



**SAN DIEGO MESA COLLEGE (SDMC)**

**ACADEMIC SENATE (AS)**

November 13, 2023

**Room LRC 435**

**2:20PM – 4:20PM**

**AGENDA**

**DRAFT**

- I. CALL TO ORDER & WELCOME** by Academic Senate President Andrew Hoffman:  
Parliamentarian – Veronica Gerace/Timekeeper – TBD/Speaker Coordinator – TBD
- II. APPROVAL OF DRAFT AGENDA:**
- III. PUBLIC PRESENTATIONS:**
  - A. Associated Student Government (ASG):** ASG President Ixchel Diaz/Phi Theta Kappa (PTK) President David Merino
  - B. Classified Professionals:** Co President Ayana Woods/Member at Large Thieny Trinh
- IV. PUBLIC COMMENTS:** (Must submit your request before the meeting starts.)(3 Minutes Maximum Discussion per Participant)
- V. APPROVAL OF DRAFT MINUTES:** October 23, 2023 (Please send your changes to Sue Saetia @ ssaetia@sdccd.edu)
- VI. GUEST:**
  - A. Ron Sandvick – SDMC Nature Trail:** 10 Minutes
- VII. REPORTS:** 3:00PM
  - A. Committee Reports:**
    1. Senate Executive Committees:
      - a. Academic Affairs (AA) Committee: Chair Mary Gwin (No Report)
      - b. Professional Advancement Committee (PAC): Chair Janna Braun (No Report)
      - c. Committee of Chairs (COC): Chair of Chairs Jill Moreno Ikari (1 Minute)
      - d. Curriculum Review Committee (CRC): Faculty Co-Chair Justin Estep (5 Minutes)
      - e. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi (2 Minutes)
    2. Other Committees:
      - a. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo (5 Minutes)
      - b. Mesa Pathways Committee (MPC): Co-Coordinator Marisa Alioto (5 Minutes)
      - c. Other Committee Reports: (1 Minute Per Committee)
    3. Senate Executive Officer Reports:
      - a. Vice President: Veronica Gerace (5 Minutes)
      - b. Secretary: Vacant
      - c. Treasurer: Thekima Mayasa (No Report)
      - d. Senators at Large: Two (2) Vacancies
      - e. CTE Liaison: Vacant
      - f. Immediate Past President: John Crocitti (No Report)
      - g. President: Andrew Hoffman (5 Minutes)
- IX. NEW BUSINESS:** 3:30PM
  - A. Resolution 2023.11.1 – Requesting SDCCD & SDMC to Sign & Implement ADL Pledge to Fight Antisemitism:** Kanevsky
- X. OLD BUSINESS:**
  - A. General Education (GE) Pattern:** Estep (Second Reading)
  - B. SDMC AS Academic Affairs Committee Generative Artificial Intelligence (AI) Research Paper:** Gwin (Second Reading)
- XI. Round Table Topic:** Equity in Online Learning
- XII. ANNOUNCEMENTS:** 4:00PM
  - A.** The next SDMC Academic Senate meeting is December 4, 2023 @ 2:20PM in Room MC 211 A/B .
  - B.** The next Academic Affairs Committee meeting is November 27, 2023 @ 4:15PM in Room A117.
  - C.** The next Committee of Chairs (CoC) meeting is November 29, 2023 @ 2:30PM in Room **LRC 435**.
  - D.** The next Curriculum Review Committee Meeting is November 16, 2023 from 2:15PM-4:00 in Room LRC 435.
  - E.** The next SDMC AS Executive Committee meeting is November 27, 2023 @ 2:30PM in Room A117.
  - F.** The next Professional Advancement Committee meeting is November 1, 2023 @ 2:30PM in Room A117.
- XIII. ADJOURNMENT:**



**SAN DIEGO MESA COLLEGE (SDMC)**

**ACADEMIC SENATE (AS)**

**October 23, 2023**

**Room LRC 435**

**2:20PM – 4:20PM**

**MINUTES**

**DRAFT**

**Present:**

Academic Senate President Andrew Hoffman, Carlynne Allbee (Via Zoom), Isaac Arguelles-Ibarra, Michael Brewer, Henry Browne, Alison Gurganus, John Crocitti, Jennifer Cost, Nellie Dougherty, Justin Estep, Rob Fremland, Veronica Gerace, Helen Greenbergs, Mary Gwin, James Hinton, Alex Holowicki, Cathy James, Geoff Johnson, Janue Johnson, Emmett "Chip", Lancaster, Sam Lee, Laura Maki, Thekima Mayasa, Dina Miyoshi, Ryan Mongelluzzo, Jennifer Moreno, Jill Moreno Ikari, Katherine Naimark, Olga Pilipets, Scott Plambek, Judy Sundayo, George Svoboda, Ngoc "Kim" Tran, Karen Wait and Guests Marisa Alioto and David Merino

**Absent:**

Janna Braun, Jennifer Moreno (Excused) and Karen Wait (Proxy to Penrod)

**I. CALL TO ORDER & WELCOME** by Academic Senate President Andrew Hoffman @ 2:22PM.  
Parliamentarian – Veronica Gerace/Timekeeper – TBD/Speaker Coordinator – TBD

**II. APPROVAL OF VIRTUAL ATTENDANCE:**

Move to Approve Carlynne Allbee's Virtual Meeting Attendance Today:  
**M/S** Fremland/Crocitti

**UNANIMOUS**

Wait - Proxy to Penrod

**III. APPROVAL OF DRAFT AGENDA:**

Move to Approve:  
**M/S** Moreno Ikari/Primoza

**UNANIMOUS**

Wait - Proxy to Penrod

**IV. PUBLIC PRESENTATIONS:** No Report

**A. Associated Student Government (ASG):** ASG President Ixchel Diaz/Phi Theta Kappa (PTK) President David Merino

**B. Classified Professionals:** Co President Ayana Woods/Member at Large Thieny Trinh

**V. PUBLIC COMMENTS:**

**A.** Geoff Johnson commented on Adjunct Faculty Equity Week. (October 20, 2023 – October 27, 2023 )  
As reported by Geoff Johnson:

"Geoff Johnson mentioned that this week is Adjunct Advocacy Week and asked faculty to best honor the week by being more supportive and inclusive of adjunct faculty as fellow colleague."

**VI. APPROVAL OF DRAFT MINUTES:** October 9, 2023

Move to Approve:  
**M/S** Crocitti/Cost

**33 Approve**

Wait  
(Proxy to Penrod)

**6 Abstain**

- Arguelles-Ibarra
- Hinton
- Lancaster
- Maki
- Naimark
- Svoboda

## **VII. GUEST:**

### **A. Disability Support Programs & Service (DSPS) Department Chair Erika Higginbotham & DSPS Counselor Isaac Arguelles-Ibarra – Student Accommodation Protocols:**

1. Erika Higginbotham and Isaac Arguelles Ibarra responded to the questions the SDMC AS Academic Affairs Committee submitted in advance of the meeting.
2. Students with disability have the legal right to request accommodations under the American Disabilities Act (ADA) and other current U.S. laws.
3. Court decisions for Disability related cases informs our district's DSPS processes, policies and procedures.
4. The SDMC DSPS Department wants to collaborate with Faculty to help support our Students and we want to be Student Centered.
5. The official Course Outlines of Record (CORs) help DSPS Counselors determine if it is possible for a Student to receive accommodations while they are enrolled in a particular course.
6. The DSPS Counselor is responsible for noting that a Student qualifies for an accommodation for a class in the Student's record.
7. The Student is responsible for notifying the Faculty Member when they are approved to receive an accommodation for a course.
  - a. DSPS will contact a Faculty Member on behalf of the Student if the Student has not received a response from the Faculty Member in several days.
8. A DSPS Counselor sometimes has to deny a Student's request for accommodation.
9. Faculty can meet with an Academic Facilitator and SDMC Academic Support when they receive a request for accommodation.
10. DSPS Counselors/School Liaisons:
  - Arts & Languages: Rebekah Corrales
  - Business & Technology: Bree Kennedy
  - Exercise Science: Sandy Ricketts
  - Health Sciences & Public Service: Erika Higginbotham
  - Humanities – Elizabeth Wilke
  - Math & Natural Sciences: Isaac Arguelles Ibarra (Math)/Melissa Williams (Natural Sciences)
  - Social/Behavioral Sciences & Multicultural Studies: Fernando Barrientos & Dr. Joe Pritchett
11. DSPS Student David Merino reported DSPS Students are very thankful to Faculty for providing an accommodation that helps them complete a course.

## **VIII. REPORTS:**

### **A. Committee Reports:**

1. Senate Executive Committees:
  - a. Academic Affairs (AA) Committee: Chair Mary Gwin
    - Mary Gwin will present the committee's report on Generative Artificial Intelligence (AI) today.
  - b. Professional Advancement Committee (PAC): Chair Janna Braun (No Report)
  - c. Committee of Chairs (COC): Chair of Chairs Jill Moreno Ikari (No Report)
  - d. Curriculum Review Committee (CRC): Faculty Co-Chair Justin Estep

As reported by Justin Estep:  
"This is a CIC week.  
The main thing I wanted to discuss with you (Senate) today is the District GE Pattern, which we will discuss in New Business."

- e. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi

As reported by Dina Miyoshi:

"This is the 2<sup>nd</sup> year of the 4-year Program Review cycle and this year is an update year. There are two zoom open work sessions this week on Tuesday (Oct 24) from 3-4pm and Friday (Oct 27) from 11am-12pm. An email with the info was sent out earlier today. A couple reminders about due dates: a draft is due to deans/managers by December 4th and the final PR and resource requests are due by February 5th."

2. Other Committees:

- a. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo

As reported by Judy Sundayo:

- "CDAIE last met on 10-6-23, with 23 persons attending.
- The committee joins the campus in continuing the celebration of Latinx Heritage Month (Sept. 15 - Oct. 15<sup>th</sup>), as well as Indigenous People's Day (Oct. 9<sup>th</sup>), World Mental Health Day (Oct. 10<sup>th</sup>), National Coming Out Day (Oct. 11<sup>th</sup>), LGBT History Month, National Disability Employment Awareness Month and Filipino American History Month.
- Celebrations this month (Latinx Heritage events, the DEBER panel, the AANAPESI and KAPWA events, the Pride Center events, Reflect, the film screening of Larry Itliong and a discussion of the forgotten heroes of the United Farm Workers movement, in honor of Filipino American History Month, the Restore & Unite Week, and the 5<sup>th</sup> Annual Student Advocacy Fair, have been well.
- The International Education Committee is planning a Study Abroad Panel from a Black and Brown Perspective on Wednesday, Nov. 15<sup>th</sup> in honor of International Education Week, from 10 - 11 in BT-101.
- CDAIE's subcommittee on Personal & Professional Development met with local members of the Kumeyaay and are planning to invite Professor Jacob Alvarado Waipuk, Chair of Tribal Relations at SDSU, to speak at Mesa College this month as we unveil a plaque of our Land Acknowledgment.
- Professor Michael Cox will also host a Native American Student panel, where students share their experiences, on Wed. Nov. 8<sup>th</sup> from 12 - 1 in MC-211. The Planning Committee is also setting up a 3-tier glass display in the LRC atrium with Native American Art and Books.
- Events for Black History Month 2024 have been drafted and hope to be finalized by the end of October.
- CDAIE will meet next on Friday, November 3, 2023, from 9 am - 11 am via zoom."

- b. Mesa Pathways Committee (MPC): Co-Coordinator Marisa Alioto

As reported by Marisa Alioto

"Academic and Career Pathways:

The deadline for academic programs to make adjustments to their ACP placement was Monday, October 16<sup>th</sup>.

Many thanks to the departments who submitted updates to their placement, as academic programs may now be placed in up to three Academic and Career Pathways. Mesa Pathways Leadership Team is now in the process of updating these programs listings, which will be reflected on the Academic and Career Pathways website by mid-November: <https://www.sdmesa.edu/academics/v2/academic-career-pathways/index.shtml> .

These ACP updates will also be submitted to the district so that these changes can be reflected in the updates to CCCApply. In future terms, incoming students will be able to select their major via ACP in CCCApply.

#### Halloween Mixer:

The Mesa Success Coaches Halloween Mixer will take place on Tuesday, October 31st from 1-3pm in the Mesa Quad. There will be games and a costume contest. This event will provide an opportunity for Mesa Success Coaches and their students to get to know one another in person. There will also be tables for the Academic and Career Pathways so students can learn more about the degrees and certificates Mesa has to offer. While this event is built around the Mesa Success Coaches program, all members of the campus community are welcome to participate. Dress-up is encouraged! We hope to see you there!

We would really like to have faculty to represent each of the each of the Academic and Career Pathways ([Academic & Career Pathways \(ACP\) | San Diego Mesa College \(sdmesa.edu\)](#)). , and welcome instructional faculty to participate. Please email Ian Duckles ([iduckles@sdccd.edu](mailto:iduckles@sdccd.edu)) and let him know which ACP you will represent. At the time of the meeting, more volunteers are needed to staff tables for the Education & Guidance and the Languages & Literature ACPs."

- c. Other Committee Reports: None

#### 3. Senate Executive Officer Reports:

- a. Vice President: Veronica Gerace

As reported by Veronica Gerace:

"Academic Senate Vice President, Veronica Gerace shared that she sent a call for committee membership earlier in the day. During the meeting she solicited feedback and explained that she has still not heard from all committee chairs with details about their committees."

- b. Secretary: Vacant
- c. Treasurer: Thekima Mayasa (No Report)
- d. Senators at Large: Two (2) Vacancies
- e. CTE Liaison: Vacant
- f. Immediate Past President: John Crocitti (No Report)
- g. President: Andrew Hoffman:
  - SDMC received provisional approval for a second baccalaureate degree program in Physical Therapy.
  - San Diego City College broke ground on the site for an "Affordable Student Housing" project on Friday with local and district dignitaries on hand.
  - More than 50 SDMC Community Members attended the virtual "Accreditation Open Forum" on October 12<sup>th</sup>.
    - \* The SDMC Accreditation Team will visit our campus in February 2024.
  - Our district will pursue a ballot measure for a new bond measure next year for structural improvements throughout the district.

**IX. NEW BUSINESS:**

**A. General Education (GE) Pattern:** Estep

As reported by Justin Estep:

Proposed District GE Pattern:

"I would like to request that we enter the new District GE Pattern into new business. The changes are the minimum changes needed to meet new, legal requirements. There are two main changes. Instead of the "3 units from any area," there will be a required Ethnic Studies course. The area that previously included Oral Communication, Critical Thinking, and Quantitative Reasoning (Communication and Analytical Thinking; A2) is to be divided into two areas. One area will be Oral Communication and Critical Thinking (1B) and the other area will be Mathematical Concepts and Quantitative Reasoning (2). Competence in Reading and Written Expression will be met by completing coursework in area 1A. Competence in Mathematical Reasoning will be met by completing coursework in (the new) area 2. This will increase the total unit requirement from 18 units to 21 units. Currently all requirements (American Institutions, Health Education, Exercise Science Activity, and Multicultural Studies) are being retained. For more information, please view the documents available on [Boarddocs](#).

The second attachment shows the proposed District GE pattern (middle) flanked by the current District GE pattern (on the left) and CalGETC pattern (on the right). The fifth attachment shows which courses will meet each GE area under the new pattern. If you have any questions, please contact me at [jestep@sdccd.edu](mailto:jestep@sdccd.edu)."

Move to Accept the Item as New Business – Old Business on the November 13, 2023 Agenda:

**M/S**

Greenbergs/Brewer

**UNANIMOUS**

Wait  
(Proxy to Penrod)

**B. SDMC AS Academic Affairs Committee Generative Artificial Intelligence (AI) Research Paper:**

As reported by Mary Gwin:

"Academic Affairs completed our report on Generative AI. We encourage all faculty to read it. There are live links available in the document for you to use in developing policies for your courses or programs."

Move to Accept the Item as New Business – Old Business on the November 13, 2023 Agenda:

**M/S**

Primoza/G. Johnson

**UNANIMOUS**

Wait  
(Proxy to Penrod)

**X. OLD BUSINESS:** None

**XI. ANNOUNCEMENTS:**

- A.** The next Dynamic Dialogue & Dessert (DDD) event is "An Opportunity to Re-Center" on Thursday (November 2, 2023) from 2:30PM – 3:30PM in the LOFT.
- B.** The next SDMC Academic Senate meeting is November 13, 2023 @ 2:20PM in Room **LRC 435**.
- C.** The next Academic Affairs Committee meeting is November 6, 2023 @ 4:15PM in Room A117.
- D.** The next Committee of Chairs (CoC) meeting is October 25, 2023 @ 2:30PM in Room MC 211 A/B.
- E.** The next Curriculum Review Committee Meeting is November 2, 2023 from 2:15PM-4:00 in Room LRC 435.
- F.** The next SDMC AS Executive Committee meeting is November 6, 2023 @ 2:30PM in Room A117.
- G.** The next Professional Advancement Committee meeting is November 15, 2023 @ 2:30PM in Room A117.

**XII. ADJOURNMENT @ 3:58PM:**

Move to Adjourn:

**M/S**

Crocitti/Estep

**UNANIMOUS**

Wait  
(Proxy to Penrod)

Submitted by Sue Saetia

Approved by the SDMC AS:



## Proposed Taxonomy

### Subject

Based on 3-letter abbreviations.  
A system-level list of abbreviations should be standard.

### Course Type Identifier

A system level key could be developed to define other identifiers or establish local use parameters.

C = Common Course Number

SUB C#####&&&

### Course Number (####)

0XXX - Non-baccalaureate

1XXX - 100-level course

2XXX - 200-level course

3XXX - 300-level course

4XXX - 400 level course

9XXX - Non-credit

Provides for 1000 courses at each level per discipline per identifier type.

Other levels could be defined at the system-level as needs are identified.

### Course Speciality Identifier (&&&)

A system-level key could define options: (examples)

H = Honors Course

L = Lab only Course

C = Combined Lecture/Lab Course

R = Co-Requisite only Course

D = Co-Requisite and Credit Course Combined

Up to 3 speciality identifiers can be attached to a course, a course with no identifiers would not have fillers in those fields.

## Example

	MTH C1801HL
<b>Subject</b>	MTH = Math
<b>Course Type</b>	C = CCN
<b>Course Number</b>	1801 = 100-level course
<b>Special Classifications</b>	H = Honors L = Lab only course

**676 E.1.d Implementation Recommendation - CCN Descriptors**

677 A CCN Descriptor is a foundational document that defines the common minimum elements of a  
 678 course for CCN. The following table provides recommendations related to the expectations for  
 679 alignment of CCN Descriptors.

CCN Descriptor Elements		Descriptor Elements Classification
Course Number		Identical
Course Title		Identical
Unit Amount (x semester, y quarter)		Adheres to an established minimum
Course Description	Part 1: Required	Identical
	Part 2: Optional	Expanded - local college discretion
Prerequisites		Identical
CCN Descriptor Elements		Descriptor Elements Classification
Course Content	Required Topics	Identical
	Optional Topic Expansion	Additional details expanded - local college discretion
	(Optional Additional Topics - defined as part of CCN Descriptor development.)	
Student Learning Objectives/Outcomes	Required Objectives/Outcomes	Identical
	Optional Objectives/Outcomes Expansion (Optional Additional Objectives/Outcomes - defined as part of CCN Descriptor Development)	Additional details expanded - local college discretion



**Resolution 2023.11.1 - Requesting the SDCCD and the Mesa College to Sign and Implement the Anti-Defamation League (ADL) Workplace Pledge to Fight Antisemitism: Kanevsky**

Mover:

Seconder:

Whereas, in 2022 in CA there were 518 documented antisemitic incidents, a 40% increase since 2021; and

Whereas, FBI reported that in 2022, anti-Jewish hate crime incidents in the country sharply rose by more than 37%, reaching 1,122 incidents, the highest number recorded in almost three decades; and

Whereas, on 10/17/2023 California State Civil Rights Department acknowledged new and recent reports of antisemitic and Islamophobic threats and acts of hate and violence; and

Whereas, antisemitism is currently surging around the world and in the US, with ADL reporting that in the United States, there have been 107 antisemitic incidents between October 7 and October 17, 2023; and

Whereas, the Jewish people are an ethnoreligious minority group in the US, constituting 2% of the population yet experiencing 9.6% of all hate crimes in the US; and

Whereas, Jewish faculty and staff requested inclusion of antisemitism education in DEI practices without success; and

Whereas, past events at the district made it clear that many faculty and administrators have little knowledge about the Jewish people and antisemitism they experience; and

Whereas, while the college and the district create many events and acknowledgements celebrating diverse cultures, the Jewish American Heritage Month (May) goes unnoticed as do most significant Jewish holidays;

RESOLVED, that the San Diego Mesa College Academic Senate request the SDCCD and the Mesa College leadership to sign and implement the Anti-Defamation League (ADL) Workplace Pledge to Fight Antisemitism, namely:

1. WE PLEDGE TO ADDRESS antisemitism in our Diversity, Equity, and Inclusion educational strategies by offering programs for employees about addressing antisemitism specifically (such as adopting ADL's Antisemitism 101 for the Workplace on-demand module) as well as integrating antisemitism into our broader DEI approach.
2. WE PLEDGE TO SUPPORT Jewish employees through mechanisms such as a Jewish Employee Resource Group (ERG), affinity group, or programming. We also recognize the diversity of Jews, and that Jewish identity transcends religious practice, and pledge that Jewish employees are welcomed in all relevant ERGs or affinity groups.
3. WE PLEDGE TO ENSURE we have robust religious accommodation policies. We will evaluate our policies to see where we can make improvements that promote inclusion for all employees, which could include a shared holiday calendar of religious observances, a floating holiday policy, food and dietary accommodations at workplace gatherings, dedicated spaces for daily religious practices, and more.
4. WE PLEDGE TO USE our workplace's platform on social media, via press release, and/or messaging from company leadership to employees as well as externally to speak out to fight hate overall and when there is a day of cultural significance to the Jewish community (Ex: Jewish American Heritage month, Shine A Light, etc.) or if there is a significant act of antisemitism in the United States.

<https://apnews.com/article/california-antisemitism-supremacist-hate-crimes-bf90c74bc1de711c4a7b794305516bc3>

<https://calcivilrights.ca.gov/2023/10/17/commission-on-the-state-of-hate-civil-rights-department-urge-californians-to-take-advantage-of-anti-hate-resources-amid-reports-and-threats-of-hate-violence/>

<https://www.voanews.com/a/antisemitism-surges-around-world-as-israel-hamas-clash/7306956.html>

<https://www.adl.org/resources/press-release/adl-fbi-data-reflects-deeply-alarming-record-high-number-reported-hate>

<https://shinealightn.com/>

**Proposed Alignment of SDCCD GE with Proposed Title 5 Revisions and Cal GETC**

SDCCD Current			CCC Proposed Title 5 Revisions***			^CalGETC		
General Education			General Education			General Education		
Area	Title	Units	Area	Title	Units	Area	Title	Units
			1	Oral Communication and Critical Thinking		1	English Communication	
A1	English Comp	3	1A	English Composition	3		English Comp	3
			1B	Oral Communication and Critical Thinking	3		Critical Thinking	3
							Oral Communication	3
A2	Communication and Analytical Thinking	3	2	Mathematical Concepts and Quantitative Reasoning	3	2	Mathematical Concepts and Quantitative Reasoning	3
						3	Arts and Humanities	
							Arts	3
C	Humanities		3	Arts and Humanities	3		Humanities	3
D.	Social and Behavioral Sciences		4	Social and Behavioral Sciences	3	4	Social and Behavioral Sciences (two disciplines)	6
B	Natural Sciences	3	5	Natural Sciences	3	5	Physical and Biological Sciences	
1	Life Sciences							
2	Physical Sciences						Physical Science	3
							Biological Science	3
							Laboratory for Physical or Biological Science	1
			6	Ethnic Studies*	3	6	Ethnic Studies	

SDCCD District Requirements**			CCC Proposed Title 5 Revisions	Cal GETC
Area	Subject	Units		
1	Competence Reading and Written Expression (A1)		Merged into 1A	
2	Competence in Mathematics A2	3	Merged to 2	
3	American Institutions/Cal Gov	3	Local Decision	Not required for CalGETC; is a CSU Graduation Requirement
4	Health Education	3	Local Decision	
5	Exercise Science Activity	1-2	Local Decision	
6.	Multicultural Studies	3	Local Decision	

\*Add Ethnic Studies Fall 2024

\*\*District Requirements = Double Counting Allowed

\*\*\*One course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.

^CalGETC Fall 2025

## Academic Affairs Report on Generative AI September 2023

by

Mary Gwin

Lisa Burgert

Das Odasso

### Introduction

Generative artificial intelligence (AI) is technology that uses deep learning models to generate content that is like the content previously only created by humans (Lim, et al., 2023). For example, generative AI can produce images as well as cohesive paragraphs that mirror human outputs. This is done by use of large language models, which are complex statistical representations of language that can be used, among other things, to predict sentence structure to generate content (Luitse, 2021). Generative AI is distinguished from other kinds of AI, like conversational AI (e.g., chatbots) and other forms of generic AI (Lim, op.cit.). Typically, generative AI can produce content that goes beyond explicit programming (Lim, op.cit.). ChatGPT and others (e.g., BARD, DALL-E, etc.) are examples of applications that use generative AI.

In education, some concerns about generative AI use include privacy, academic integrity, accuracy, and intellectual property. Our focus in this report is to survey the current academic integrity and use policies for generative AI in three areas: institutions, courses, and research journals. This survey does not claim to be an exhaustive list of policies, but rather, a first pass at understanding the scope of policies as of September 2023. In the following, we provide a brief survey of policies for institutions, courses, and journals.

### Institutional Policies

We surveyed several colleges and university policies and found that rather than banning it, most universities across the country have developed policy guidelines for generative AI use. Locally, the University of California San Diego, for example, offers a library guide<sup>1</sup> explaining what generative AI is and how to use it and cite it and offering guidelines for how to use it and avoid violating academic integrity. The University of San Diego's Center for Educational Excellence offers a similar page<sup>2</sup>. Across the state, similar resource pages are available. The University of California Berkeley's Center for Teaching and Learning<sup>3</sup> and the University of California Los Angeles's Center for the Advancement of Teaching<sup>4</sup> have a resources page for faculty and

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<sup>1</sup> Available at <https://ucsd.libguides.com/c.php?g=1322935&p=9734121>

<sup>2</sup> <https://www.sandiego.edu/cee/pedagogical-resource-bank/generative-ai.php>

<sup>3</sup> <https://teaching.berkeley.edu/understanding-ai-writing-tools-and-their-uses-teaching-and-learning-uc-berkeley>

<sup>4</sup> [https://teaching.ucla.edu/resources/ai\\_guidance/#:~:text=The%20UCLA%20Student%20Conduct%20Code,work%2C%20or%20must%20clearly%20acknowledge](https://teaching.ucla.edu/resources/ai_guidance/#:~:text=The%20UCLA%20Student%20Conduct%20Code,work%2C%20or%20must%20clearly%20acknowledge)



students with guidelines like the aforementioned. This kind of resource for student and faculty usage of generative AI tools is available in much the same way at universities nationally.<sup>5</sup>

Similarly, community colleges are offering support for faculty and students.<sup>6</sup> Tacoma Community College offers robust resources for faculty and students including training in prompt writing and course policies.<sup>7</sup> Miami Dade College is offering professional development for faculty and aims to integrate generative AI across disciplines.<sup>8</sup> San Diego Community College District's Office of Innovation and Institutional Effectiveness offers a page with links to news articles and other resources.<sup>9</sup>

### Course Policies

Lance Eaton at College Unbound maintains a Google doc of syllabus policies across colleges and disciplines.<sup>10</sup> While these policies vary by individual, there are typically four ways to approach the use of generative AI in the classroom. These approaches are prohibiting use, limiting use with prior permission, using with acknowledgment, and using with no acknowledgment. The University of Delaware Center for Teaching and Learning Development recommends the following course policies:

Prohibiting Use- "... explicitly tell students [not to use generative AI on assignments, and] explain to them why they are not allowed to collaborate or use tools. An honest, respectful discussion about why it is important for students to work independently in this particular class can help students understand that critical context and broader (academic, professional, or disciplinary) norms and expectations."<sup>11</sup>

Limiting Use with Prior Permission- "... clearly communicate with students when and how they can and cannot use these tools... make clear the rationale for allowing these tools in some situations but not allowing them in others; this could be an open discussion and exploration of (academic, professional, or disciplinary) norms and expectations or it could be a brief explanation of your thinking and expectations."<sup>12</sup>

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<sup>5</sup> For example, the University of Wisconsin Madison's Center for Teaching, Learning, and Mentoring's policy is available at <https://ctlm.wisc.edu/self-serve-resources/artificial-intelligence-and-chatgpt/#:~:text=ChatGPT%20and%20other%20AI%2Dgenerated,area%20of%20teaching%20and%20learning>

<sup>6</sup> For example, Normandale Community College in MN offers this <https://ctlm.wisc.edu/self-serve-resources/artificial-intelligence-and-chatgpt/#:~:text=ChatGPT%20and%20other%20AI%2Dgenerated,area%20of%20teaching%20and%20learning>

<sup>7</sup> <https://tacomacc.libguides.com/generativeAI/home>

<sup>8</sup> <https://www.insidehighered.com/opinion/views/2023/07/07/how-one-college-responding-rise-ai-opinion>

<sup>9</sup> <https://www.sdccd.edu/about/departments-and-offices/institutional-innovation-effectiveness/innovation-educational-technology/innovation-technology-news.aspx>

<sup>10</sup> See <https://docs.google.com/document/d/1RMVwzic1o0Mi8Blw-JUTcXv02b2WRH86vw7mi16W3U/edit?pli=1#heading=h.1cykin2vg2wx> for a variety of examples.

<sup>11</sup> Available at <https://ctal.udel.edu/advanced-automated-tools/#course-policies>

<sup>12</sup> Ibid.

Using with Acknowledgment- "... explicitly (a) note how students should cite or otherwise acknowledge these tools, with one or more examples, and (b) help students understand the limits and appropriate uses of these tools."<sup>13</sup>

Using with No Acknowledgment-Students should be made aware of the limitations of and appropriate uses of these tools.

An example of language for syllabi and individual assignments is offered by Oregon State University's Center for Teaching and Learning.<sup>14</sup> We offer sample syllabus language from the University of Delaware in our conclusions section.

### Journal Policies

We surveyed six representative journal publishers for policies<sup>15</sup> and found minimal disagreement regarding the use of generative AI. No publisher allows generative AI to be cited or listed as an author. All authors of publications are responsible for the accuracy of the content. While all publishers allowed for the use of AI to aid in developing a manuscript, only one required permission for use from the editors (*Science Journals*)<sup>16</sup>. All the publishers who allow the use of AI require disclosure of some sort, either in the methods section<sup>17</sup> of the paper, in the cover letter, or in a section of the paper after the text and before the reference list<sup>18</sup>.

### Conclusions

Generative AI is currently being embraced as a learning tool at all levels of higher education, though the impacts of the recent technology are unclear. The California Community Colleges Chancellor's Office has included it in the 2030 Vision as a Strategic Direction by citing it as a tool that holds "...great promise...to eliminate equity gaps..."<sup>19</sup> and promising to explore "...opportunities to lead in adapting and building the promise of advances in AI in higher education."<sup>20</sup> Consequently, we think that it is in our best interest to stay apprised of developments and advocate for professional development opportunities like the ones offered through Miami Dade College<sup>21</sup> and Los Rios Community College District.<sup>22</sup> Potential areas for

<sup>13</sup> Ibid.

<sup>14</sup> Available at <https://ctl.oregonstate.edu/guidance-syllabus-statements-about-ai-use>

<sup>15</sup> These journal publishers are Nature Portfolio, Science Journals, Sage, Elsevier, Oxford, and Cambridge.

<sup>16</sup> Available at <https://www.science.org/content/page/science-journals-editorial-policies>

<sup>17</sup> For example, <https://www.nature.com/nature-portfolio/editorial-policies/ai>, <https://us.sagepub.com/en-us/nam/chatgpt-and-generative-ai>, [https://academic.oup.com/pages/authoring/journals/preparing\\_your\\_manuscript/ethics](https://academic.oup.com/pages/authoring/journals/preparing_your_manuscript/ethics), <https://www.cambridge.org/core/services/authors/publishing-ethics/research-publishing-ethics-guidelines-for-journals/authorship-and-contributorship#:~:text=AI%20Contributions%20to%20Research%20Content&text=Authors%20are%20accountabl>, [e%20for%20the,not%20breach%20Cambridge's%20plagiarism%20policy](https://www.cambridge.org/core/services/authors/publishing-ethics/research-publishing-ethics-guidelines-for-journals/authorship-and-contributorship#:~:text=AI%20Contributions%20to%20Research%20Content&text=Authors%20are%20accountabl)

<sup>18</sup> <https://www.elsevier.com/journals/information-and-management/0378-7206/guide-for-authors>

<sup>19</sup> <https://www.cccco.edu/About-Us/Vision-2030/strategic-directions>

<sup>20</sup> Ibid.

<sup>21</sup> Op. cit.

<sup>22</sup> <https://losrios.edu/campus-life/calendar-and-events/event?id=x87494&date=20230925&time=1200>



professional development for faculty include ethical use for students and faculty, preparing students for AI use after transfer and in the workplace, and teaching with (and without) AI tools.

One area of immediate concern among faculty at San Diego Mesa College is developing syllabus language to address the use of generative AI in the classroom. Here are some examples from the University of Delaware<sup>23</sup>:

**Prohibiting Use-** “Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.”<sup>24</sup>

**Limiting Use with Prior Permission-** “Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.”<sup>25</sup>

In cases where students are required to document explicitly, here is sample language:

“If permission is granted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2), they must be properly documented and credited. Text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.”<sup>26</sup>

In cases where students are required to explain use, here is sample language:

“If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool.”<sup>27</sup>

**Using with Acknowledgment-** “Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.”<sup>28</sup>

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<sup>23</sup><https://ctal.udel.edu/advanced-automated-tools/#syllabus-language>

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

In cases where students are required to explain use, here is sample language:

“If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool.”<sup>29</sup>

Using with No Acknowledgment- A statement regarding the acceptability of free use is appropriate.

Finally, it is worth noting that the MLA, APA, and Chicago Manual have developed citation policies for generative AI. The MLA does not recommend citing generative AI as an author, but does offer guidance on how to cite generative AI uses for paraphrasing, quoting, editing, translating, etc.<sup>30</sup> The policies for APA and Chicago styles are similar.<sup>31</sup>

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Luitse, D. and Denkena, W. (2021). The great Transformer: Examining the role of large language models in the political economy of AI. *Big Data & Society*, 8(2). <https://doi.org/10.1177/20539517211047734>

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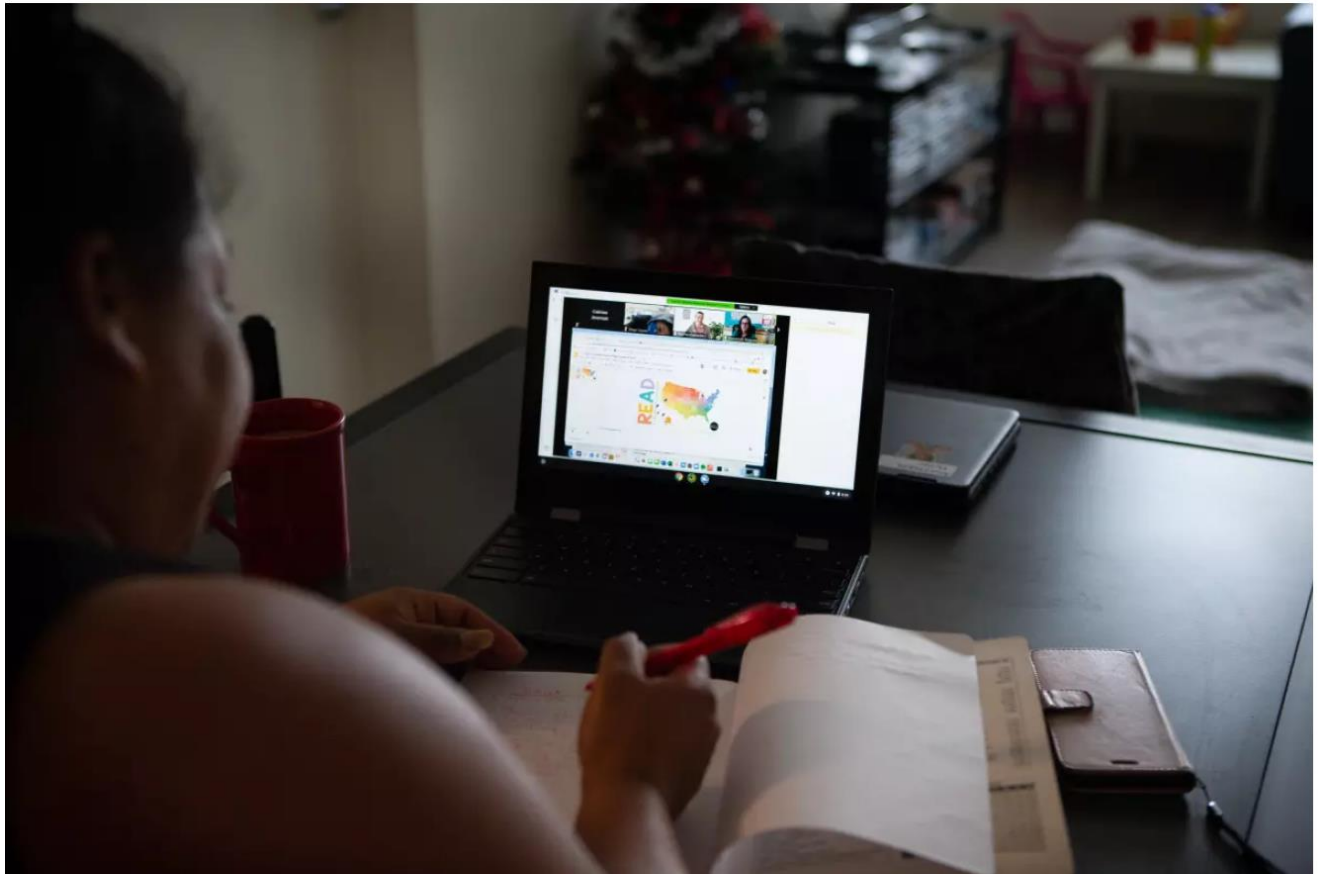
<sup>29</sup> Ibid.

<sup>30</sup> <https://style.mla.org/citing-generative-ai/>

<sup>31</sup> <https://apastyle.apa.org/blog/how-to-cite-chatgpt> and <https://www.chicagomanualofstyle.org/ganda/data/faq/topics/Documentation/faq0422.html>

## COMMENTARY

## Opinion: By blindly embracing online learning, we risk reinforcing educational inequities



Janelle Miller resides at a homeless shelter has to facilitate online learning for her two children during the COVID-19 school closures. (Lisa Hornak/For The San Diego Union-Tribune)

If we're not thoughtful about our use of online learning, we will continue down the path of ever-evolving inequities that we should be trying to subvert.

BY ERIN M. EVANS

OCT. 11, 2023 5:45 PM PT



***Evans, Ph.D.,** is an associate professor of sociology at San Diego Mesa College, faculty vice president for AFT Local Guild 1931 and a court-appointed special advocate for foster youth with Voices for Children. She lives in Santee.*

Whether or not online learning is an effective tool for increasing accessibility is an increasingly fraught topic for those of us working in community college districts. As a professor of sociology at San Diego Mesa College, I'm not just referring to making college and university courses more accessible to people with neurodivergence and physical disabilities. People experiencing forms of structural violence, like institutionalized racism, sexism, heteronormativity, gender bias and classism also face obstacles to accessing higher education. These obstacles cause the inequities in education that community college administrators, faculty and staff are trying to address.

What do we mean when we say that online courses are more "accessible"? For students with physical disabilities, we are saying that it is easier for them to learn online rather than deal with inadequacies in transportation, physical buildings and other social spaces. For students with medical disabilities, it is easier to have flexible, self-paced classes when you are forced to take a full load of courses to keep your financial aid and, more importantly, your health insurance. For students with neurodivergence, it's easier to stay in the digital shadow rather than deal with the myriad repercussions of ignorance and social stigma. For students who can't afford a car or the super high price of gas or for people concerned with overconsumption of fossil fuels, we are saying that online learning is better than spending upwards of four hours on a bus. (That's how long the trips to-and-from Mesa College took from North Park last time I tried it.) Or, for students who are caregivers for kids, parents and other loved ones, the only option they have for taking courses at all is online because these necessary forms of care work are entirely unpaid. These are the most common reasons my faculty colleagues use to justify the escalating increase in our online classes. Before COVID, not even 5 percent of Mesa College's sociology courses were offered online. Now, my colleagues and I have to fight tooth-and-nail every semester to keep only about 50 percent of our sociology program's courses face-to-face.

Sociology faculty at Mesa College are fighting this hard because students who opt for online courses are sacrificing the creative deep thinking and relationship-building that can only happen with spontaneous, face-to-face social interaction. More importantly, we are encouraging them to make that sacrifice by providing more courses online while also allowing our institutions to remain structurally inaccessible for face-to-face learning. With the option of online, what motivates policy-makers to make our in-person classes more accessible? Nothing does.

Education requires creative problem solving and spaces for spontaneous and often nonverbal communication. It requires spaces where spontaneous remarks, facial expressions, delicately stuttered sentences, and other unique, informal and often unintentional types of communication end up sparking important ideas and extinguishing bad ideas. In a recent [study](#) on nursing students, researchers found that the benefits of online learning depended on the course content, and that “motivation to learn, teamwork and quality of discussion may be compromised due to the lack of socialization and interactions between students and tutors.” Face-to-face classrooms are where these seemingly unproductive physical, in-person, interactions blossom organically and substantively.

Accessibility means addressing the structural arrangements that perpetuate inequitable access to higher education and access to the [“hidden curriculum.”](#) It means addressing the economic and political structures that prevent many of our students from ever experiencing idyllic four-year residential colleges and universities. The imperative to maintain high enrollment is derived from the structural pressure to make education a commodity, instead of a human right. And that same structural pressure makes online learning more convenient and therefore more “accessible.” (This is leaving out the issue of disparities in access to technology.) If we blindly embrace the moving train of online learning, we risk blindly reinforcing the very structures we are trying to dismantle.

At best, online learning is a tool, but not a silver bullet for accessibility. At worst, it is a market-driven project that fetishizes “flexible learning.” Online learning could actually



be a bullet in the foot of equity if it's not used with careful self-reflexivity, moderation and the highest standards of academic integrity.

Social arrangements that separate us into bosses and workers and that require hyper-efficiency and hyper-production for the sake of making profit are the same arrangements that make higher education less accessible to people from under-served and marginalized communities. Dependency on software corporations like Canvas, and a “butts in every seat” approach to enrollment, reinforce interconnected forms of inequity. If we're not careful and thoughtful about our use of online learning, we are going to continue down the path of ever-evolving inequities that we should be trying to subvert.

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## **An Addendum to “By blindly embracing online learning, we risk reinforcing educational inequities.”**

I was constrained to 800 words in the opinion piece that was published in the *San Diego Union-Tribune* on October 11<sup>th</sup>, and I want share some data on equity gaps related to online learning that I couldn’t include in it. I’ll start with the digital divide.

According to The Pew Research Center, about four-in-ten adults with lower incomes do not have home broadband services (43%) or a desktop or laptop computer (41%). The San Diego Community College District serves many of these students. The Pew Research Center also reported that, “racial minorities and those with lower levels of education and income are less likely to have broadband service at home.”<sup>1</sup> The below table of data is drawn from Pew Research Center's website tracking at-home broadband service by race.

<b>Home Broadband Adoption by Race</b>			
Date of data collection	white	Black	Latinx
1/18/2018	72%	57%	47%
2/7/2019	79%	66%	61%
2/8/2021	80%	71%	65%

The same Pew Research poll reported complete equity of at-home broadband adoption by gender, with 77% of all men polled reporting at-home broadband access, and 77% women have high speed internet at home. If these data on gender were disaggregated by race, we would surely see the intersectional equity gaps where women of color are even more of a disadvantage in terms of having high speed internet at home. These data, coupled with the tendency for students to use smartphones for their course material, indicate that maintaining fair access to face-to-face classes should be a priority until access to high speed internet becomes a publicly provided good.

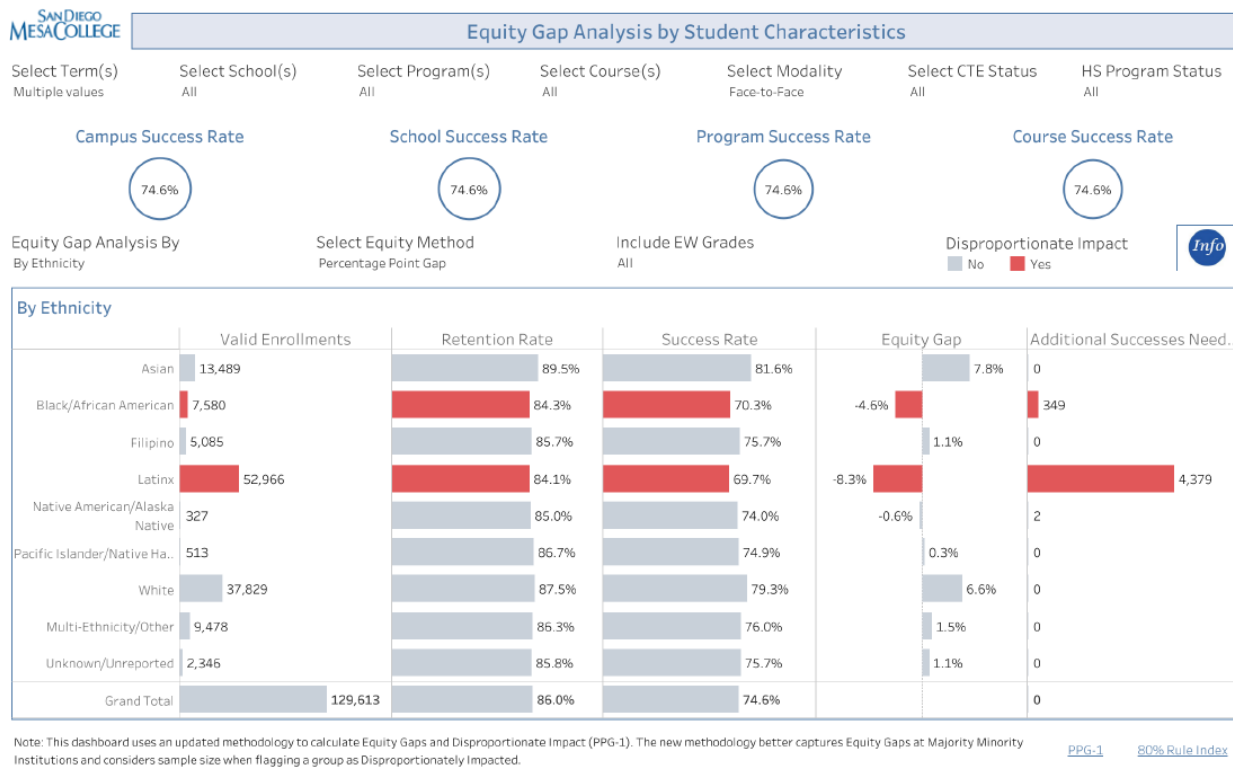
I’m going to use the data dashboard provided by Mesa College’s Office of Institutional Effectiveness for the rest of this addendum. For the sake of brevity, the parameters for these data are very broad because this addendum is meant to simply demonstrate the need for a substantive conversation across schools and campuses. I drew from all terms available—summer 2016 to spring 2023—and all schools at Mesa College. The rest of the parameters are labeled. Again, these data are extremely easy to retrieve and are purely descriptive. They do not control for changes in

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<sup>1</sup> <https://www.pewresearch.org/internet/fact-sheet/internet-broadband/>

demographic populations, for differences between disciplines, and many other variables that should be included in future analyses.

The first graph are data for face-to-face courses:



The second graph contains data from online synchronous and online asynchronous, and exclude hybrid and hyflex courses, but note that data including hyflex and hybrid are only slightly different when they are included.

## Equity Gap Analysis by Student Characteristics

Select Term(s)  
Multiple values

Select School(s)  
All

Select Program(s)  
All

Select Course(s)  
All

Select Modality  
Multiple values

Select CTE Status  
All

HS Program Status  
All

Campus Success Rate



School Success Rate



Program Success Rate



Course Success Rate



Equity Gap Analysis By  
By Ethnicity

Select Equity Method  
Percentage Point Gap

Include EW Grades  
All

Disproportionate Impact  
No Yes



By Ethnicity	Valid Enrollments	Retention Rate	Success Rate	Equity Gap	Additional Successes Need..
Asian	27,112	91.6%	83.7%	11.9%	0
Black/African American	16,977	83.4%	63.5%	-10.2%	1,732
Filipino	10,687	88.5%	77.6%	4.8%	0
Latinx	100,705	85.3%	68.0%	-8.3%	8,344
Native American/Alaska Native	609	82.9%	68.0%	-5.1%	31
Pacific Islander/Native Ha..	1,172	86.4%	68.5%	-4.5%	53
White	74,129	88.6%	77.7%	6.6%	0
Multi-Ethnicity/Other	19,586	86.3%	73.0%	0.0%	2
Unknown/Unreported	4,389	84.9%	70.4%	-2.7%	118
Grand Total	255,366	87.0%	73.0%		0

Note: This dashboard uses an updated methodology to calculate Equity Gaps and Disproportionate Impact (PPG-1). The new methodology better captures Equity Gaps at Majority Minority Institutions and considers sample size when flagging a group as Disproportionately Impacted.

[PPG-1](#)

[80% Rule Index](#)

Two characteristics of these data stand out. First, the equity gap for Black/African American students jumps significantly from -4.6 to -10.2, which is alarming and, alone, demonstrates the need to address the ongoing increase in online courses. Second, the data for white students reflect a positive equity measure of 6.6% for both face-to-face and online modalities, which indicates that this is likely not a problem with instructors being deficient in their online teaching skills. The data also indicate a need for more robust and thorough analyses of course and learning outcomes across disciplines.

I hope that this is just the start of a desperately needed conversation that will include empirical analyses. For faculty at Mesa College, I encourage you to use OIE's dashboard to explore data on your discipline. ([Here's a link to access the dashboard.](#)) For instance, the sociology program at Mesa College had a narrowing equity gap for Latinx and Black students until the onset of the pandemic and the increase in online teaching. If I had the time, I'd explore this one simple data point across every discipline, along with the myriad other outcomes we're seeing and experiencing. Again, I hope we can take a breath, step back from our panic to increase enrollment, and more earnestly the best pathway for providing truly equitable and excellent higher education.

Thank you for your time and attention,  
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