ITHACA COLLEGE PRESIDENTIAL WORKING GROUP ON ARTIFICIAL INTELLIGENCE

Recommendations to Guide Ithaca College's Artificial Intelligence Strategy

ITHACA COLLEGE

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Executive Summary

The Presidential Working Group on Artificial Intelligence (AI) presents a strategic framework designed to responsibly integrate AI technologies at Ithaca College, firmly rooted in the college's mission, core values, and institutional goals. This strategy prioritizes a human-centered approach, recognizing AI as a powerful tool to amplify human capabilities, enhance student success, and foster institutional effectiveness while rigorously maintaining transparency, ethical responsibility, and inclusivity.

Key Strategic Priorities

- **AI Governance and Policy Framework:** Establishing transparent, inclusive processes to ensure AI adoption aligns with institutional ethics, values, and commitments.
- **AI Literacy and Workforce Readiness:** Empowering our community—students, faculty, and staff—with essential AI knowledge, skills, and ethical frameworks to thrive in an increasingly AI-integrated environment.
- **AI as a Strategic Enabler:** Utilizing AI thoughtfully to support student success, improve institutional effectiveness, and enhance the overall educational experience without replacing critical human judgment or creativity.
- **AI for Research and Institutional Support:** Encouraging innovation in faculty research, informed decision-making, and proactive student services through responsible AI applications.
- **Sustainability and Ethical AI:** Prioritizing AI solutions that are equitable, environmentally sustainable, bias-free, and supportive of Ithaca College's broader sustainability goals.
- **Structured AI Implementation Process:** Adopting a clear, agile process for evaluating, piloting, and scaling AI technologies effectively across the institution.

Next Steps for Executive Leadership

- **Review and Endorse:** Approve and actively support the proposed guiding principles, governance framework, and AI literacy initiatives.
- **Align with Institutional Goals:** Prioritizing AI applications that directly enhance institutional effectiveness, student success, and quality-of-service delivery.
- **Commit to Transparency and Ethics:** Reinforce institutional dedication to transparent processes and robust ethical oversight in all AI deployments.

AI as a Strategic Enabler

Ithaca College is strategically positioned to leverage AI's potential to drive meaningful, tangible outcomes, such as:

- Improving personalized student experiences and outcomes.
- Enabling faculty to pursue innovative research more effectively.
- Supporting staff in performing meaningful, high-value tasks.
- Enhancing the productivity and cost-effectiveness of institutional operations.

By adopting this balanced, responsible approach, Ithaca College can harness the transformative potential of AI so that its integration aligns thoughtfully with our community's values, aspirations, and enduring commitment to human-centered excellence.

Introduction and Background

Recognizing both the promise and the complexity of artificial intelligence (AI), President La Jerne Terry Cornish established the Presidential Working Group on Artificial Intelligence in July 2024. The group was tasked with recommending a strategic framework for the responsible, mission-aligned use of AI within Ithaca College's administrative and operational domains.

Importantly, AI use in academic instruction, course content, and curriculum design falls outside the scope of this group's charge. These areas are being actively explored by faculty-led committees across Ithaca College. The Presidential Working Group on AI was established to evaluate AI from an enterprise and operational perspective, focusing on institutional processes, student services, research infrastructure, and administrative systems.

As a committee made up of faculty, staff, and students from across the college, we approached our work with a shared commitment to curiosity, caution, and care. From the outset, we acknowledged that AI has the potential to transform how Ithaca College operates, streamlining services, expanding access to information, and enabling proactive decision-making. At the same time, we recognized the risks of adopting AI without adequate oversight, particularly when it comes to data privacy, equity, and trust.

Throughout the 2024–2025 academic year, we engaged in deep conversations, reviewed use cases and peer models, explored real and hypothetical applications, and reflected on what AI could mean for Ithaca College's future. We agreed that any AI strategy must reflect not just what technology can do but also what our community *values*, *needs*, and *is ready for*.

We believe AI can support the work of our faculty, staff, and students rather than replace it. But this will require deliberate investment in data quality, technical infrastructure, pilot testing, workforce training, and above all, shared understanding. That foundation is essential if Ithaca College is to adopt AI in a way that is ethical, sustainable, and aligned with our mission.

AI should be an aid—not a replacement—for human expertise, enabling technology to augment the work of our community while preserving the integrity of our values. Furthermore, as members of a community dedicated to sustainability, we are committed to adopting AI solutions that align with Ithaca College's environmental goals, ensuring that our path forward respects people and our planet.

This report presents the working group's findings and recommendations structured around six deliverables. Together, these deliverables form a roadmap for approaching AI with intention, integrity, and an enduring commitment to human-centered excellence.

How This Report Was Developed

The development of these recommendations was a collaborative and iterative process. The group began by building a shared foundation, working together as a full committee to develop a strengths, weaknesses, opportunities, and threats (SWOT) analysis and a set of guiding principles. Subcommittees then explored specific deliverables in more depth, ranging from governance and workforce readiness to strategic initiatives and policy alignment.

As our understanding of AI deepened, so did our recommendations. We reconvened as a full group to review each deliverable, refine our conclusions, and reflect on what we had learned along the way.

To ensure the report reflected the voice of the broader campus community, we hosted AI town halls and listening sessions to gather feedback from students, faculty, and staff. After presenting the draft recommendations to President Cornish and her cabinet, we engaged with faculty, student, and staff governance bodies to further strengthen the work. Feedback from those conversations directly shaped the final version of this report, helping us craft recommendations that are not only strategic and thoughtful but rooted in the lived realities and aspirations of the Ithaca College community as well.

Committee Membership

The Presidential Working Group on Artificial Intelligence was appointed by President La Jerne Terry Cornish to reflect a broad spectrum of voices across Ithaca College. The group included faculty, staff, and students from a wide range of departments, divisions, and experience levels, including some who were new to the institution and others who had long-standing ties to the college.

Members of the committee brought diverse strengths to the table. While some had deep expertise in AI technologies, others offered essential grounding in Ithaca College's culture, mission, vision, and values. This blend of perspectives was intentional. It allowed the group to examine AI through a technical lens as well as through the human and institutional dimensions that define Ithaca College as a whole.

Throughout the 2024–2025 academic year, the group collaborated to identify opportunities, risks, questions, and guiding principles that could shape a responsible, inclusive, and mission-aligned approach to AI. Our discussions reflected the same mix of excitement and caution we've seen across campus, and our recommendations have aimed to honor both.

Members

- Reginald Briggs – Senior Director, Dining Services
- Dave Curry – Director, Center for Career Exploration and Development
- Marsha Dawson – Dean of Students, Student Affairs and Campus Life
- Julian Fuentes – Student Success Coach, Center for Student Success
- Phuong Ha – Student, Computer Science
- Helina Kassa – Student, Public and Community Health
- Luke Keller – Professor, Physics and Astronomy
- Kimberly Lieb – Employee Training and Development Consultant
- April Mazza – Associate Vice President, Development
- Priya Sirohi – Assistant Professor and Writing Center Director
- Yvette Sterbenk – Associate Professor, Strategic Communication
- Omar Stoute – Director, Staff Equity, Inclusion, and Belonging

Information Technology and Analytics (IT&A) Staff Supporting Roles

- Executive Sponsor – Dave Weil (on behalf of President Cornish)
- Chair – Casey Kendall
- Facilitator / Coordinator – Jenna Lamb
- Consultative Staff – Andy Hogan, Jenna Linskens, Rob Snyder

Purpose of This Detailed Report

This report presents the findings and recommendations of the Presidential Working Group on AI and serves as a strategic roadmap for Ithaca College's enterprise-level adoption of AI.

Background and Context

The opening sections of this report provide context on the formation and charge of the working group, outline key considerations for evaluating AI tools, and highlight both opportunities and risks. They describe our approach to balancing innovation with ethics, transparency, and inclusion, and introduce core concepts related to AI tools, applications, and emerging use cases—both successful and cautionary—to inform Ithaca College's next steps.

Throughout the report, we aim to provide **practical guidance** that can inform decision-making, governance, and institutional planning related to AI. Our goal is to help shape a shared understanding of AI's role in supporting Ithaca College's mission and operations, and to lay the groundwork for cross-campus conversations and action.

Six Deliverables

The group's work was organized around six deliverables identified in our charge. These deliverables are referenced throughout the report and are summarized below:

- Deliverable One: A strengths, weaknesses, opportunities, and threats (SWOT) analysis of AI for Ithaca College
- Deliverable Two: A set of guiding principles for the use of AI at Ithaca College
- Deliverable Three: A recommended process for evaluating and prioritizing proposals to use AI in college initiatives, ensuring alignment with the college's mission, approach, vision and values
- Deliverable Four: A recommended list of possible strategic AI initiatives that the college should consider pursuing in the next 12-36 months (Full AI Strategic Initiatives Review)
- Deliverable Five: The identification of college policies and processes that need to be reviewed or updated in the context of AI (Deliverable Five: Policy Recommendations)
- Deliverable Six: Framework of a strategy for equipping our workplace for AI-driven change

Types of AI Tools and Their Applications

When developing its recommendations, the group found it useful to recognize categories of AI tools and their potential applications. Broadly, AI tools can be categorized into three distinct groups: 1) general productivity tools, 2) embedded AI tools in college applications, and 3) custom AI tools for institutional needs. Each category comes with different strengths and limitations as well as varying levels of integration, security risk, cost, maintenance, and training needs.

General Productivity Tools

Examples: ChatGPT, Claude, Gemini, Microsoft Copilot
Description: These versatile AI tools for content creation, research, summarization, and brainstorming are used to increase productivity by taking on routine tasks, freeing staff and faculty to focus on high-impact work.
Benefits: No need for institutional data access, these AI tools offer a low privacy risk and are easy to learn and adaptable for nonsensitive tasks.
Guiding Principles: Emphasis is on tools that support human-centric work, empower staff and faculty, and uphold ethical usage without compromising data privacy.
Considerations: Effectiveness is limited to general data and is not specific to institutional needs. Users should avoid inputting sensitive information unless covered by a data-protection agreement to prevent data exposure or compliance violations.

Embedded AI Tools in College Applications

Examples: AI-driven learning management system (LMS) features, library databases, analytics platforms
Description: Integrated into existing college applications, these AI tools provide tailored insights using application data. For instance, LMS AI may suggest personalized content or identify students needing extra support.
Benefits: Embedded tools directly leverage application data to deliver relevant insights, enhance tool functionality, and maximize existing tech investments.
Guiding Principles: These tools require compliance with privacy, equity, and considerations for sustainability standards, promoting accessibility and responsible data use.
Considerations: These tools require high-quality, updated data. Privacy and security compliance is essential, with guidance from the Data Governance Committee on requests involving institutional data.

Custom AI Tools for Institutional Needs

Examples: Service chatbots, student success platforms, institutional analytics dashboards
Description: Custom-built AI tools are designed to meet the college's specific requirements, such as tracking student progress or managing IT requests.
Benefits: Highly specialized for institutional goals, these tools support areas like student success, admissions, and support services through tailored use of internal data.
Guiding Principles: Custom tools must fully support ethical standards, equity, and considerations for sustainability standards, with regular reviews to maintain alignment with Ithaca College’s mission and values.

Considerations: Significant resource investment is needed, with a focus on stringent data security, governance, and privacy. Regular maintenance and updates ensure continued effectiveness and alignment with institutional goals.

Key Takeaways: Shaping an Intentional Approach to AI at Ithaca College

Across the conversations of our working group, we heard both enthusiasm and caution. Members of the group, and the broader campus community, are intrigued by the promise of AI but are also acutely aware of the risks. As a committee, we believe Ithaca College must pursue AI adoption with deliberate care, shared understanding, and a commitment to ethical practice.

Begin with Shared Understanding

Discussions about AI at Ithaca College reflect a wide range of interpretations, from ambitious hopes to valid concerns. In a rapidly evolving field, this diversity of perspective is both expected and valuable. However, to make thoughtful decisions, we need a common foundation of AI literacy, especially among governance structures and those responsible for evaluating new tools.

The Presidential Working Group on AI recommends high-level training for faculty, staff, and students involved in decision-making and implementation processes. This includes not only a basic understanding of how AI tools work but also an awareness of their ethical implications, data privacy requirements, and institutional impacts. We also recommend standardized information and data security training to help individuals use AI responsibly and without compromising Ithaca College operations.

Evaluate Needs Before Tools

One of the most important lessons we have learned is that AI adoption must begin with a clear understanding of the problem to be solved. Before introducing a tool, we recommend evaluating:

- What specific challenge or opportunity are we addressing?
- Who is impacted (students, faculty, staff, departments)?
- What data does the tool rely on, and is that data accurate and up-to-date?
- Will the tool equitably serve our community or introduce new risks?
- Does the proposed solution align with our mission and values?

We urge Ithaca College stakeholders to resist the temptation to adopt AI based on hype or hypothetical benefits. Instead, we recommend grounding decisions in a structured, case-by-case process that prioritizes clarity, equity, sustainability, and effectiveness.

Prioritize High-Impact Opportunities

Not all tools offer equal value, and not all challenges exist at the same scale or urgency. The Educational Technology Advisory Committee (ETAC) model provides a helpful precedent for reviewing new technologies, and we recommend a similar framework be used for AI, ensuring that decisions are aligned with campus needs, data governance requirements, and strategic goals.

Where possible, we also recommend pre-adoption pilot testing to assess AI tools in context. Pilots can reveal functionality gaps, data quality issues, and unintended consequences before broader rollout. That said, we recognize that embedded AI features in existing systems may limit our ability to pilot ahead of time. In these cases, a robust review process should still accompany implementation.

Build Trust Through Transparency

Transparency emerged as a central theme in our work. For AI adoption to be successful, the process must be clear, inclusive, and accountable. We recommend:

- Open communication about how AI tools are selected and evaluated
- Documentation of decision-making criteria and outcomes
- Involvement of key stakeholders at every stage of implementation

This transparency not only builds community trust; it also encourages better decisions by surfacing concerns early and aligning tools with the real needs of our community.

Remain Grounded in Mission, Values, and People

At its best, AI can help us better serve students, reduce unnecessary burdens on staff, and support innovation in research and operations. But these outcomes are not automatic. They require careful design, strong oversight, and ongoing investment.

We believe that AI should support—not replace—the human relationships and expertise that define Ithaca College. And we emphasize that AI adoption must align with Ithaca College's environmental commitments, equity goals, and long-term sustainability.

Case Studies: Learning from AI in Action

Throughout our work, the committee recognized that real-world application often teaches us more than abstract discussion. As we explored the potential of AI, we looked closely at internal pilots at Ithaca College and use cases from peer institutions. These case studies surfaced important patterns: the value of strong partnerships, the risks of rushing adoption, and the power of AI to enable—not replace—human connection when deployed thoughtfully.

Internal Case Studies: What We Are Learning at Ithaca College

Supporting Inclusive Data Standards: Oracle and Preferred Names

One early observation from our work involved the review of existing systems at Ithaca College, such as Oracle, which defaults to legal names. At Ithaca College, we prioritize preferred name usage to foster inclusion and respect. This discrepancy between legal and preferred name usage prompted important customizations and served as a reminder: baseline AI configurations often require human intervention to align with institutional values.

Content and Documentation Review

A pilot AI-powered troubleshooting assistant that was trained on Ithaca College's internal information technology (IT) knowledge base quickly surfaced outdated or unclear documentation that could confuse users. While this pilot was modest in scope, it revealed how the use of even small-scale AI can drive high-impact process improvements by reducing errors and helping teams identify gaps that had gone unnoticed.

Enhancing Student Support with the ICare Assistant

One of the most transformative pilots involved the ICare team's use of a secure version of OpenAI's Assistants API, which allows users to build AI assistants within their own applications. The AI assistant we developed, that we called Nebula, streamlined student support workflows by consolidating data from academic, housing, involvement, and athletics sources. As a result, Nebula helps the ICare team to contextualize student needs and quickly frees up staff for deeper, more focused care.

As one ICare team member shared:

> *Nebula's ability to gather and condense critical information has truly transformed how we support student wellness in the IC community. In the Office of ICare and Student Support, our goal is to understand each student holistically, appreciating their unique circumstances to provide the best care.*
>
> *Nebula supports this goal by efficiently pulling student information from various institutional databases and creating a clear narrative that highlights strengths and concerns across social, academic, extracurricular, and wellness areas. By streamlining the information-gathering process, staff members are able to make informed decisions about how to best provide personalized and effective care.*

This pilot illustrates the best of what AI can do: extend human capacity, reduce administrative burden, and allow staff to focus on building meaningful relationships. It is not just a proof of concept; it is a cultural case study in what's possible when partnership, ethics, and innovation align.

External Case Studies: What Our Peers Are Learning

University of Murcia – Course Scheduling Optimization

The University of Murcia used AI to optimize course scheduling but faced significant early-stage errors that led to delays and confusion. The institution later emphasized that thorough testing and contingency planning are critical before deploying AI in essential operational functions.

Nova Southeastern University – Predicting Student Attrition

By working with Aible, Nova Southeastern identified students most at risk of attrition and proactively intervened, reducing attrition by 17%. This illustrates the power of targeted AI tools that focus on measurable outcomes and integrate into support structures already in place.

Georgia State University – Personalized Support with Pounce

Georgia State's chatbot, named Pounce, sends personalized text reminders about assignments, academic resources, and deadlines. First-generation students using the tool earned final grades 11 points higher than their peers, and overall student success improved significantly. This model shows how lightweight, student-centered AI interventions can create major equity gains.

Cautionary Lessons: When AI Is Not Ready

We also examined cases where institutions moved too quickly or failed to apply critical oversight—resulting in harm or reputational damage.

- iTutorGroup settled an Equal Employment Opportunity Commission (EEOC) lawsuit after its AI hiring tool discriminated against older applicants, highlighting the legal and ethical consequences of unchecked automation.
- A study in *AERA Open* revealed racial bias in AI used for college admissions. The model underpredicted success for Black students and overpredicted for white and Asian students, revealing how algorithmic assumptions can exacerbate systemic inequities.

These cautionary tales remind us that AI is not neutral—and that without thoughtful design and careful evaluation, its use can amplify existing biases and harm those we most aim to support.

What These Stories Tell Us

The lesson across all these cases is clear: AI can accelerate success or amplify harm, depending on how and why it is deployed.

At Ithaca College, we are already seeing what's possible when AI is introduced in ways that reflect our mission, center the human experience, and emerge from collaborative design. As we expand our AI efforts, we must continue to invest in data quality, transparency, inclusive design, and a willingness to pilot, pause, and learn.

Deliverable One: SWOT Analysis

Strengths: What about us will help us to approach and leverage AI successfully?

- **Skilled IT personnel** enable customization and implementation of AI tools. This gives the flexibility to tailor AI solutions to meet specific needs, positioning the college competitively by not relying solely on generic off-the-shelf solutions.
- **Leadership support**, present at the presidential and executive levels, enables exploration and implementation of AI initiatives that align with the college's mission, vision, and values.
- **Diverse expertise and widespread interest** provide valuable insights, innovative ideas, and active participation in AI initiatives, fostering cross-functional collaboration on AI projects.
- **Proactive approach** through the formation of Presidential Working Group on AI emphasizes a thoughtful, strategic path for responsible AI adoption, ensuring alignment with the college's mission and values.
- Relative **smaller institutional size** can allow for quicker decision-making and collaboration across departments.
- **Responsible culture** of the college promotes a commitment to ethical AI use, supporting smart innovation and sensible experimentation.
- **Strategic funding in place**, such as mini grants for faculty, encourages AI experimentation and exploration.
- **Campus-wide access to AI tools,** such as Copilot and Zoom AI Assistant, offers an early foundation for exploration, education, and adoption of AI tools.

Weaknesses: What about us will hinder us in approaching and leveraging AI successfully?

- **Limited experience and training** with AI-specific tools and technologies will result in minimal or delayed ability to take advantage of AI opportunities. While pockets of expertise exist, addressing gaps through targeted training and partnerships with AI experts will be crucial for the college's long-term AI success.
- **Financial constraints** associated with supporting and utilizing AI, with concerns about long-term sustainability, limit AI initiatives. The financial implications of supporting and sustaining AI initiatives may strain the college's budget, especially given the long-term costs associated with ongoing AI development and support. A phased approach to AI investment, linked to clear return on investment measures, will help mitigate these concerns.
- **Resource constraints and workloads** may limit the time departments and individuals can spend learning and implementing new AI tools. Partnerships with AI experts and an emphasis on the long-term time savings can mitigate this.
- **Resistance to AI adoption** from staff and faculty, like many institutions, has been observed at the college, highlighting the need for transparent communication about its benefits.
- **Fear of job displacement** among staff that AI adoption could lead to job loss or role changes causes concern. It is essential to recognize that AI will affect the way work is performed and provide opportunities for efficiency and automation. Providing professional development opportunities to equip staff for new tasks and intentionally shifting focus to higher-level tasks can ensure positive

impact for staff. In many cases, framing AI as a tool for enhancing—not replacing—humans is an accurate representation of the technology at this time and can alleviate some fears.

- **Data privacy and security** are concerns due to AI's reliance on large datasets. Ithaca College needs strong governance policies and regular audits to ensure data is used responsibly while maintaining the trust of the campus community.
- **Decentralized decision-making** can lead to individualistic approaches, inconsistencies, and a lack of coordination regarding the use and adoption of AI tools.
- **Complex bureaucratic processes** could result in slow decision-making and hinder the implementation of AI initiatives. Streamlining decision-making procedures around AI will help the college respond more quickly to technological advances.
- **Inconsistent expectations on AI usage** can lead to confusion and conflict, especially when there are differing priorities and perspectives between departments. Clear guidelines, vision, and consensus-building processes will help avoid fragmentation in AI strategy.
- **Fear of real or perceived top-down directives** can limit buy-in and lead to resistance in implementation and adoption of AI tools if it is perceived as imposed rather than collaboratively developed. Fostering an inclusive, participatory process for AI decision-making will help mitigate this risk.

Opportunities: How could AI help us?

Internal Opportunities (We Have Control Over): How Could Using AI Positively Impact Us?

- **Boosting operational efficiency** provides many benefits, including ability for employees to focus on higher-level tasks, increased time/energy that support staff can use to provide services to students, and increased ability to provide proactive rather than reactive services.
- **Enhanced/personalized student engagement** using data can help with proactive outreach and assistance for current students. AI-driven platforms can personalize the student experience by offering tailored recommendations for courses, extracurricular activities, and support services, improving retention and satisfaction.
- **Personalized outreach to potential students** can enhance outreach efforts by analyzing prospective students' preferences and sending personalized communications that better align with their interests, thereby increasing recruitment effectiveness.
- **Improved support services**—including chatbots and tools for personalized service and 24/7 support to students—can improve response times and service levels for common issues.
- **Workforce preparedness** and enhanced career-building support for students can aid in identifying career paths and securing career opportunities.
- **IC's leadership in responsible AI use**, can set an example for students, the community, and higher education. The college can also position itself as a leader in responsible and ethical AI use to set an example for other institutions and help shape the next generation of responsible AI practitioners.
- **Personalized donor engagement** through AI analysis of donor data can provide customized engagement opportunities, fostering stronger relationships and potentially increasing donations.
- **Innovative instruction** through AI can support student learning in the classroom and during off hours through specialized virtual AI tutors while also contributing to Ithaca College's reputation for providing a modern and accessible learning environment, potentially aiding recruitment efforts.
- **Increased awareness and access to services** can be achieved through AI tools that can direct students, faculty, and staff to services and resources they might not otherwise know about.

- **Campus assessment and evaluation** can provide broader and deeper understanding of the needs of employees and students, allowing the college to serve those needs better.

External Opportunities (We Have No Control Over): How Could the Existence of AI Help Us?

- **Advancing AI technologies** will provide the college with the opportunity to leverage increasingly powerful tools to achieve its institutional goals, such as improving student engagement, operational efficiency, and data-driven decision-making.
- **Improvements in AI availability** can expand access and adoption, reducing costs for access as AI tools become more affordable and accessible. The college can expand its adoption, reducing financial barriers and broadening the scope of AI-driven initiatives.
- **Best practices** and **resources developed by external organizations** can guide the college in effective and ethical AI use.
- **Increased visibility and discovery** may encourage potential students who are using AI to explore college options.
- **Positive public perception of AI innovations paired with Ithaca College's application of AI tools,** can increase the college's visibility and help differentiate it from its peers, enhancing the college's reputation as an innovative institution.

Threats: How could AI harm us?

Internal Threats (We Have Control Over): How Could Using AI Negatively Impact Us?

- **Data security and privacy issues** could occur if AI tools are not effectively managed or governed. There is a risk of data breaches or misuse, which could damage the college's reputation and violate trust with students, faculty, and staff. Ongoing training and strong data governance policies will be critical.
- **Loss of authenticity and human connection** due to overreliance on AI for student engagement could reduce the personal touch that defines the college experience. Balancing AI's efficiency with human interaction is essential to maintaining strong relationships with students and staff.
- **Costs outweighing benefits** in the form of financial and human resource investment in AI may not yield the anticipated benefits if AI tools are not implemented effectively. A phased approach and clear metrics for success will help mitigate this risk.
- **Equity concerns** regarding access must be taken into account in order to ensure equitable access to AI tools. Disparities in access could widen the gap between students with varying technological resources, impacting learning outcomes.
- **An efficiency over quality focus** may reduce the quality of student services or academic programs. Ithaca College should ensure that AI enhances the quality of the college experience rather than replacing valuable human touchpoints.
- **Overreliance on and overuse** of AI may diminish personal relationships, reduce quality of work, and limit critical thinking.

External Threats (We Have No Control Over): How Could the Existence of AI Hurt Us?

- **Biased or inaccurate outputs** could negatively impact decision-making in areas like admission, grading, or advising. Ithaca College needs to ensure that AI systems are rigorously tested for fairness and accuracy.
- **Affordability of AI tools** paired with a decline in enrollment could negatively impact the college's ability to leverage AI technologies, making it harder to compete with institutions that are further along in their AI adoption.
- **Peer institutions being further ahead** in AI use, either operationally or for instruction, could hurt recruitment efforts.
- **Regulatory measures and legal issues** could impact or shut down AI services.
- **Bad actors**, the rise of deepfakes, AI-driven scams, and misinformation could create challenges for Ithaca College, particularly in maintaining the integrity of its communications and safeguarding its reputation.
- **Decline in problem-solving skills, analytical skills, and creativity** due to overreliance on AI could diminish problem-solving, analytical, and creative abilities. Ithaca College should promote AI as a complement to, rather than a replacement for, people and processes.
- **Negative public perception of AI**, if developed, could impact the college's reputation if it is well-known for leveraging AI. Currently, AI is being widely embraced by society. However, a change in public perception is possible.

Deliverable Two: Presidential AI Working Group Guiding Principles

The following guiding principles for the use of AI at Ithaca College were developed by the Presidential Working Group on AI and were informed by best practices; a thorough review of Ithaca College's vision, mission, and values; and feedback from faculty, staff, and student governance groups. These principles were formally endorsed by the President's cabinet.

Guiding Principles

At Ithaca College, integrating AI into our educational mission requires us to go beyond simply adopting new technologies. It calls for us to critically consider both the benefits and risks of AI tools within Ithaca College. In our commitment to a future where AI serves the public good, we must intentionally craft policies and practices aligned with academic excellence, equity, inclusion, sustainability, transparency, and data security.

We commit to AI use that elevates human dignity, empowers our community, and upholds the integrity of our working and learning environment. As AI technology evolves, we pledge to continually review and align AI strategies with Ithaca College's mission, vision, and values (https://www.ithaca.edu/about/vision-mission-values).

Ithaca College is an institution dedicated to empowering people through theory, practice, and performance:

We center on people, not technology, ensuring that AI is used as a tool to enhance human skills and capabilities. We believe AI cannot replace the vital human relationships, creativity, and decision-making that define our educational experience. Rather, AI is one tool among many that allows our community to focus on innovation while maintaining human oversight and autonomy.

We strive to promote digital inclusion, equity, access, personal data and intellectual property protection within our Ithaca College community. We are dedicated to promoting equitable access to AI technologies and the opportunities they provide students, faculty, and staff. By adopting AI with a growth mindset, we empower individuals to meaningfully contribute to their broader communities. Recognizing the potential for bias in AI systems, we actively identify and address technological barriers to equity and inclusion.

We affirm our dedication to lifelong learning, adaptability, and sustainability in our approach to using AI in our work, teaching, and learning. As AI continues to advance, continuous skill development and the adaptability for our students, staff, and faculty remain essential.

- We will prepare our students for a future where AI is integrated into workplaces across industry, government, and nonprofit sectors. At Ithaca College, we believe that AI is set to transform the nature of and opportunities for employment and education. We are committed to integrating AI literacy into our curriculum and programming, ensuring that our graduates are equipped with the knowledge, strategies, and skills needed to thrive in an AI-driven world.

- Beyond the classroom, AI will be utilized to enrich student experiences through personalized services and proactive support. We remain vigilant in safeguarding privacy and security as AI tools and resources become increasingly integrated into college operations. We will empower our staff by supporting their use of AI tools that handle routine tasks, thereby enabling them to focus on higher-value activities such as professional growth, innovation, and strategic thinking.
- We will maintain an awareness that quality and authenticity are sometimes more important than efficiency.
- We will uphold integrity and transparency in our use of AI, fostering AI literacy and awareness across the Ithaca College community.

We will uphold and promote responsible AI research and use. As a community of scholars and innovators, we conduct AI research with rigorous ethical standards by considering these technologies' benefits, risks, and potential impacts**.** Our commitment to responsible AI use ensures that we contribute positively to societal progress while upholding the values that define Ithaca College regarding academic excellence, individual ideas, and personal data. We ensure data security and proactive risk management through rigorous practices and regular evaluations involving campus stakeholders.

We actively seek to minimize negative environmental impacts by adopting AI tools that prioritize sustainability and environmental stewardship. Recognizing the urgent need for climate action, we prioritize partnerships with AI vendors who adhere to environmentally responsible practices. By continually assessing the role of AI in our work, to support energy efficiency, water conservation, and responsible resource management, we will align AI initiatives with our commitment to sustainability.

We engage in continuous evaluation and communication. Regular reviews, transparent communication, and opportunities for community feedback will ensure our AI initiatives remain aligned with institutional values and community expectations.

Deliverable Three: Governance and Review

To support responsible and mission-aligned AI adoption at Ithaca College, the Presidential Working Group on AI recommends building on existing governance structures while adding targeted tools and support where needed. These recommendations come from a collaborative process involving academic, administrative, and student voices, and are intended to support a campus-wide approach to AI that is transparent, adaptable, and grounded in our shared values.

Governing Bodies and Review Pathways

Academic Use Cases

For proposals that originate in academic areas, we recommend continuing to use the governance structures already in place. These include:

- Institutional Review Board (IRB)
- Educational Technology Advisory Committee (ETAC)
- Academic Councils, the Provost's Office, and the Deans
- Contract, Legal, and Security Review

Faculty and staff can bring forward proposals through their department chairs or supervisors, using pathways that are familiar and context aware. Proposals involving academic technology should continue to follow the established ETAC review process.

Non-Academic Use Cases

Many AI proposals will emerge from administrative or operational areas. To ensure consistent review of these initiatives, particularly those with broader institutional impact, we recommend a tiered approach:

1. **Entry Point: Existing Processes**
   All non-academic proposals should begin within existing technology project intake or contract review processes. These intake processes already include:
   - Security review
   - Terms and conditions evaluation
   - Institutional risk assessment
   - Legal review

   These are natural and appropriate entry points for AI proposals and ensure that technical, legal, and privacy risks are reviewed early.

2. **Escalation: Formal Principles and Impact Review When Needed**
   If a proposal meets any of the following criteria, we recommend that it advance to the formal AI Principles and Impact Review Committee:
   - High impact or high risk
   - Moderate to substantial institutional resources
   - College-wide implications or major operational shifts
   - Alters how the college interacts with students, families, faculty, staff, or alumni

- Shifts decision-making authority (e.g., automation of decisions previously made by people)

AI Principles and Impact Review Committee

To address these cases, we propose the creation of a committee with the following characteristics:

- Composed of one faculty member, one staff member, one student
- Applies the college's Guiding Principles for AI Use [proposed rubric based on Guiding Principles; (see Addendum C)]
- Provides an **advisory recommendation** to the provost and chief information officer, who retain **final decision-making authority**

This committee offers a shared space for cross-campus ethical reflection. It's not intended to create additional red tape but to ensure that major non-academic proposals receive the same kind of thoughtful, mission-aligned evaluation that already exists in academic settings.

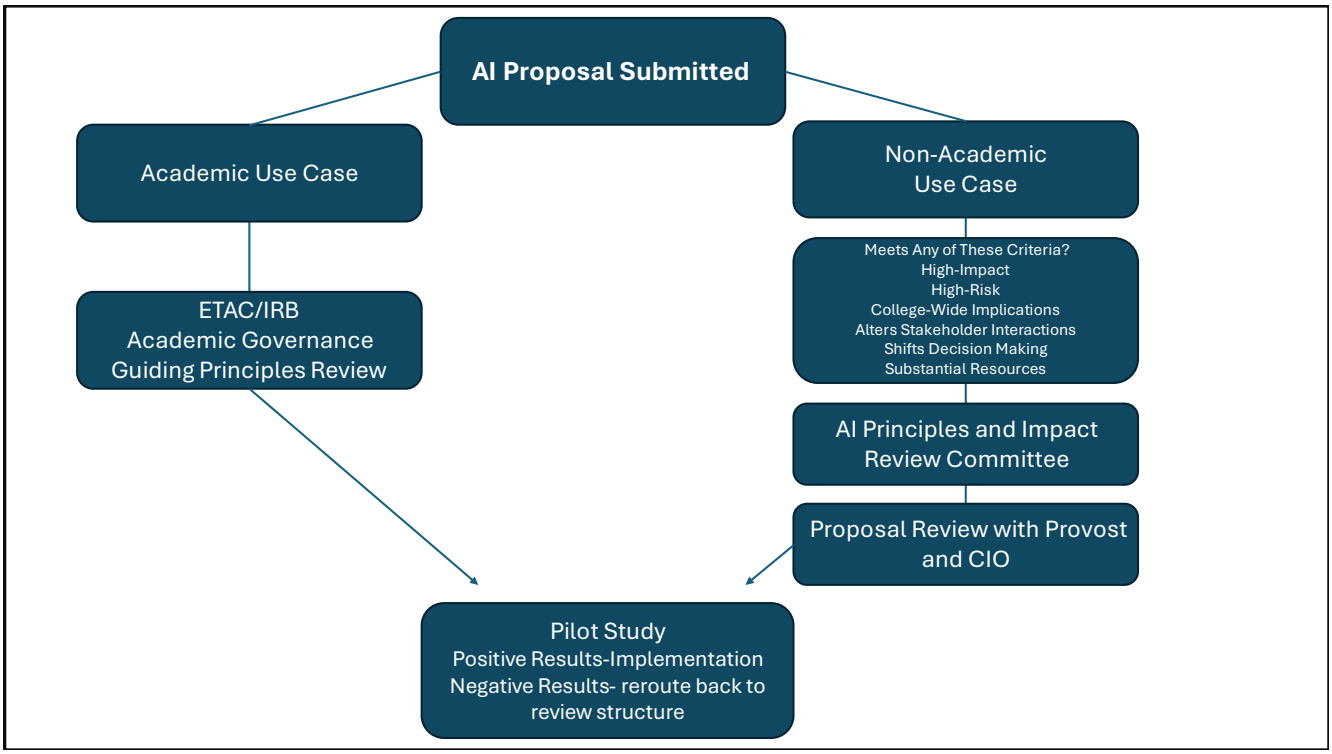

Figure 1: High Level AI Assessment and Review Flowchart for Academic and Non-Academic Use Cases
This diagram outlines the review pathway for AI initiatives at Ithaca College, from initial tool classification to approval, pilot, or implementation, depending on scope, risk, and alignment with institutional priorities.

Workflow and Report Development

We recommend that each governance group retain flexibility to adapt the process to its scope. Committees should determine:

- Who prepares the Needs Statement and Feasibility Report
- How proposals are submitted and reviewed
- Whether external expertise (e.g., legal, data ethics, accessibility) is needed to support the review

This flexibility ensures the process is scalable and responsive to different use cases while maintaining institutional consistency.

Required Documents for Formal Review

All formal reviews should include two core deliverables:

- **Needs Statement** – Describes the problem or opportunity and why AI is an appropriate solution
- **Feasibility Report** – Evaluates the technical, financial, ethical, and environmental dimensions of the proposed tool

These documents support transparent, well-informed decision-making and provide a common foundation for governance groups. Additional references to these deliverables appear in the pilot section to reinforce their role throughout the full review lifecycle.

Guiding Principles as a Foundation

In all cases, reviewers should reference the Guiding Principles for AI Use developed by this working group. These principles explicitly emphasize the environmental impact as a key consideration, reflecting the college's commitment to sustainability alongside ethics, transparency, and equity. These principles provide an ethical institutional framework for evaluating AI-related decisions and should guide all deliberations.

AI Literacy for Governance Members

We emphasize the importance of AI literacy among governance committee members. Responsible adoption, and especially the ability to assess risk, requires a working knowledge of how AI tool's function, where they are embedded, and what implications they may carry. The college should support training committee members to ensure that reviews are informed, consistent, and constructive.

Guidance for Ensuring Equitable Access to AI Resources

As outlined in our Guiding Principles:

> *We seek to promote digital inclusion, equity, and access in our IC community... By using AI with a growth mindset, we strive to empower all individuals to develop the skills needed to contribute meaningfully to their broader communities.*

To promote equity in access to AI tools, this working group recommends the following actions:

- Provide a general-purpose generative AI tool to the entire campus (already accomplished through Microsoft Copilot).

- Enable access to embedded AI features in supported tools, such as Zoom AI Assistant and LinkedIn Learning's AI features.
- Establish an AI lab, where students, faculty, and staff can explore AI tools and access paid licenses.
- Offer regular training sessions and learning opportunities to improve campus-wide AI literacy.
- Create a process for departments to request access to specialized tools when central funding is unavailable.

When a Review of Principles and Values Is Required

There will always be the standard contract, security, privacy, risk review process. An additional Principles and Values Committee review would be triggered for AI initiatives that are high impact, high risk, or require moderate to substantial institutional resources, including cases where AI is embedded in existing technologies.

AI Assessment and Review Flowchart (see Addendum B)

The AI Assessment and Review Flowchart (Figure 1) illustrates the recommended pathway for AI proposal evaluation at Ithaca College. It includes classifications for general productivity, embedded, and custom tools, a risk-based tiered review process, and specific roles for governance groups. This model emphasizes transparency, consistency, and stakeholder inclusion while aligning adoption with strategic and ethical standards.

Principles and Impact Review is also required when any of the following apply:

- The initiative has college-wide implications or represents a major change to business operations.
- The initiative changes how Ithaca College interacts with key stakeholders, including students, faculty, staff, alumni, or families.
- The initiative shifts decision-making responsibility, such as when AI replaces or redefines who (or what) makes a decision.

Pilot Strategy: Exploration, Risk Reduction, and Learning

As part of the overall governance approach recommended by this working group, we suggest that a pilot serves as an early, flexible step in the evaluation process. To stay responsive to rapidly evolving AI tools while maintaining appropriate oversight, we recommend a pilot-first model. Pilot access allows requesters to gather hands-on experience and relevant data before committing to full implementation, which is especially valuable when the utility or risk of a tool is not yet fully known.

In many cases, a shorter initial proposal or an informal consultation with governance representatives may be sufficient to initiate a pilot, especially for tools with limited scope or risk. This flexibility allows innovation to continue without unnecessary barriers.

For AI tools that have higher institutional impact or potential risk, we recommend that pilot requests include a more robust proposal, including a Needs Statement and Feasibility Report (see "Required Documents for Formal Review" above). This ensures the proposal is being tested with intentionality and aligned with broader campus standards from the beginning.

Governance groups are encouraged to tailor the pilot review process to their context, applying their own sense of scope, readiness, and stakeholder needs while still grounding decisions in the college's ethical and strategic priorities.

Pilots also provide a safe environment to:

- Assess real-world impacts of AI tools
- Reduce adoption risks
- Build cross-campus AI literacy through usage and reflection

They also support equitable learning by giving individuals across the college, regardless of technical background, the opportunity to engage with and understand AI tools firsthand.

AI Initiative Evaluation Rubric (see Addendum C)

To guide both proposers and reviewers, this working group developed a rubric reflecting key criteria aligned with academic, operational, ethical, and institutional priorities.

Proposal Needs Statement – Key Questions

- What specific AI tool is being proposed? Is it a concrete solution or a general concept?
- What task or challenge is being addressed, and why is AI the right fit?
- Are there existing tools already performing this function?
- Does the AI tool improve effectiveness without compromising quality or authenticity?
- What risks, biases, or limitations are known?
- Who benefits from this initiative—and how?

Proposal Feasibility Report – Key Domains

- **Resource Assessment** – Training, staffing, and long-term support
- **Technical Support** – Integration, scalability, security, and user experience
- **Budget** – Cost structure, overlap with existing tools, long-term viability
- **Environmental Impact** – Vendor sustainability and carbon footprint
- **Ethical and Legal Compliance** – Transparency, consent, and compliance (e.g., FERPA, GDPR)
- **Cultural Alignment** – Fit with the college's mission, values, and equity goals
- **Change Management** – Engagement, training, and communication planning
- **Evaluation Plan** – Metrics for success, adaptability, and review timeline
- **Data Quality and Security** – Data accuracy, audit plans, and protection protocols

Conclusion

This governance model supports Ithaca College's ability to balance innovation with intention. It ensures that AI adoption is guided not only by institutional mission and equity but also by sustainability and environmental stewardship, key priorities for our community that are thoughtfully assessed, ethically grounded, and aligned with the college's mission and community values.

With this adaptable framework, we can confidently embrace AI as a powerful tool to enhance learning, operations, and service while safeguarding equity, transparency, and trust.

Deliverable Four: Strategic Initiatives

The Presidential Working Group on AI has developed 10 proposed strategic initiatives that could be used to guide Ithaca College's use of artificial intelligence in ways that enhance operations, services, and the student experience over the next 12 to 36 months.

These initiatives are not mandates or fixed directives. They represent a curated set of opportunities based on stakeholder input, institutional context, and the committee's shared understanding of AI's potential. They are designed to be flexible, scalable, and responsive to the evolving needs and strategic goals of the college.

Key Takeaways

- AI initiatives should build upon a foundation of literacy, ethical use, and institutional values.
- Clean, governed, and accessible data is essential for effective AI implementation.
- These initiatives aim to support—not replace—human decision-making and institutional judgment.
- Strategic opportunities span operations, pedagogy, access, alumni engagement, and environmental sustainability.
- Successful implementation will require prioritization, capacity building, and thoughtful pilot exploration.

Overview and Framing

As part of its charge, the Presidential Working Group was asked to identify 5–10 strategic AI initiatives that Ithaca College could consider advancing over the next 12 to 36 months. These initiatives reflect the college's mission, values, and strategic goals and are informed by the committee's collaborative exploration, stakeholder engagement, and institutional feedback.

The initiatives are designed to be flexible, adaptive, and responsive to changing priorities. We recognize that strategic goals and resource availability may evolve due to enrollment shifts, budget realities, or new opportunities. As such, this list is not intended to be prescriptive or exhaustive. Rather, it is a thoughtfully curated set of possibilities to help leadership prioritize areas where AI can provide meaningful value—operationally, pedagogically, and culturally.

Through our discussions and research, the committee emphasized two guiding commitments that should shape how Ithaca College evaluates and integrates AI:

- **AI Literacy and Workforce Readiness**: Without shared understanding, the campus community cannot participate in AI decisions or implementations meaningfully. Training and upskilling are essential to empower ethical, effective use.
- **Ethics and Responsible Use**: From student data to institutional automation, AI brings ethical implications that must be evaluated through a lens of transparency, equity, and accountability. Trust must be earned and maintained through robust governance and clear communication.

Additionally, we stress the importance of content and data quality. No AI system, no matter how advanced, can deliver value if it is trained on outdated or unstructured information. Investment in data governance, content clean-up, and system integration is a prerequisite for success across the following initiatives.

Each initiative outlined below includes sample project ideas to illustrate potential early-stage actions. These examples are meant to inspire experimentation and guide planning while still leaving room for leadership and departments to determine the best path forward based on current realities and long-term goals.

Strategic Initiatives

1. Effectiveness and Task Automation: Streamline routine and administrative tasks to redirect staff and faculty time toward strategic, student-centered work. By deploying AI tools to reduce repetitive manual workflows, the institution can reallocate its human capital to functions that directly support mission delivery.
Strategic Value: Enhances productivity and operational effectiveness while improving service response times across departments.
Sample Projects:

- AI chatbots for high-volume administrative queries
- Automated employee onboarding and training guides
- AI-generated meeting summaries and task assignments

2. Student, Staff, and Faculty Support: Deploy AI as an augmentation tool to personalize support, boost productivity, and create a more responsive academic and administrative environment. From coaching to content assistance, AI can enable staff and students alike to operate more effectively.
Strategic Value: Increases institutional responsiveness and contributes to a modernized, human-centered support infrastructure.
Sample Projects:

- AI career path matchers for students
- Generative AI tools for instructional planning and grading support
- Research summarization tools for faculty

3. Accessibility and Inclusion: Ensure AI tools enhance access and equity. This initiative focuses on building inclusive digital environments and ensuring that advancements in AI are shared equitably among all campus populations.
Strategic Value: Reinforces the college's mission of equity and belonging, while making learning and support more accessible.
Sample Projects:

- Real-time captioning and transcription tools
- Generative tools customized for different learning needs
- Equitable access to AI tools across academic programs

4. Interactive and AI-Enhanced Learning Tools: Create personalized, immersive, and adaptive learning environments that harness the power of AI to engage students more deeply and meaningfully.
Strategic Value: Positions the college at the forefront of academic innovation and enhances learning outcomes through differentiated instruction.

Sample Projects:
- Adaptive learning platforms that tailor feedback in real time
- AI tutors for targeted course support
- Augmented and virtual reality (AR/VR) tools for experiential learning

5. Incorporating AI into Data Governance: Ensure that AI-generated and AI-used data is handled in compliance with institutional values and privacy regulations. Updating data governance models to include AI is essential for managing risk and maintaining data integrity.
Strategic Value: Safeguards institutional credibility and enables responsible innovation through clear standards for data use and accountability.
Sample Projects:
- AI-specific data policies and ownership guidelines
- Training on ethical data handling for staff using AI tools
- Integrated oversight of AI tools through existing governance bodies

6. AI for Alumni Relations and Donor Engagement: Enhance outreach, engagement, and stewardship by leveraging AI to analyze alumni and donor data, helping personalize communication and prioritize relationships.
Strategic Value: Drives philanthropic strategy and strengthens alumni affinity through data-informed, human-led engagement.
Sample Projects:
- Segmentation of alumni engagement profiles
- AI-generated donor communications
- Predictive modeling to identify new donor prospects

7. Recruitment and Enrollment: Use AI to better understand prospective student behavior, personalize outreach, and increase the effectiveness of recruitment strategies.
Strategic Value: Enhances enrollment strategy, improves yield, and ensures institutional sustainability in a competitive admissions landscape.
Sample Projects:
- Predictive analytics for student conversion and yield
- Personalized campus tour scripts or chat experiences
- Fraud detection and transcript data automation

8. Sustainability and Resource Optimization: Support campus sustainability efforts by leveraging AI to monitor and optimize energy and resource usage across facilities.
Strategic Value: Advances institutional sustainability commitments and reduces costs through smarter consumption practices.
Sample Projects:
- AI-driven HVAC and lighting optimization
- Energy consumption analytics with predictive controls
- Resource efficiency modeling

9. Data Analysis for Student Success: Apply AI to identify patterns in academic performance, financial need, and engagement to improve student outcomes through personalized intervention strategies.
Strategic Value: Proactively supports retention and persistence while enabling targeted advising and academic support.

Sample Projects:

- Early alert systems based on academic behavior trends
- AI-driven advising support tools
- Course recommendations aligned to learning strengths

10. Decision-Making and Process Improvement: Use AI to surface trends, highlight inefficiencies, and inform institutional decision-making. This initiative supports leaders in accessing timely, actionable insights without increasing administrative burden.
Strategic Value: Empowers evidence-based planning and fosters a culture of continuous improvement.
Sample Projects:

- AI tools for procurement and contract analysis
- Trend detection dashboards for leadership review
- Automated workflows for reviewing and streamlining internal processes

Conclusion

The strategic initiatives outlined in this section reflect a forward-looking and mission-aligned approach to AI adoption at Ithaca College. Each area of focus offers an opportunity not only to improve effectiveness or outcomes but also to enhance the college's identity as a values-driven institution.

While the scope and pace of implementation may vary, these initiatives are structured to adapt to our evolving context and resource landscape.

Our recommendation is not to treat these initiatives as a checklist but rather as a strategic framework to guide thoughtful exploration, investment, and action. By grounding our approach in literacy, ethics, and data quality, and by pursuing high-value, institutionally relevant pilots, we can ensure that AI at Ithaca College is implemented responsibly, inclusively, and with lasting positive impact.

Deliverable Five: Policy and Process Review

Important Context

The Presidential Working Group on AI does not recommend the development of a separate, overarching institutional AI policy at this time. Instead, we believe a more effective and sustainable approach is to embed AI considerations within existing institutional policies and procedures as they are reviewed and updated. This strategy respects existing governance structures while allowing for thoughtful, context-specific integration.

Policy Review Process

To develop our policy-related recommendations, the Presidential Working Group on AI undertook a structured and collaborative review process:

Step 1: Comprehensive Manual Review

We reviewed each section and subsection of the *Ithaca College Policy Manual* to identify which policies may warrant review in light of AI advancements. Each policy was marked with a "Yes" or "No" to indicate whether AI-related considerations might apply.

Step 2: Rationales and Examples

Where a policy was marked for review, we included a brief rationale and, when applicable, an example of how AI may intersect with that policy.

Step 3: Identifying Custodians

In collaboration with the Office of General Counsel, we identified the policy custodian(s) responsible for oversight of each policy.

Our recommendation is to defer the review and revision of specific policies to the identified custodians and their respective governance bodies. These groups bring the necessary subject matter expertise and contextual awareness to ensure AI-related updates are both appropriate and aligned with existing institutional practice.

Process Review Recommendations

The charge for Deliverable Five also included identifying institutional processes that may need to be revisited. After extensive discussion, this group agreed that attempting to compile a centralized, comprehensive list of such processes would be impractical and potentially inequitable.

Instead, we recommend that each office, department, and division conduct its own internal review of relevant procedures, guided by the AI principles established by this group.

Our rationale includes:

- **Diverse Operational Structures:** Internal processes vary significantly across units, and reviewing them centrally without deep knowledge of day-to-day operations would result in surface-level analysis.
- **Resource Burden:** A centralized request for process documentation could unintentionally strain units with limited administrative capacity or less formalized documentation.
- **Autonomy and Relevance:** Localized reviews allow each unit to identify and adapt the policies and procedures that are most relevant to their work and context.

We believe this approach better positions the institution to maintain operational integrity while responsibly integrating AI over time.

Importantly, we also encourage units to remain attentive to how institution-level policy changes may cascade into procedural updates.

For example:

> In spring 2024, the Academic Policies Committee updated the *Standards of Academic Conduct* (Policy Manual 7.1.4) to include guidance on student use of generative AI. This update may require faculty to revise their syllabi, academic departments to revisit internal academic honesty procedures, and support services to adapt accordingly.

Summary

- We recommend embedding AI into existing policies, rather than creating a standalone institutional policy.
- We identified and categorized policies for review, with rationales and custodians noted.
- We recommend localized internal reviews of processes, informed by the AI principles established by this group.
- This approach honors both institutional structure and the realities of operational capacity, while fostering thoughtful integration of AI across the college.

Deliverable 5 Policy Recommendations

Deliverable Six: Human Resources and Equipping the Workplace for AI-Driven Changes

Deliverable Six prepares Ithaca College's workforce for AI-driven changes, empowering employees and departments to leverage AI responsibly. Our approach prioritizes enhancing institutional effectiveness, aligning with the college's values, and proactively addressing potential workforce impacts through thoughtful retraining and skill-development initiatives.

Recognizing that AI integration can reshape roles and workflows, Ithaca College is committed to actively managing job impact assessments and creating retraining opportunities. This ensures our workforce remains skilled, engaged, and equipped to thrive in evolving roles supported by AI technologies.

By workforce transformation, we mean enabling and empowering each of us in the workforce to do our jobs with the understanding that working with AI tools may increasingly become part of our roles. Active management of job impact assessments and retraining opportunities will be prioritized to align explicitly with our commitment to human-centered AI adoption.

Framework for Workforce Engagement with AI

Individual Use: Training for Personal Productivity and Ethical AI Awareness

Training programs, such as those focused on college-provided tools like Copilot, designed to assist with content creation, automation, and personal productivity, can ensure that all employees, regardless of their role, can benefit from AI technologies that help streamline their daily tasks and enhance their effectiveness. We recognize, however, that not all staffing positions at Ithaca College require computer literacy and challenges may arise for some in completing computer-based training. Therefore, training methods will be adapted as needed to ensure staff understand their responsibilities within AI governance. These programs may be voluntary, whereas AI literacy training related to responsible use and data protection should be required for employees who utilize computers in their roles to ensure a consistent understanding of ethical AI use. Additionally, establishing feedback mechanisms to understand the effectiveness of these training programs will be essential.

Division/Department Use: AI in Systems, Workflows, and Team-Level Decision-Making

At the departmental and divisional levels, AI can be integrated with enterprise systems (e.g., ERP or data LakeHouse tools) to optimize workflows, enhance data-driven decision-making, automate processes, and manage large-scale organizational tasks. Division-specific training can help ensure that selected AI tools are used effectively in ways that align with institutional objectives and the college's guiding principles on AI. All centralized AI implementations will be coordinated through the Analytics and Special Projects Team to ensure consistency, risk mitigation, and compliance with data governance standards.

Accountability and Data Governance: Responsible Data Use and Output Ownership

As AI becomes more embedded in the workplace, it should be made clear that each person, department, or division utilizing AI tools will be responsible for the output generated by those tools and for the responsible use of data input into such tools. This is an essential aspect of accountability and governance, conveyed through required training. Regular evaluations and assessments will ensure adherence to these standards. While AI can enhance decision-making and automate repetitive tasks, human oversight remains essential to validate that the results align with Ithaca College's standards for quality, security, and ethics. Most importantly, the responsibility for AI-generated outputs lies with the person or department using the tools, ensuring accountability and adherence to Ithaca College's data governance and ethical standards, as well as the guiding principles of AI.

Key Areas for Workforce Investment

These investments will prepare employees for the appropriate use and impact of AI at the individual level, the department/divisional level, and for accountability and governance.

1. Provide Guidance for the Use of AI in the Workplace (Based on Guiding Principles)

Objective: Create a shared understanding of responsible AI use, clear disclosure expectations, and ethical guidelines. Empower individuals to use AI appropriately and responsibly and instill cautions that should be employed when using AI.

Focus Areas

- Establish clear and specific guidelines, with examples, on when and how AI could, should, or should not be used in the workplace, based on the guiding principles established by this working group. *This should include guidance on disclosing the use of AI.*
- Distribute Ithaca College's guiding principles on AI to college employees and educate them on these guidelines and guiding principles.
- Clarify supervisors' and employees' rights regarding AI use mandates.
- Collaborate with the college's HR, IT&A, and legal offices to develop comprehensive guidelines that address ethical, data governance, and security considerations. These guidelines will be foundational to AI use across all campus units, ensuring compliance with college-wide standards.
- Encourage units to develop supplemental, tailored guidelines to address unique needs and AI applications within their specific contexts. This approach allows for adaptability while maintaining consistency with overarching standards.
- Collaborate to educate employees on Ithaca College's guidelines for AI use and guiding principles. HR will integrate these guidelines into the onboarding process, supported by resources from IT&A.
- Lead communication and change management efforts around AI adoption, ensuring messaging aligns with the college's ethical standards and operational goals.

Possible Next Steps

- Include AI guidance discussions at all-supervisors meetings.
- Develop ongoing communications on AI workforce impacts and change management.

2. Training and Skill Development

Objective: Provide accessible, role-based AI training that builds foundational and advanced literacy, empowering staff to use AI responsibly, ethically, and creatively. Required training will be implemented for roles where ethical use and data protection are critical. Equipping staff to evaluate AI outputs and safeguard data reinforces the college's commitment to security, integrity, and continuous learning.

Focus Areas

- Tailor training by role and function, emphasizing practical skills such as content creation, automation, and data analysis.
- Designate a subject matter expert (SME) in each department to explore AI tools and share knowledge with their teams using a "peer education" model, easing the burden on HR.
- Provide role-specific workshops for administrative, marketing, communications, and IT functions—delivered by SMEs or via platforms like LinkedIn Learning's AI Pathways.
- Collaborate with IT&A to deliver hands-on workshops and integrate AI training into existing HR programs.
- Encourage low-risk AI pilot programs in departments to support safe experimentation and learning.
- HR will lead communication and change management efforts, gradually expanding into training coordination.

Possible Next Steps

- Create a brief, introductory AI course for new employees, possibly integrated into data protection training.
- Develop a training plan outlining mandatory and opt-in programs by role, with timing based on onboarding, annual refreshers, or specific needs.
- Identify and appoint departmental "AI champions" to support grassroots learning and encourage responsible adoption within their teams.

3. Automation of Tasks

Objective: Support the responsible use of AI to automate routine tasks, freeing up staff to focus on more strategic, meaningful work—without compromising job clarity, support, or role integrity.

Focus Areas

- Identify tasks that are repetitive and time-consuming (e.g., scheduling, data entry, reporting) that may benefit from automation.
- Provide targeted training so staff understand how automation can complement, not replace, their roles—helping shift focus toward higher-value work.
- Prioritize a pilot-first approach to evaluate the effectiveness and risks of automation tools before broader rollout.
- Manage transitions thoughtfully as automation is introduced by aligning with strong change management practices, clear communication, and individual support.

Possible Next Steps

Partner with IT&A and HR to:

- Identify common tasks across departments that are good candidates for automation.
- Develop and deliver practical training on integrating AI tools into these workflows.
- Conduct pilot programs to test specific automation tools and gather feedback from end users before wider implementation.

4. Evolving Job Descriptions

Objective: Thoughtfully integrate AI into job descriptions in a people-centered way that supports innovation, effectiveness, and job satisfaction—while ensuring clarity, transparency, and alignment with Ithaca College's values.

Focus Areas

- As AI becomes part of day-to-day work, job roles should be reviewed regularly to reflect how AI tools can assist—not replace—staff.
- These updates will emphasize how AI can support productivity, encourage innovation, and help employees grow in their careers.
- To maintain transparency and trust, job descriptions should clearly indicate whether AI use is required, recommended, or optional, depending on the role.
- All updates will reflect Ithaca College's commitment to ethical standards and a workplace where technology supports—not overshadows—people.

Possible Next Steps

- Develop a standard statement about AI use to include in relevant job descriptions.
- Create clear, practical guidelines to help departments assess and update job descriptions as AI becomes part of their workflows.

5. Investment in Content and Data Cleansing

Objective: Ensure AI tools are powered by accurate, up-to-date data to improve outcomes and support effective, responsible transformation across the college.

Focus Areas

- Guide departments in their efforts to clean up legacy data and standardize data management practices, ensuring that AI adoption is underpinned by quality data inputs.
- Support departments in reviewing and cleaning legacy data to ensure AI tools produce reliable, useful results.
- Promote consistent, college-wide data management standards that help everyone—from frontline staff to leadership—make better decisions.
- Use HR-owned data as a model for how effective data cleanup and management can be done well and collaboratively.

Possible Next Steps

- Identify departments or individuals responsible for managing large or critical data sets.
- Create a clear, easy-to-follow process for content owners to regularly review and update data.
- Prioritize key systems or data repositories for cleanup based on their impact on AI use and decision-making across campus.

Ownership of Workforce Transformation Efforts

Determining ownership of AI-driven workforce transformation is a key consideration for Ithaca College. The working group recommends a collaborative approach involving HR, IT&A, and other key partners to effectively manage training, skill development, job impact assessments, and retraining opportunities.

Conclusion: A Thoughtful Path Forward

If adopted with care and intention, artificial intelligence (AI) can amplify the very strengths that define Ithaca College: our commitment to student belonging, academic excellence, and a lifelong community of care. AI is not a replacement for human connection, creativity, or critical thinking. Rather, it is a tool that, when used responsibly, can help us better support students, empower employees, and enhance the educational and residential experience.

Throughout this process, the Presidential Working Group on AI has approached this emerging technology not as a trend to chase but as a strategic opportunity to advance how we teach, serve, and lead. Our recommendations span six comprehensive deliverables, including a campus-wide SWOT analysis, guiding principles, a review framework, strategic initiatives, policy updates, and a human-centered workforce strategy.

We have balanced innovation with ethics and possibility with pragmatism, always guided by Ithaca College's values of transparency, sustainability, inclusion, and community. From responsible governance structures to targeted skill-building and institutional safeguards, this report offers a clear roadmap for aligning AI with Ithaca College's mission and operational effectiveness.

Next, we invite executive leadership and campus partners to adopt the recommendations presented, champion inclusive implementation, and ensure this work continues through collaborative governance, investment in training, and a commitment to data quality and accountability.

With responsible leadership and sustained engagement, Ithaca College can become a national model for how small colleges thoughtfully embrace AI, balancing innovation with integrity and progress with care. We recognize that many in our community have understandable concerns about how AI may reshape work, learning, and connection. Those concerns are not only valid; they are essential to shaping an approach that is ethical, inclusive, and aligned with our mission.

This report offers a path forward, grounded in shared responsibility, principled experimentation, and human-centered design.

Together, we move forward with a deep belief in the power of people amplified, not replaced, by technology.

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Addendum A: Presidential Working Group on Artificial Intelligence Charter

Purpose

The purpose of this working group is to provide recommendations to President Cornish and the President's Cabinet for how Ithaca College can leverage AI to enhance its operations, services, and student experience while ensuring alignment with our values, mission, and vision. The working group will also advise on policy reviews, workplace transformation, and ethical principles for the use of AI at Ithaca College.

Please note: AI use by faculty in teaching and learning, along with any curricular implications of AI, is outside the scope of this working group.

Background

The establishment of the Presidential Working Group on Artificial Intelligence (AI) signifies our commitment to integrating AI into our work and activities in ways that reinforce our educational mission, enhance operational effectiveness, and uphold our core values. Guided by six essential questions, this charter outlines our approach to developing a responsible, equitable, and forward-thinking approach to AI for the campus.

1. How can AI enhance our students' experience?
2. How can AI improve the effectiveness and efficiencies of our processes and support our strategic success?
3. What is the impact of AI on the skills, roles, and organizational structures of our workforce?
4. What AI-related academic, research, ethical, data, privacy, acceptable use, intellectual property and other policy issues should our institution explore and develop?
5. How does AI and its use align with our institutional philosophy, approach, and core values?
6. What opportunities, drawbacks, and potential threats does AI present for the fundamental missions of teaching, learning, and research at our institution?

Working Group Outcomes and Deliverables

(Reference to the appropriate "Essential Question" that the deliverable addresses is noted)**:**

1. Conduct an analysis of AI's strengths, weaknesses, opportunities, and threats (SWOT) for Ithaca College. (Q6)
   Deliverable:
   - Completed SWOT Assessment

2. Recommendation for the adoption of a set of guiding principles for the use of AI at Ithaca College. (Q2, 4, 5)
   Deliverable:

- Either the development of set of guiding principles or endorsement of an established set of principles (such as Higher education's essential role in preparing humanity for the artificial intelligence revolution statement)

3. Recommendation for a process for evaluating proposals to use AI in college operations, services, and student experience initiatives to ensure that those uses of AI align with the college's values and AI guiding principles. (Q1, 2, 5)
   Deliverables:
   - A framework, rubric, and/or process for evaluating use cases for AI and if they align with the college's mission, approach, vision and values
   - Guidance for ensuring equitable access to AI resources

4. Based on the goals and priorities of the institution, suggest 5–10 college strategic initiatives that can provide significant benefit to operations, services, and/or student experience efforts that the institution should concentrate on in the next 12–36 months. (Q1, 2)
   Deliverables:
   - Identify 5–10 specific services where AI could enhance service delivery, effectiveness, and/or efficiency.
   - Develop a rubric or process for prioritizing AI initiatives (i.e., which one do we do first).

5. Identify policies, processes, and related items that the college should examine / update in relation to AI (e.g., procurement policy, data governance, academic research, use of personal information, intellectual property ownership). (Q4)
   Deliverable:
   - A list of college policies and processes that should be reviewed, why, and who is responsible for that review.

6. Assess and advise on workforce transformation within Ithaca College to adapt to AI developments. (Q3)
   Deliverable:
   - Discussions with the college's human resources department to equip our workforce for AI-driven changes.

Timeline (subject to change)

June	Finalize charge, confirm membership
July	Initial 60- to 90-minute meetings, background readings
August - September	Working group conducts its work
	Co-chairs present draft recommendation to executive sponsor and the president
	Hold two or three campus feedback sessions
October	Co-chairs present update to President's Cabinet
	Update shared with IC Board of Trustees at October board meeting
November	Final recommendation shared with president

Membership

The Presidential Working Group on AI will be composed of 12–14 people appointed by President Cornish from a cross-section of faculty, staff, and students who are broad thinkers, understand the work of the college, and have familiarity with AI.

Members

- Reginald Briggs – Senior Director, Dining Services
- Dave Curry – Director, Center for Career Exploration and Development
- Marsha Dawson – Dean of Students, Student Affairs and Campus Life
- Julian Fuentes – Student Success Coach, Center for Student Success
- Phuong Ha – Student, Computer Science
- Helina Kassa – Student, Public and Community Health
- Luke Keller – Professor, Physics and Astronomy
- Kimberly Lieb – Employee Training and Development Consultant
- April Mazza – Associate Vice President, Development
- Priya Sirohi – Assistant Professor and Writing Center Director
- Yvette Sterbenk – Associate Professor, Strategic Communication
- Omar Stoute – Director, Staff Equity, Inclusion, and Belonging

Information Technology and Analytics (IT&A) Staff (Supporting Roles)

- Executive Sponsor – Dave Weil (on behalf of President Cornish)
- Chair – Casey Kendall
- Facilitator / Coordinator – Jenna Lamb
- Consultative Staff – Andy Hogan, Jenna Linskens, Rob Snyder

Addendum B: Deliverable Three: Review Process for Non-Academic AI Proposals

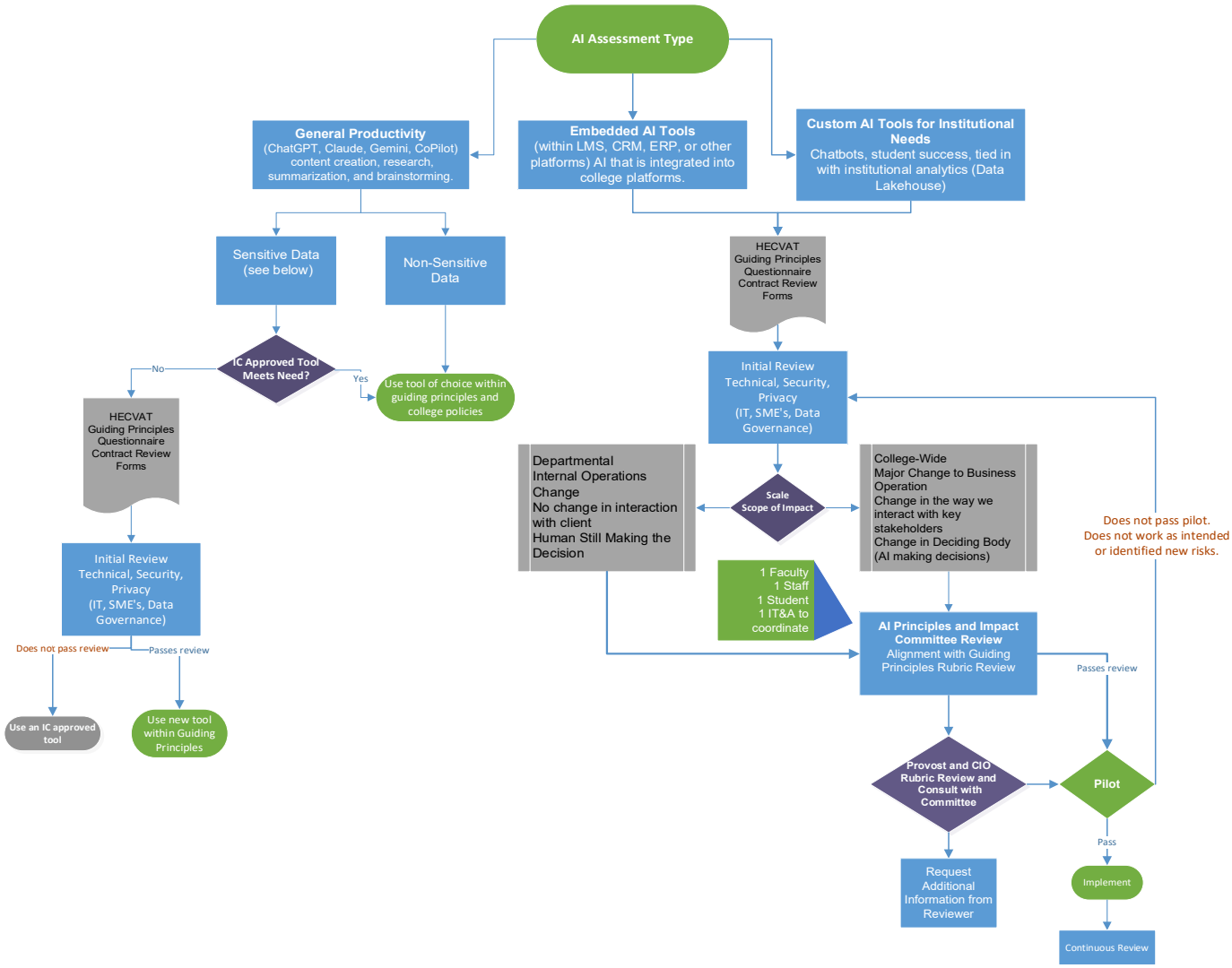

Figure 2: Detailed Review Process for Non-Academic AI Initiatives

This diagram outlines the review pathway for AI initiatives at Ithaca College, from initial tool classification to approval, pilot, or implementation depending on scope, risk, and alignment with institutional priorities.

Addendum C: Deliverable Three: Sample of Principles and Values Committee Rubric

AI Initiative Evaluation Rubric *Based on Deliverable 3: Governance & Review from the Presidential Working Group on AI report*

Purpose:

This rubric is designed to guide the review of AI-related proposals at Ithaca College, ensuring alignment with the institution's mission, values, and strategic priorities while identifying potential reputational or cultural risks. It supports structured, consistent evaluations and informs recommendations to the Provost and CIO. A security review is conducted in advance and is not part of this evaluation.

Evaluation Categories & Criteria:

Evaluation Category	High Risk (-5)	Moderate Risk (-3)	Neutral (0)	Low Risk (+3)	No Risk / Positive Impact (+5)
1. Needs Statement Does the proposal clearly define the need and purpose of the AI tool?	The proposal lacks a clear definition of the AI tool, its purpose, or its intended impact.	The AI tool is described in general terms but lacks detail on how it addresses the need.	The proposal provides a basic but sufficient explanation of the AI tool.	The AI tool is identified, and its capabilities are explained, with some rationale for adoption.	The proposal clearly articulates the AI tool's purpose, specific capabilities, and its direct benefits to the college.
2. Alignment with Ithaca College's Mission & Values Does this proposal align with the college's guiding principles and strategic direction?	The proposal does not align with institutional values or may contradict them.	Some alignment exists, but the proposal does not clearly demonstrate how it supports the college's values.	The initiative aligns with institutional values but lacks a compelling connection to strategic goals.	The initiative aligns well with both institutional values and strategic goals.	The initiative strongly aligns with institutional values and strategic priorities, demonstrating clear benefits.
3. Potential Harm / Risk Analysis Could this initiative pose reputational, cultural, or ethical risks to Ithaca College?	The proposal presents significant ethical, reputational, or cultural risks with no mitigation strategies.	Risks exist, and while mitigation is discussed, it is insufficiently detailed or lacks feasibility.	Risks are acknowledged, but they are minimal or have been addressed adequately.	Risks are proactively managed with strong mitigation strategies in place.	The proposal strengthens ethical considerations, enhances institutional reputation, and promotes cultural inclusivity.
4. Stakeholder Impact How does this initiative affect faculty, staff, and students?	The proposal does not consider impacts on faculty, staff, or students or may create a negative impact.	The impact is acknowledged, but little effort is made to demonstrate how different groups are supported.	The proposal considers its impact on stakeholders but lacks clear measures to support them.	The proposal considers its impact and includes measures to address concerns.	The proposal ensures a **positive** impact across faculty, staff, and students, with clear benefits for all groups.
5. Feasibility & Implementation Does the proposal provide a realistic and achievable implementation plan?	The proposal lacks a clear plan for implementation or necessary resources.	Some implementation steps are outlined, but feasibility is uncertain.	The proposal includes a basic but functional implementation plan.	The proposal includes a structured implementation plan with identified resources.	The plan is detailed, feasible, and includes milestones, resource allocation, and evaluation metrics.
6. Environmental Sustainability Does the proposal describe any strategies, measures, or impacts related to sustainability, such as energy-efficient practices, responsible data storage, lifecycle planning, or alignment with institutional climate goals?	The proposal does not consider environmental impact at all.	Minimal mention of sustainability, with no clear strategy.	Acknowledges sustainability concerns and suggests general mitigation ideas.	Includes specific, feasible sustainability measures (e.g., energy-efficient models, responsible data storage, lifecycle planning).	Demonstrates a strong commitment to sustainability with quantifiable metrics and alignment with institutional climate goals (e.g., carbon neutrality targets, e-waste reduction).

Scoring & Evaluation Process

Total Score:30 points maximum, **potential deductions of up to 10 points** if high-risk elements are identified.

Score Range	Committee Guidance
24–30 points	Strong proposal. Committee may recommend proceeding to the CIO and Provost for review with confidence.
18–23 points	Promising but requires additional clarity or minor adjustments. Recommend provisional review with suggestions.
Below 18 points	Substantial concerns or misalignment. Recommend significant revisions before resubmitting to CIO and Provost.

Committee Notes & Final Recommendation

(Evaluators to provide qualitative feedback, recommended next steps, or concerns related to the proposal.)

☑ Approve for VP IT&A and Provost Review / ✕ Revise Baesd on Notes Above / ⏳ Further Review and Consultation with Proposer Needed

Additional Guidance:

The committee **does not approve or reject** proposals. Their role is to **analyze, document concerns, and provide a recommendation** to the CIO and Provost.

Addendum D: Deliverable Five: Policy Recommendations

The **Presidential Working Group on AI** does not recommend creating a separate, overarching AI policy at this time. Instead, we believe the most effective and sustainable approach is to embed AI considerations into existing institutional policies and procedures as they are reviewed and updated. This approach respects current governance structures while allowing for thoughtful, context-specific integration.

As part of this work, each section of the Ithaca College Policy Manual was reviewed to identify where AI-related considerations may apply. Policies were marked "Yes" or "No" to indicate whether they may require review in light of AI advancements.

Numerical Order	Board Approval Required	Policy Number	Primary Section Title	Recommend Review
1	No	1.1	History and Mission	No
2	No	1.2	Academic Accreditations and Affiliations	No
3	Yes	1.3	Board of Trustees (1.3.1 - 1.3.3)	No
4	No	1.4.1	Administration	No
5	No	1.4.2	Administration	No
6	No	1.4.3	Administration	No
7	No	1.4.4	Administration	No
8	No	1.4.5	Administration	No
9		1.4.6	Administration	No
10	No	1.4.7	Administration	No
11	No	1.4.8	Administration	No
12	No	1.4	Administration	No
13	No	1.5	Ithaca College Organizational Charts	No
14	Yes	1.6.1	Internal Governance at Ithaca College	No
15	Yes	1.6.2	All-College Governance Standing Committees	No
16	No	1.6.3	Internal Governance at Ithaca College	No
17	No	1.6.4	Internal Governance at Ithaca College	No
18	No	1.6.5	Internal Governance at Ithaca College	No
19	No	1.6.6.1	Internal Governance at Ithaca College (1.6.6.1.1-1.6.6.1.2)	No
20	No	1.6.6.2	Internal Governance at Ithaca College (1.6.6.2.1-1.6.6.2.2)	No
21	No	1.6.6.3	Internal Governance at Ithaca College	No
22	No	1.6.6.4	Internal Governance at Ithaca College (1.6.6.4.1-1.6.6.4.2)	No
23	No	1.6.6.5	Internal Governance at Ithaca College	No
24	No	1.6.7	Internal Governance at Ithaca College	No
25	No	1.7.1	Committees of the Institution (1.7.1 - 1.7.3)	No
26	No	1.7.1.4	Internal Governance at Ithaca College	No
27	No	1.7.2.1	Provost and Sr. VP for Academic Affairs Committees	No
28	No	1.7.2.2	Provost and Sr. VP for Academic Affairs Committees	No
29	No	1.7.2.3	Provost and Sr. VP for Academic Affairs Committees	No
30	No	1.7.2.4	Provost and Sr. VP for Academic Affairs Committees	No
31	No	1.7.2.5	Provost and Sr. VP for Academic Affairs Committees	No
32	No	1.7.2.6	Provost and Sr. VP for Academic Affairs Committees	No
33	No	1.7.2.7	Provost and Sr. VP for Academic Affairs Committees	No
34	No	1.7.2.8	Provost and Sr. VP for Academic Affairs Committees	No
35	No	1.7.2.9	Provost and Sr. VP for Academic Affairs Committees	No
36	Yes	1.7.2.10	Internal Governance at Ithaca College	No
37	No	1.7.2.11	Provost and Sr. VP for Academic Affairs Committees	No
38	No	1.7.2.12	Provost and Sr. VP for Academic Affairs Committees	No
39	No	1.7.2.13	Provost and Sr. VP for Academic Affairs Committees	No
40	No	1.7.2.16	Provost and Sr. VP for Academic Affairs Committees	No
41	No	1.7.2.17	Provost and Sr. VP for Academic Affairs Committees	No
42	No	1.7.2.18	Provost and Sr. VP for Academic Affairs Committees	No
43	No	1.7.3	Committees of the Institution	No
44	No	1.7.4	Committees of the Institution	No
45	No	1.7.5	Committees of the Institution	No
46	No	1.7.6	Committees of the Institution	No
47	No	1.7.7	Committees of the Institution	No
48	No	1.8	Revision of the Policy Manual of Ithaca College	No
49	No	2.1	Sexual Misconduct, Domestic/ Dating Violence and Stalking	Yes
50	No	2.10	Technology Use Policies	Yes
51	No	2.11	Recreational Sports Facilities	No

Numerical Order	Board Approval Required	Policy Number	Primary Section Title	Recommend Review
52	No	2.12	Advertising and Solicitation Policy	Yes
53	No	2.13	Venitt Terrace/Free Speech Rock	No
54	No	2.14	Campus Center Flagpole Guidelines and Reservation Process	No
55	No	2.15	Vehicle Registration/Parking	No
56	No	2.16	Driving College Vehicles	No
57	No	2.17	Identification Cards	Yes
58	No	2.18	Library Circulation Policy	Yes
59	No	2.19	Policy for Use of Campus Facilities for Events and Activities	No
60	No	2.2	Family Educational Rights and Privacy Act (FERPA)	Yes
61	No	2.20	Intellectual Property Policy	Yes
62	No	2.21	All-College Review Board for Human Subjects Research	Yes
63	No	2.22	Assurance of Compliance with Public Health Service Policy on Humane Care and Use of Laboratory Animals	Yes
64	No	2.23	Travel Policy	No
65	No	2.24	Entertainment Policy	No
66	No	2.25	Purchasing Policy and Procedures	Yes
67	No	2.26	Policies and Procedures for the Procurement of Goods and Services with Federal Funds	No
68	No	2.27	Surplus Property Disposal Policy	No
69	No	2.28	Payment Policy for Services Rendered	No
70	No	2.29	E-Z Pay Policies and Procedures	No
71	No	2.3	Equal Opportunity and Affirmative Action	No
72	No	2.30	Purchasing Card Policies	No
73	No	2.31	Rules for the Maintenance of Public Order	Yes
74	No	2.32	Copyright Policy and Guidelines	Yes
75		2.33	Higher Education Opportunities Act (HEOA) Compliance Policy for Textbooks and Other Course Material	No
76	No	2.34	Policy on the Use of Space Heaters	No
77	No	2.35	Ethics and Integrity Policy	Yes
78	No	2.36	Cell Phone Policy	No
79	No	2.37	Identity Theft Policy	Yes
80	No	2.38	Comprehensive Environmental Policy	Yes
81	No	2.39	Lost/Stolen or Damaged Computer Policy and Procedures	No
82	No	2.4	Equity in Athletics	Yes
83	No	2.40	Animals/Pets on Campus Policy	No
84	No	2.41	Contract Review and Approval Policy	Yes
85	No	2.42	International Travel Policy for Faculty/Staff Led Student Travel	No
86	No	2.43	Record Retention and Disposition Policy	Yes
87		2.44	Conflict of Interest and Conflict of Commitment Policy	Yes
88		2.45	Personal Information Policy	Yes
89	No	2.46	Intimate Relationship Policy	No
90	No	2.47	Mass Internal Communication Policy	Yes
91	No	2.48	Gift Card / Cash Equivalents Policy	No
92		2.49	Background Check	Yes
92	No	2.5	Institutional Policy on Disability	Yes
93	Yes	2.6	Policy on Sexual Harassment	Yes
94	No	2.7	Guidelines for Resolving Discrimination Complaints	Yes
95	No	2.8	Health and Safety Policies (except 2.8.3 and 2.8.13)	Yes
96	No	2.8.3	Health and Safety Policies	Yes
97	No	2.8.10	Health and Safety Policies	Yes
98	No	2.8.13	Health and Safety Policies	Yes
99	No	2.9	College Operating Staus Changes	No
100	No	3.0	Employment and Benefits	No
101	No	3.1	Recruitment and Hiring Process	Yes
102	No	3.2	Reference Checks	Yes
103	No	3.3	The Hiring Proposal: Documenting the Recruitment and Selection Process	Yes
104	No	3.4	The Offer of Employment	Yes
105	No	3.5	The New Hire Procedure	Yes

Numerical Order	Board Approval Required	Policy Number	Primary Section Title	Recommend Review
106	No	3.6	Other Employment Policies	Yes
107	No	3.7	Standards of Conduct	Yes
108	No	3.8	Employment Records	Yes
109	No	3.9	Employee Benefits	Yes
110	No	3.10	Employee Health and Safety	No
111	Yes	4.0	General Statement	No
112	Yes	4.1	Ranked Academic Faculty	No
113	Yes	4.2	Clinical Faculty	No
114	Yes	4.3	Other Titles	No
115	Yes	4.4	The Faculty's Obligations, Rights, Academic Freedom, and Code of Ethics	Yes
116	Yes	4.5	Faculty Development	No
117	Yes	4.6	Workload	No
118	Yes	4.7	Institutional Policies Pertaining to Faculty Conduct	Yes
119	Yes	4.8	Faculty Leaves of Absence With and Without Pay	No
120	Yes	4.9	Definitions and Types of Appointments	Yes
121	Yes	4.1	Guidelines for Search, Appointment, and Orientation of Faculty	No
122	Yes	4.11	Faculty Personnel Records	Yes
123	Yes	4.12	Evaluation of Faculty	Yes
124	Yes	4.13	Tenure Appointments	No
125	Yes	4.14	Serious Instructional Deficiencies in Tenured Faculty	No
126	Yes	4.15	Separation	No
127	Yes	4.16	Grievance Policy	Yes
128	Yes	4.17	Amendment of Handbook	No
129	No	5.1	Purpose	No
130	No	5.2	Staff Training and Development	Yes
131	No	5.3	Compensation Program	Yes
132	No	5.4	Problem Resolution Procedure	Yes
133	No	5.5	Disciplinary Guidelines	Yes
134	No	5.6	Types of Separation	No
135	No	5.7	Voluntary Exit Procedures	No
136	No	5.8	Rehire	No
137	No	5.9	Librarian Employment Policies and Procedures	Yes
138	No	5.10	Coaches Human Resource Policies	Yes
139	No	5.11	Staff Teaching Policy	No
140	No	7.1.1	General Student Policies	Yes
141	Yes	7.1.2	General Student Policies	Yes
142	No	7.1.3	General Student Policies	Yes
143	No	7.1.4	General Student Policies	Yes
144	No	7.1.5	General Student Policies	Yes
145	No	7.1.6	General Student Policies	Yes
146	No	7.1.7	General Student Policies	Yes
147		7.1.8	General Student Policies	Yes
148	No	7.2.1	Information for Undergraduate Students (7.2.1–7.2.5)	Yes
149	No	7.2.6	Information for Undergraduate Students	Yes
150	No	7.2.7	Information for Undergraduate Students	Yes
151	No	7.3	Information for Graduate Students (7.3.1-7.3.2)	Yes
152	No	7.4	Extended Studies (7.4.1-7.4.3)	Yes
153	No	7.5	Residential Life (7.5.1-7.5.2)	No
154	No	7.6	Athletics (7.6.1-7.6.7)	No