Clackamas Community College Generative AI Policy & Practice (GAPP) Task Force Overview

Sponsor: Office of the Vice President

I. Introduction

The Generative AI Policy & Practice (GAPP) Task Force was established in Summer 2025 at the direction of the Vice President to examine the rapidly evolving role of artificial intelligence (AI) and generative artificial intelligence (GenAI) in teaching, learning, and college operations. This cross-functional group will lead the development of institutional recommendations, guidelines, and frameworks that promote ethical, equitable, and responsible GenAI use while supporting innovation and readiness across the college.

II. Purpose of the Task Force

The GAPP Task Force serves as a guiding body for the college, providing evidence-based insight, thoughtful feedback, and well-reasoned recommendations on the responsible, safe, secure, and innovative use of generative AI and emerging technologies. Its role is to help the college community navigate both the opportunities and risks of AI adoption, ensuring decisions are thoughtful, secure, and aligned with institutional values. The task force will provide guidance that is not only practical and responsive to current needs, but also flexible and sustainable, and capable of evolving with the changing technological landscape without requiring a complete rewrite or new policy development every time a major innovation arises. The work of the task force is anchored in the belief that this proactive, long-range approach will support institutional readiness, minimize disruption, and ensure the college is able to adapt to emerging technologies while staying aligned with its mission and values.

Building on this commitment, the task force will carry out the following priorities:

1. **Advise on Best Practices**

    -   Provides balanced guidance on the practical, ethical, responsible, secure, and innovative use of AI across operations, teaching, learning, and student services.

- Establishes clear expectations and guardrails to protect data, privacy, and academic integrity, while supporting the thoughtful exploration of AI's potential benefits.
- Acknowledges diverse perspectives by recognizing that while some view AI as a critical component in the future of technology and higher education while others have serious concerns about its impact on equity, authenticity, human connection, and the environmental costs of large-scale AI adoption.
- Supports informed choice by affirming that individuals and departments may adopt, adapt, or limit AI use as appropriate, provided decisions are grounded in best practices and institutional values.

2. Research, Input & Recommendations

- Acts as a resource to the Board Policy Committee by supplying research, data, and evidence-based recommendations.
- Reviews developments from Oregon and beyond to ensure college policy is informed by current practices in higher education and aligned with state expectations.

3. Collaborative Exploration of Opportunities & Risks

- Examines the impact of both AI use and non-use across college operations, teaching, learning, and student services, ensuring multiple perspectives are considered.
- Looks beyond immediate concerns to anticipate long-term scenarios and future shifts, including emerging technologies, that may influence the college's readiness, resilience, and capacity to adapt.
- Identifies opportunities, risks, and creative possibilities for leveraging AI in ways that support the college's mission, values, and strategic priorities.

4. Fosters Engagement and Education

- Creates spaces for campus-wide engagement through conversations and small group discussions to build understanding, encourage dialogue, and surface diverse perspectives.
- Helps faculty, staff, administrators, and students engage with the ethical, operational, and cultural dimensions of AI.
- Promotes AI literacy by helping the college community understand both the opportunities and limitations of AI, ensuring faculty, staff, students, and administrators have a shared foundation for decision-making.

III. Task Force Membership

The GAPP Task Force includes members from instructional, administrative, and student support divisions to ensure a broad range of experiences and perspectives are reflected.

Task Force Lead:
Dr. Katrina Boone, Associate Dean

Task Force Members:

Aundrea Snitker, Associate Dean of Arts & Science; Beverly Forney, Department Chair Business Administration; Christina Owen, Dean of Business Services; Connie Plowman, Associate Faculty Business; Cris Kelly, Program Specialist, SBDC; DW Wood, Online Learning & Educational Technology Coordinator; Elizabeth A Carney, Assessment Coordinator, Center for Teaching and Learning; Erin Gravelle, Associate Dean of Technology, Applied Science & Public Services; Guadalupe Martinez, Counselor, Counseling Department; Jane Littlefield, Department Chair – Library; Jennifer Anderson, Associate Dean Academic Foundations & Connections; Jennifer Davis, English Instructor; Jil Freeman, Department Chair - Center for Teaching and Learning; Julia Nicholson, Learning and Organization Development Program Manager; Kattie Riggs, Executive Assistant to President; Lori Hall, Executive Director, College Relations & Marketing; Maria Julia Sorrentino, Associate Faculty Computer Science; Melissa L Jones, Department Chair Communication/Theatre; Michael Stewart, Systems Engineer, ITS; Miranda James, Multicultural Center Coordinator; Rick Carino, Computer Science - Networking Instructor; Robert Campbell, Director Small Business Development Center (SBDC); Saby Waraich, Chief Information Office Division of Information Technology Services; Shirlee Miller, Director Human Resources; Susan E Caisse, Associate Faculty English for Speakers of Other Languages; Taylor Donnelly, English Instructor; Tory Blackwell, Department Chair Science; Virginia Chambers, Director Health Sciences

IV. Guiding Commitments

The GAPP Task Force is grounded in the following institutional commitments:

- **Policy & Governance:** Establish clear expectations for GenAI use aligned with institutional values and shared responsibility.
- **Pedagogy & Academic Integrity:** Promote original thought, equity-minded instruction, and ethical student engagement.
- **Ethics & Equity:** Address algorithmic bias, misinformation, and access gaps to ensure inclusive AI integration.

- **Innovation & Readiness:** Remain adaptive and forward-thinking as GenAI evolves.
- **Workplace & Operational Use:** Align GenAI use with workflows while preserving transparency and human-centered practice.
- **Risk & Compliance:** Safeguard privacy, accreditation, and regulatory standards in AI practices.
- **Privacy & Security:** Protect institutional and individual data from unauthorized access and use.

V. Expectations of Task Force Members

Each member is expected to:

- Attend and actively participate in scheduled meetings and working sessions.
- Represent their division or department's perspectives and needs.
- Contribute to the research, review, and development of recommendations and resources.
- Engage collaboratively in reviewing board policy drafts and shaping college-level responses.
- Participate in subgroups or action teams as needed to fulfill deliverables.
- Maintain a human-centered, equity-informed lens throughout the process.

VI. Action Teams

To carry out its charge, the GAPP Task Force operates through a series of action teams, each with a focused scope and deliverables. These teams collaborate to ensure progress remains aligned, inclusive, and adaptive to the evolving needs of the college.

- **Coordination & Strategy**
  Supports the overall momentum, focus, and flow of the task force by helping action teams stay connected and aligned. This may include maintaining meeting notes, updating the GAPP Workspace, and facilitating task force-wide communications, pulse-checks, and progress updates.
- **Education and Training**
  Leads collegewide learning efforts. Develops foundational resources, tools, and training to build shared understanding and digital fluency around generative AI.
- *AI Tools and Technology*
  Identifies, evaluates, and engages the college around the use of emerging AI platforms

and applications—ensuring the institution stays current and makes informed, strategic decisions in its work.

- **Engagement and Feedback**
  Leads efforts to gather feedback, values, and concerns that inform recommendations reflecting the diversity of the college community. Includes survey design and facilitation/support of campus conversations and listening sessions.
- **Fall Foundations**
  Leads the development of initial, practical guidance on the ethical and responsible use of generative AI across teaching, learning, and operations. Centering faculty voices, this team balances innovation with respect for foundational teaching practices and lays the groundwork for continued progress. Recommendations reflect both clarity and flexibility.
- **Research and Learning**
  Brings depth and credibility to the task force's work by surfacing existing research, ethical guidance, and models from higher education, industry, and government. Also leverages internal groundwork already conducted across departments and committees.

VII. Deliverables and Timeline

Summer Term 2025

- *Task Force Formation and Launch*
    - Confirm member representation from across instructional and operational areas.
    - Conduct kickoff meeting to establish roles, goals, and review the draft ISP on AI

Fall Term 2025

1. Training & Education Schedule for Faculty and Staff

- *What it will contain:* A structured schedule of professional development opportunities, workshops, and discussion forums designed to support AI literacy, ethical use, and practical application in teaching, learning, and operations.
- *Format:* Combination of large campus-wide sessions and smaller group discussions prioritizing faculty and staff participation.
- *Due Date:* Rolling schedule launched **September 29, 2025** and finalized by **December 13, 2025**.

2. Digital Collection of Resources

- *What it will contain:* A curated repository of AI-related resources, including research, toolkits, use-case examples, and vetted guidelines. The collection will serve as a living, accessible reference point for employees.

- *Format:* Digital library housed in the College's shared platform, regularly updated.
- *Due Date:* Initial collection published by **October 18, 2025**, expanded and finalized by **December 13, 2025**.

3. Policy Guidance for Non-Teaching Employees

- *What it will contain:* Draft guidance documents for non-teaching staff that align with the forthcoming Board policy, ensuring consistency, clarity, and practicality.
- *Format:* Written recommendations and guidelines co-developed with relevant stakeholders.
- *Due Date:* Draft completed **by December 13, 2025**.

4. Campus-Wide and Small Group Discussions

- *What it will contain:* A structured plan and facilitation guide for collegewide conversations and breakout sessions. These discussions will focus on opportunities, risks, and concerns around AI, ensuring diverse perspectives are surfaced before student-focused engagement begins.
- *Format:* At least two campus-wide forums and four facilitated small-group discussions (prioritizing faculty and staff).
- *Due Date:* All fall term sessions completed **by December 11, 2025**.

5. Communication & Tracking

- *What it will include:* Transparent updates on progress, including deliverables, timelines, and adjustments.
- *Format:* Task Force Planner in MS Planner, updated weekly and accessible to members.
- *Due Date:* Continuous; updated **weekly throughout Fall 2025**.

VIII. Governance & Roles

- **Task Force Lead (and co-leads)**
  Facilitates meetings, ensures alignment across task groups, communicates with executive leadership, and oversees deliverables.
- **Action Teams**
  Formed in Summer 2025 to address specific deliverables, such as instructional guidelines, policy alignment, or training development.

- **Board Policy Committee Steward**
  A designated staff member from the Division of ITS will serve as the policy steward and point of contact for translating task force recommendations into board policy language.

IX. Guiding Questions for Discussion

To support informed, inclusive, and transparent decision-making, the following guiding questions have been developed to shape task force discussions, engagement activities, and framework development:

Institution-Wide Questions

- **Responsible, Ethical, and Inclusive Use**
  What does responsible, ethical, and inclusive use of generative AI look like in teaching, learning, and college operations?
- **Boundaries, Permissions, and Protections**
  What boundaries, permissions, and protections are needed to guide the use of generative AI by students, faculty, and employees?
- **Guiding Principles**
  What guiding principles should shape our institutional stance on generative AI regarding academic integrity, privacy, intellectual property, and innovation?
- **Tool Encouragement, Discouragement, or Restriction**
  Which generative AI tools or use cases should be encouraged, discouraged, or restricted, and how will we make and revisit those decisions?
- **Compliance Responsibility**
  Who should be responsible for ensuring compliance with the college's guidance on generative AI use, and how should that accountability be structured?

Student-Focused Questions

- What do students need to understand, and how will we support their learning and integrity?
  How do we preserve and promote critical thinking and original thought in learning environments where generative AI tools are present?
- When is it acceptable for students to use AI tools to assist with coursework, and when does it cross into academic dishonesty?
- How can we guide students toward developing AI literacy and competency while preserving authentic learning?

- What protections are in place for student data and privacy when they use generative AI tools (both college-sanctioned and external)?
- How do we ensure equity for students who may not have prior experience or access to generative AI tools?

Faculty-Focused Questions

- What behavior and/or generative AI tools/software are permitted, encouraged, or restricted in teaching and learning?
- Can (or should) faculty use AI tools to design course content, activities, or assessments—and if so, how should that be disclosed to students?
- What are best practices and pedagogies for integrating AI into learning environments? How can we embed AI literacy into teaching and learning practices without losing focus on foundational academic skills and human connection?
- How should faculty respond to suspected misuse of AI by students, and what detection (if any) is appropriate or ethical?
- What are the risks around ownership, bias, or misrepresentation when AI-generated content is used in instruction?
- How can we strengthen AI literacy among faculty and students in ways that support ethical, effective, and equity-minded use of generative AI across disciplines?

Employee-Focused Questions

- How does AI impact non-instructional work and professional responsibilities? How do we use AI to enhance, not replace, human relationships in advising, communication, and student support services?
- When and how can college employees use generative AI to support communication, projects, or planning activities?
- What privacy, compliance, or security concerns must be considered when using AI tools for operational tasks?
- Should there be a college-vetted list of approved tools, and who decides what belongs on that list?
- What training or guidelines are needed so employees can use AI productively but responsibly?

X. Reporting & Communication

- This charter and the associated reporting plan are living documents and will be revised as the work evolves. The task force will explore the addition of co-leads and develop a formal communication plan during Fall Term 2025.

- Maintaining high levels of transparency is a top priority. Regular updates will be provided to the Vice President and Executive Team, and key milestones and engagement opportunities will be communicated broadly to the campus community. Communications will be centralized to ensure previously siloed efforts are aligned and coordinated, allowing the college to more effectively respond to the full range of questions, needs, and concerns related to GenAI.
- The task force recommends that the Board Policy Committee consider adopting a broader, future-oriented policy title that reflects both the current impact of generative AI and the inevitable emergence of new technologies that will shape education and operations in the years ahead. This approach reinforces the college's strategic priority to "lead and support ongoing development and improvement of equitable, innovative, and responsive learning environments for students and employees," and ensures we remain proactive rather than reactive in addressing technological change.