

*[NOTE: Karen goes after Adelle: Adelle will share 2 anecdotes that highlight the effectiveness of communities of practice that create space for faculty to do the work and get compensated for the additional labor]*

I would like to start by saying I am not here to speak on behalf of all my colleagues as we are still building the bridges necessary for our campus to fully engage with the issue of Artificial Intelligence (AI) as a community.

I can say with certainty, however, that Cuyamaca College is committed to doing our due diligence when it comes to the use of AI across our campus—and doing so in a collaborative and equitable way in order to embody our Mission, Vision, and Values.

We understand that the use of AI has become more and more prevalent and, as educators, it is our job to be thought leaders. In Vision 2030, the state Chancellor calls for the development of “analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development, and practices to advance success, access and support for our students” ([weblink](#)). This is a big lift that requires collective effort.

At Cuyamaca, we are now starting the work of pursuing the various lines of inquiry that need to be explored in order to provide a fuller picture of how AI will impact our students, disciplines, curriculum, and overall institution.

Thanks to our Distance Education team, we do have Canvas resources on AI, but this is not an endeavor that can be or should be undertaken by few—it is a campus-wide and district-wide issue that reflects an institutional responsibility.

Such an essential and large undertaking requires a widespread effort as every discipline, area, and instructor has a different relationship to AI—along with their own unique set of challenges and opportunities. We are working to make sure all our colleagues and students have the opportunity to be involved and informed in this conversation. We definitely need to stay connected with our Union throughout this process. And we need to examine the issue of AI through various lenses—such as those of academic integrity, ethics, social justice, ethnic studies, accessibility, disability rights, distance education, intellectual property, and career education, just to name a few—to have a clear understanding of AI’s impact on education.

We feel that this issue’s demanding nature offers us the opportunity to model critical thinking across the campus so our students can see the work of analyzing an issue and

making an informed decision. We are here to help students make informed and ethical decisions that reflect their unique circumstances.

Our ultimate goal is to provide diverse resources across the campus so that every area and discipline is able to address their relationship with AI in a manner that works for their program, faculty, and department without putting the onus on individual faculty members to reinvent the wheel in every class. AI is already changing the world of education as we know it; therefore, it is imperative that we jointly address this issue with a commitment to the diverse needs of not just our students, but also our colleagues and the disciplines they represent.

In order to meet our goals and build effective and adaptable resources without putting the responsibility on the shoulders of individual faculty members, we need the resources that will allow us to create time and space for this additional but necessary work to be done. As Adelle has pointed out, providing compensated time for folks to research AI, develop tools for addressing and using AI, stay informed on the latest developments, and build training for others is needed for effective and sustainable efforts to take place.