, phone call, etc.)

Exceptions:

An exception to the policy may be made if the faculty member is receiving additional load units to meet with students. Other exceptions may be granted on a case-by-case basis. Any exceptions to the office hours policy must be approved by the faculty member's instructional dean.

Office Hours Summary Information

Faculty Survey:

Full Time Tenure Track: N=73

Question: How do you address student concerns, questions, and conversations related to coursework or advising?

Results:

Email/Teams/Canvas: 45 (62%)

Before/After class: 31(43%)

By appointment: 27 (37%)

Office hours: 8 (11%)

Faculty Feedback on Proposed Policy:

Full Time Tenure Track N=69

Four different policies were presented to faculty. 80% (N=55) of faculty chose this policy as their 1st or 2nd choice out of the four.

ASCOCC:

See attached. The Senate members who attended the meeting described the student response as “overwhelmingly enthusiastic.”

CAP Services:

Informal conversation with CAP services indicates that 75% of students choose Zoom/Phone advising over in-person appointments.

ASCOCC Opinions on proposed Office Hour policy change:

Modalities:

- Modalities of office hours matching class modalities:
 - Like the idea that professors would have Zoom office hours if they are teaching online.
 - “Really good thing to tailor to student needs.”
 - For the by-appointment hours, they liked the idea that the student could choose which modality they wanted to meet in.
 - “Being able to choose Zoom office hours for a meeting would be helpful”
- For students who aren’t currently in our class:
 - Wanted the Zoom link posted on the faculty’s Directory page

Scheduled vs. by Appointment:

- General opinions:
 - Do some scheduled, and some by appointment!
- By Appointment Hours:
 - Really like the idea of by appointment hours!!
 - “More equitable for students with time restrictions”
- In-person Hours:
 - Like having some scheduled office hours, but “5 hours seems excessive.”
- We asked their preference between 2 hours scheduled & 3 by appointment vs. 3 hours scheduled & 2 by appointment. They said:
 - Like the 2 scheduled over the 3 scheduled, because it gives more by appointment hours (which gives more flexibility.)
- We asked if it would feel intimidating to email the professor and ask to schedule an appointment? They said:
 - If the flexibility was communicated well (in Syllabus, on Canvas, in class), they would feel comfortable.



Presentation/Proposal Form

G-6-9.6 Safety / OSHA Committee

Name: Cory Darling

Date: 05/01/2025

Department: Campus Safety

Contact Information: cdarling3@cocc.edu 541-383-7272

- ❖ 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)

Modify policy in regard to OSHA safety inspections of college facilities.

Current policy states the safety committee will perform quarterly inspections.

Proposed change would state campus safety performs monthly inspections and report findings to the safety committee.

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

The policy change would reflect current operational procedure.

9. MOTION TO BE RECOMMENDED

Motion to approve changes to policy G-6-9.6 Safety / OSHA Committee to reflect proposed modification to safety inspections.

G-6-9.6 SAFETY/ OSHA COMMITTEE

Updates effective 6/27/2023

CHARGE: Central Oregon Community College is committed to creating a healthy and safe working environment for its students, staff, employees and guests. The College demonstrates this commitment, in part, through the work of the Safety Committee. The Committee meets quarterly to discuss potential health and safety issues, recommend improvements to policies and ~~procedures, conduct quarterly safety inspections and to increase safety awareness on campus- procedures. The Campus Safety Department conducts monthly safety inspections of all college facilities, and works directly with several safety equipment vendors to -provide rapid amelioration for any out of compliance safety equipment. Campus Safety also and reports to the committee on any recommendations or concerns.~~ Additionally, the Safety Committee will assist in monitoring, improving, and maintaining job site safety and occupational health as mandated by OSHA regulations. The Committee will report to the Director of Campus Safety and Emergency Management.

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Membership, Voting Status and Terms

| | | | |
|---------------------------|------------|--------|-----------|
| Administrator (3) | Volunteer* | Voting | Two years |
| Classified (3) | Volunteer* | Voting | Two years |
| Faculty (3) | Volunteer* | Voting | Two years |
| Redmond Campus Rep (1) | Volunteer* | Voting | Two years |
| Madras Campus Rep (1) | Volunteer* | Voting | Two years |
| Prineville Campus Rep (1) | Volunteer* | Voting | Two years |

*The Safety Committee is made up of volunteers per OR-OSHA. If there are insufficient volunteers to make up equal representation of employee groups, the committee members may be elected or appointed as needed by Faculty Senate, Classified Association, or Presidential appointment.

Chair Election: Chair to be elected annually by the committee.



Presentation/Proposal Form

Academic Freedom policy

Name: Stacey Donohue for the Academic Freedom Workgroup

Date: 4/22/25

Department: Humanities

Contact Information: sdonohue@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)

I am representing an Academic Affairs Task Force which has been charged with drafting Academic Freedom language for the GP manual.

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: G34-8 and referred to in the Student section?
 - 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

none

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

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

We worked with a student member who requested that students be mentioned in the policy. We have sought or are currently seeking feedback from the following groups: Faculty Senate, Faculty Forum, Academic Affairs, Chairmoot and CTE Council. We have made several edits based on this feedback.

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

Ideally, an explicit statement protecting faculty's rights and responsibilities related to academic freedom in teaching, researching, speaking and writing.

6. OPERATIONAL IMPACT

none

7. STUDENT IMPACT

Ideally, a recognition of students' freedom of speech rights and responsibilities.

8. ANTICIPATED IMPLEMENTATION TIMELINE

ASAP

9. MOTION TO BE RECOMMENDED

Added to the GP manual

Academic Freedom Statement Work Group

Charge:

This work group is charged with drafting a statement on academic freedom for COCC. The group will research and review statements from within higher education, especially community colleges, and will consult with other units of the campus for feedback as the statement is developed.

History of the problem:

COCC mentions academic freedom in the faculty collective bargaining agreement and within the Students Rights and Responsibilities section of the GPM. Academic freedom is also described within our accreditation self-study reports, yet we do not have a specific statement about it. Some discipline-specific accreditors require references to institutional statements on academic freedom.

Scope of work:

The group will

- Investigate publicly available statements on academic freedom in higher education
- Research other community colleges' statements on academic freedom
- Consult with faculty, instructional administrators, and other interested areas of the College
- Draft a statement for COCC that will be submitted to and discussed by the VPAA, Faculty Senate, Academic Affairs Committee and Faculty Forum and will proceed through normal approval procedures for inclusion in the General Procedures Manual.

Work Group Recommendation Process:

The group will submit a report of its findings to the Vice President for Academic Affairs, Faculty Senate, Academic Affairs Committee, and Faculty Forum.

Membership:

CTE faculty

Transfer faculty

Faculty Forum member

Student

Instructional dean

Timeline:

A draft statement should be submitted by the end of winter term 2025 (in order to meet deadlines for completing College Affairs approval by end of year).

History and Overview of Academic Freedom in the United States

(just context, not to be included in the GP Manual)

First, a definition: Academic Freedom refers specifically to freedom of speech rules on college campuses for, historically, faculty. Academic Freedom protects faculty members from internal (administration, students) and external (government and advocacy groups) threats to their freedom of speech. Free speech is a broader freedom that covers any individual's right to express themselves in many different environments. Thus, many colleges have Academic Freedom statements specifically to protect faculty, though more recent statements have been including staff and students.

For example, in the 1950s, during a national anti-communism crusade, faculty AND staff at colleges throughout the United States were targeted for their speech, research, academic inquiry, and/or political activities from both administrators, Congressional leaders, and the FBI. The censorship of ideas is currently happening today, with the [closure of DEI departments in higher education](#), and [academic programs](#) that do not fit the current federal administration's ideas about academic subject matter and providence.

The AAUP's (Association of American University Professors) 1915 Declaration of Principles on Academic Freedom and Academic Tenure, and the revised 1940 Statement of Principles on Academic Freedom and Tenure, have been used as the basis of many colleges and universities own policies protecting academic freedom.

Below is the text from the 1940 Statement [available here](#):

Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.⁵
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.⁶

In 1970, the AAUP's revision to this statement explicitly added that the protections of academic freedom "apply not only to the full-time probationary and tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities."

Since the late 1960s, freedom of speech issues have focused on college students' (vs. K-12 students) speech and affirmative action. The Supreme Court in 1972 protected the rights of a supposedly radical student group to be recognized as an official student group (*Healy v. James* 1972). Student journalists have been protected from supposedly "indecent" reporting or photographs (*Papish v. Board of Curators of the University of Missouri* 1973).

In 1967, the AAUP's [Joint Statement on Rights and Freedoms of Students](#) protects students' academic freedom in the classroom, in the college and off campus. Thus, students are often included now in college's policy statements on Academic Freedom.

In addition to the AAUP's statements related to Academic Freedom, many academic disciplinary organizations have recommended statements that specifically cover faculty control of curriculum decisions and the need for strong Shared Governance on campuses. For example, here is the [Modern Language Association's 2023 Report on the Current State of Academic Freedom in US Education. Inside Higher Education has also reported](#) on ways to continue to protect Academic Freedom in 2025.

PROPOSED NEW GP LANGUAGE:

Academic Freedom and Responsibility at Central Oregon Community College

A. The purpose of this statement is to help the public understand and support academic freedom and professional responsibility for students, the community, and Central Oregon Community College (COCC). The college exists for the shared benefit of all citizens, residents and community member, not just teachers or the school itself. It is critical that people can search for the truth and share their ideas freely.

B. Academic freedom is essential for learning, teaching, and other College activities. It protects faculty members' rights to teach and students' rights to learn. However, with these rights come responsibilities. Faculty members must act responsibly when choosing subjects in class, doing research, publishing their work, and participating as a member of the school and community.

1. Faculty members at COCC are entitled to freedom in their teaching, research and scholarly activities, and are free to express their ideas and opinions in the classroom, in academic settings, and in their professional work, without interference from outside influences or institutional constraints, provided such expressions are consistent with professional conduct and academic standards. Faculty have the right to present controversial or unorthodox viewpoints in their teaching and research, fostering an environment where students are encouraged to critically engage with diverse perspectives.

In return, faculty members bear the responsibility to respect the academic integrity of the institution and the rights of students, maintaining professionalism and ethical standards in the classroom and beyond. Faculty members also have a duty to ensure that their academic freedom does not infringe upon the rights of students or others in the academic community.

2. A faculty member is a citizen, a member of a learned profession, and a member of the educational institution. When they speak or write as a citizen, resident, or community member, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations; however, they should remember that the public may judge their profession and their institution by how and what they speak.

As a member of their community, the faculty member has the rights and obligations of any citizen, resident or community member. They act ethically and responsibly in civic settings with regard to their responsibilities as educators at COCC. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the faculty member has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Freedom of Inquiry and Expression at COCC for Staff, Administrators and Students

At COCC, we also believe that staff, administrators and students have freedom of inquiry and expression. Students, both in the classroom and as members of student organizations, have the freedom to learn, explore and challenge ideas while building and sharing their own opinions. Staff and Administrators, too, have the freedom to question and test ideas, to put forward new ideas and to state controversial opinions. Guests of the College also have freedom of speech and expression. As with faculty, this freedom carries responsibilities, including ethical conduct and respect for diverse perspectives, in keeping with COCC's Principles of Community.

Conclusion

COCC affirms its commitment to the principles of academic freedom, recognizing that such freedom is vital not only to the growth of individuals but also to the development of an informed and engaged society. The College will take all necessary steps to protect the academic freedom of faculty, and the freedom of inquiry and expression of students and staff and safeguard their right to engage in intellectual exploration without fear of retaliation or censorship.