AI Task Force Recommendations Report

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Acknowledgements

Table of Contents

Executive Summary

The CSN AI Task Force was established in September 2023 to address artificial intelligence challenges and opportunities. This report represents significant investment by task force members, survey respondents, listening session participants, and campus stakeholders who contributed expertise and perspectives.

Why This Matters

The workforce has transformed. Entry-level positions have declined by 35% since 2023 as AI automates routine tasks (Revelio Labs, 2024), and between 45% and 55% of companies have eliminated bachelor's degree requirements in favor of skills-based hiring (Intelligent, 2024b; Burning Glass Institute & Harvard Business School, 2024). Yet 55% of recent graduates nationally report their academic programs failed to prepare them for generative AI tools they encounter at work (Cengage Group, 2024). Nationally, 86% of students use AI regularly (Digital Education Council, 2024). At CSN, only 22% of students perceive encouragement from professors regarding AI use, while 82% of faculty and staff agree that learning AI is important for workforce competitiveness. Accrediting bodies now emphasize AI literacy as essential for college graduates (NWCCU, 2025), with specific expectations around transparency and learning evaluation (C-RAC, 2025).

What We Found

Campus surveys and listening sessions revealed critical gaps. Stakeholders need clarity about institutional expectations for AI use. Professional development is needed on AI tools and pedagogical strategies. Students use AI extensively but lack understanding of responsible practices. AI adoption is fragmented across campus without coordination, creating redundancies and missed opportunities.

Key Recommendations

Governance: Systematically review existing policies to address AI-specific concerns including acceptable use, data privacy, accessibility, intellectual property, and academic integrity. Establish clear protocols for AI tool evaluation addressing FERPA compliance, data ownership, and security. Create governance structures for ongoing oversight and guidance.

Operations: Expand professional development programs to build AI literacy across employee groups. Develop institutional AI infrastructure including approved tools, technical support, and security frameworks. Establish systematic evaluation processes and data governance frameworks.

Pedagogy: Exercise extreme caution with AI detection tools, which are unreliable with high false positive rates that disproportionately harm marginalized students. Shift to transparency-based approaches and authentic assessment strategies. Pursue formal curriculum transformation to align learning objectives with AI realities, moving beyond

knowledge recall to emphasize analysis, evaluation, synthesis, and uniquely human skills. Integrate AI literacy across curriculum to prepare students for workforce demands.

Leadership: Create dedicated AI leadership to coordinate strategy across governance, operations, and pedagogy. This coordination is essential for policy consistency, accreditation compliance, and effective institutional integration.

The Bottom Line

What's at stake is not simply institutional efficiency or competitive positioning, but our ability to fulfill CSN's mission to empower students to achieve, succeed, and prosper in a fundamentally transformed educational and workforce landscape. While CSN faces budget constraints, strategic investment in AI governance, infrastructure, professional development, and leadership is essential; the cost of inaction—including compliance risks, competitive disadvantage, and failure to prepare students for AI-enhanced careers—exceeds the cost of thoughtful implementation.

Taskforce Summary/Charge

At the September 1, 2023 CSN Faculty Senate meeting, a motion was made and passed unanimously that CSN form a taskforce to work on current and upcoming Artificial Intelligence issues along with current issues with Ellie. Dr. James McCoy offered to be the executive sponsor. Dr. McCoy spent Fall 2023 recruiting task force members. The task force began meeting in January 2024.

Representation on the task force included each school, AFA, Classified, students, and OTS. The task force selected Dr. Mary Ann Hughes Butts (Professor, Business Administration) as chair and Professor Ayla Koch (Professor, Mathematics) as co-chair. Some members rotated out and others stayed for the life of the task force.

Introduction

The purpose of this report is to provide recommendations for CSN regarding artificial intelligence and its foreseeable impacts on the institution. Since ChatGPT was released in Fall 2022, academic institutions have been scrambling to determine what this new technology means for academia. Higher education leaders now recognize that ignoring AI is not an option (American Association of Colleges & Universities [AAC&U] & Elon University, 2025), as 91% believe AI tools will enhance and customize learning (AAC&U & Elon University, 2025). The urgency is clear: institutions that delay AI adoption risk being left permanently behind (Hill, 2025).

The landscape of higher education is being fundamentally transformed by AI. A significant majority of students are already using AI in their studies, with 86% reporting regular use (Digital Education Council, 2024), while 65% of students believe they know more about AI than their instructors (Cengage Group, 2025a). This disconnect creates both challenges and opportunities. By late 2023, more than half of college students in the United States reported using AI for assignments, with 86% of that use going undetected by instructors (Intelligent, 2024a). Meanwhile, 55% of recent graduates report that their academic programs did not prepare them to use generative AI tools (Cengage Group, 2024), leaving them unprepared for a workforce where AI fluency is increasingly essential.

CSN must commit to strategic AI adoption across academic programs, student services, and administrative operations. This will require substantial institutional investment. Institutions across the country are already adopting AI systems to streamline processes, reduce response times, and improve service delivery. Temple University reduced call volume by 50% in the Bursar office and 20% in HR using AI chatbots (PYMNTS, 2024). Similarly, Forsyth Technical Community College handled 79% of student inquiries through AI assistance, saving over 183,060 staff minutes (Element451, 2024). California community colleges are using AI to detect financial aid fraud with some campuses eliminating 96% of fraudulent applications (Fensterwald, 2025). Research shows that AI's impact in education is not determined by the technology itself, but by how it is

pedagogically framed, ethically guided, and supported by people and institutions (Banihashem et al., 2025). CSN's approach to AI adoption must be intentional and strategic, ensuring that implementation across academic and operational areas aligns with our institutional mission and genuinely serves our students, faculty, and staff.

This report addresses three key dimensions drawn from the WCET (WICHE Cooperative for Educational Technologies) framework, a research-based model that provides comprehensive guidance for responsible AI adoption in higher education: governance (policies and institutional oversight), operations (infrastructure, training, and support systems), and pedagogy (teaching, learning, and assessment practices). Additionally, we have included recommendations for institutional AI leadership, a critical fourth dimension that reflects emerging best practices in higher education and addresses CSN's need for ongoing strategic direction as this task force concludes its work.

Our recommendations are the product of collaborative work by the AI Task Force, which included representation from all schools, faculty, classified staff, students, and the Office of Technology Services. Through surveys, listening sessions, and ongoing dialogue across campus, we have worked to ensure these recommendations reflect the diverse needs and perspectives of our entire CSN community.

Project Background

The AI Task Force held its first meeting in January 2024 and convened monthly throughout the academic year, concluding formal meetings in October 2025. The work of developing this report represents the final phase of the task force's charge.

Early Priority: Addressing Ellie

The AI Task Force's formation was prompted in part by significant concerns about Ellie, an AI avatar chatbot released at Fall 2023 Convocation. Designed to provide students with information about CSN resources and services, and potentially serve as a mental health support tool, Ellie was implemented without shared governance processes or faculty input. Faculty concerns were immediately evident at the September 2023 Faculty Senate meeting, where the implementation approach and potential risks generated substantial discussion.

These concerns proved well-founded. Within days of Ellie's launch, Task Force Co-Chair Professor Ayla Koch demonstrated critical security vulnerabilities by successfully prompting Ellie to generate inappropriate responses, including advice on academic dishonesty and content related to self-harm. This immediate breach highlighted fundamental problems with the chatbot's design, training, and vetting process. The ease with which Ellie could be manipulated to produce harmful content raised serious questions about data security, student safety, and institutional liability.

Recognizing both the severity of the issues and the potential value of a well-designed AI assistant, task force members took action. Beginning in September 2023, the Task Force Chair engaged in ongoing conversations with the Office of Technology Services based on student feedback and faculty concerns. Professor Koch, Professor Jim Matovina, and OTS staff collaborated for several months on strategies to address Ellie's vulnerabilities and improve her functionality. These efforts included developing a plan for a student contest to redesign Ellie, engaging the campus community in creating a more effective and safer tool.

However, when the OTS staff member responsible for Ellie left CSN in Summer 2024, momentum on the redesign effort ceased entirely. By this time, Ellie had already been de-emphasized institutionally; she was difficult to locate without a direct link and was no longer actively promoted. In January 2025, the then-CIO indicated that Ellie was no longer going to be funded. The chatbot quietly disappeared from active use without formal announcement or resolution of the concerns that had been raised.

The Ellie experience exemplified several critical challenges that would go on to shape the task force's work and recommendations. First, it demonstrated the risks of implementing AI tools without proper vetting, security testing, and stakeholder input. Second, it illustrated the consequences of lacking clear governance structures for AI adoption, including undefined approval processes and unclear lines of authority. Third, it revealed what happens when AI initiatives lack sustained institutional commitment and designated leadership—promising efforts to address problems stalled when a single staff member departed, with no accountability structure to ensure follow-through. Finally, it underscored issues that the task force would address throughout its tenure: the need for comprehensive policy review, rigorous vetting processes, transparent governance, and most critically, dedicated AI leadership to coordinate efforts and maintain institutional accountability. The fact that faculty and staff invested months of effort to improve Ellie, only to have those efforts abandoned without resolution, made clear that AI integration cannot succeed through ad hoc, distributed approaches alone. These lessons informed the comprehensive recommendations presented later in this report.

Framework Selection

Early in the process, the task force recognized that AI encompasses such a vast landscape that a focused, structured approach would be essential for meaningful progress. The team evaluated nine different frameworks and organizational designs, including guidance from the U.S. Department of Education, frameworks from six different states, and the WCET (WICHE Cooperative for Educational Technologies) AI Policies & Practices Toolkit.

The task force ultimately selected the WCET framework for several compelling reasons. First, sister institutions within the Nevada System of Higher Education, including TMCC, were already using this framework, creating opportunities for collaboration and shared

learning across campuses. Second, the framework proved accessible and straightforward—qualities essential for engaging diverse stakeholders across the institution. Most importantly, the three dimensions outlined in the framework—governance, operations, and pedagogy—aligned directly with the primary concerns the task force had already identified through early discussions. The institution needed clearer policies around AI use, expanded training and support infrastructure, and guidance for faculty on pedagogical integration of AI technologies.

The WCET framework provided specific guidance within each dimension, offering concrete areas to address rather than abstract principles. Under governance, the framework directed attention to critical issues such as data privacy and security, evaluation of AI use across the institution, promoting and monitoring faculty and staff usage, ensuring inclusive and equitable access, protecting intellectual property, and considering AI use in promotion and tenure decisions. The operations dimension emphasized professional development needs, infrastructure development and maintenance, and reviewing AI implementation to improve operational practices. Finally, the pedagogy dimension addressed academic integrity, assessment practices, clear communication of expectations to students, workforce preparation through AI competencies, understanding algorithmic biases, maintaining regular and substantive interaction, and ensuring learner accessibility.

This comprehensive yet organized approach allowed the task force to structure its work systematically while ensuring no critical area was overlooked. To implement this framework effectively, the task force organized into three subgroups corresponding to the WCET dimensions: governance, operations, and pedagogy. Task force members self-selected into subgroups based on their interests and expertise, and each subgroup selected a chair. The subgroups were charged with meeting independently to develop recommendations within their respective areas, then reporting back to the full task force for discussion and refinement. This structure allowed for focused, specialized work while maintaining coordination and consistency across all three dimensions.

Student Services AI Tool Evaluation

Beyond the issues identified in the task force's original charge, additional AI implementation concerns emerged during the task force's tenure. In October 2024, the task force was presented with an AI tool being developed by Student Services. The task force assisted with testing the tool in January 2025. While the task force held no formal authority to approve or reject AI implementations, members raised several significant concerns about the tool, including issues related to privacy protections, data training practices, and the potential liability created when a humanistic chatbot interface gives users the impression of humanistic thought and judgment. The task force was particularly concerned about avoiding a repeat of earlier chatbot implementation problems.

Despite these expressed concerns, no follow-up communication was received regarding how the concerns would be addressed or any plans for the tool's rollout. The chatbot resurfaced as an issue in April 2025, prompting the Task Force Chair to meet with the new Chief of Staff to provide background on the institution's chatbot experiences from the task force's perspective. In August 2025, Marketing raised additional concerns about the chatbot, and the task force was again asked for involvement and "approval." The Chair clarified the task force's advisory role and reiterated the previously expressed concerns. As of the writing of this report, no formal communication has been received regarding the current status of the Students Services AI chatbot or how the identified concerns have been addressed.

This pattern underscores a critical gap in institutional AI governance: the absence of a formal vetting and approval process for AI tools, clear lines of authority and accountability, and established protocols for addressing concerns raised by faculty and staff with AI expertise. These experiences reinforce the importance of the governance and leadership recommendations outlined in this report.

Professional Development and Training

Throughout the task force tenure, task force members provided extensive professional development opportunities to the campus community. In July 2024, the task force offered AI Safety training during Classified Days, introducing classified employees to responsible AI use. In August 2024, the task force was highly visible at both the Adjunct Conference and Fall Convocation. At the Adjunct Conference on August 25, members presented AI Safety training and held a listening session for adjunct instructors. At Fall Convocation, the task force staffed a table at the President's address where attendees could experiment with AI image generation, creating superhero versions of themselves. The task force provided updates to all six schools and offered three sessions: listening sessions, AI Safety training, and a presentation on recognizing the "voice of AI."

Professional development efforts continued throughout the 2024-2025 academic year. The task force launched "AI Task Force Presents," a series that alternated between open conversations on different campuses and encore presentations of previous trainings. At Spring 2025 Convocation, task force members offered three distinct training sessions: Identifying AI-Created Content, AI for Educators, and AI for Everyday Life. In March 2025, the task force presented a revised AI Safety training for classified employees.

As the task force's formal work concluded, training efforts continued. In August 2025, sessions on spotting AI red flags were offered at both the Adjunct Conference and Fall Convocation. Most recently, in January 2026, the CAPE team dedicated an entire convocation day to AI-related training, with task force members presenting three sessions: Looking for the Evidence of Learning, FERPA Safety and AI, and Co-pilot Training.

External Presentations and Broader Impact

Task force members also represented CSN externally, presenting at conferences and events beyond campus. In July 2024, Task Force Chair Dr. Mary Ann Hughes Butts and Co-Chair Professor Ayla Koch presented twice at the Teaching & Learning with AI Conference in Orlando, Florida, sharing sessions on creating an institution-wide task force and "Thinking You Can Catch Someone Using AI? Think Again!" They returned to the same conference in May 2025 with two additional presentations: "Red Flags: Spotting AI-Generated Writing and Images" and "Teaching, Not Policing: Rethinking AI as a Partner in Education."

The co-chairs also presented at TMCC's AI Summit in April 2025, delivering three sessions: "Think You Can Catch Someone Using AI? Think Again," "AI Safety: Responsible Use of AI in Academia," and "AI in Everyday Life." They returned to TMCC's Summit in October 2025 to present on Red Flags. In June 2025, they presented AI Safety at GC3's AI 2.0 Virtual Lunch & Learn Series and spoke at the Nevada Department of Education's STELLAR Pathways: Navigating AI Guidelines in Education. Professor Koch also presented to a national group of respiratory educators in October 2025.

These efforts positioned CSN as a leader in thoughtful AI integration and contributed to broader conversations in higher education about responsible AI adoption.

Key Initiatives and Deliverables

Beyond data collection and training, the task force pursued concrete deliverables and engaged in broader professional activities that positioned CSN within state, regional, and national AI conversations. These efforts fall into three categories: institutional policy and resource development, external professional engagement, and informal advisory work that emerged organically as AI questions arose across campus.

Institutional Policy and Resource Development

The task force produced several tangible deliverables that now serve the campus community. In Fall 2024, members collaborated with the Academic Standards Committee to update the syllabus policy, requiring all faculty to include a statement on AI usage in their course syllabi. This policy was approved in Spring 2025 and became mandatory for all faculty beginning Fall 2025. To support implementation, the task force developed suggested AI statements that faculty could adapt for their courses.

The task force also developed an institutional AI statement for CSN and launched a dedicated AI Task Force website in July 2025. The website serves as a centralized resource hub, featuring the institutional AI statement, links to AI training opportunities, the syllabus policy statements, and guidance on academic integrity.

External Professional Engagement and Leadership

Task Force Chair Dr. Mary Ann Hughes Butts's involvement in external committees and advisory groups positioned CSN as a leader in AI integration while bringing best practices and emerging trends back to inform the task force's work. The Chair served on the Nevada Department of Education AI Steering Committee from April to July 2024, where she contributed to creating statewide AI guidance for K-12 education. Dr. Hughes Butts has served as a presentation reviewer for the Teaching and Learning with AI conference for the past two years and has been invited to continue in this role. In June 2025, the Chair attended the American Association of Colleges & Universities symposium on AI leadership. In October 2025, Dr. Hughes Butts was selected as one of only 25-30 educators nationwide to attend McGraw Hill's inaugural AI Impact Summit.

Additionally, the Chair played a pivotal role in establishing cross-institutional collaboration within the Nevada System of Higher Education. Beginning in February 2025, Dr. Hughes Butts facilitated grassroots meetings among NSHE institutions to discuss AI challenges and opportunities. These efforts led to the official formation of the NSHE Emerging Tech Advisory Group in August 2025, with the NSHE Chief Information Officer serving as sponsor. The Chair was elected co-chair of this group, which continues to foster collaboration and knowledge-sharing across the system. Dr. Hughes Butts also represented CSN at an Executive Roundtable hosted by the Center for Digital Education at AWS re:Invent in December 2025, where she was subsequently invited to join the Center for Digital Education's Higher Education AI Council. These external engagements ensured that CSN's AI recommendations were informed by state, national, and system-wide perspectives.

Informal Advisory Role

Beyond these formal initiatives, the Task Force Chair increasingly served as an informal advisor on AI-related issues that emerged across the institution. This included consulting on potential security risks with AI agents accessing the learning management system, advising faculty on integrating AI into their courses, and collaborating with eLearning on the possible adoption of Canvas AI tools. While this advisory role was not part of the task force's original charge, it reflected the growing need for accessible AI expertise as questions and challenges arose across multiple divisions. This pattern of consultation underscored the reality that AI implementation requires ongoing, responsive expertise rather than periodic task force attention.

Data Collection and Community Engagement

A central priority of the task force was gathering input from across the campus community to ensure recommendations reflected actual needs and concerns. In Fall 2024, the task force conducted a comprehensive employee and faculty survey, receiving 287 completed responses from academic faculty, administrative faculty, classified staff, and

administrators across all CSN campuses. These quantitative efforts were complemented by listening sessions held at the Adjunct Conference and on multiple campuses throughout Fall 2024, providing opportunities for open dialogue about AI concerns, experiences, and aspirations. The listening sessions surfaced critical themes around ethical concerns, pedagogical challenges, technological barriers, practical uses of AI in teaching, and long-term impacts on education. In Spring 2025, a student survey was administered to students enrolled at CSN, yielding 1,003 completed responses with a margin of error of +/- 3%.

The combined survey and listening session data revealed several critical findings that shaped the task force's recommendations. First, a significant training gap emerged: 89% of faculty and staff identified AI training as important or very important (see Figure 1), yet only 37% reported receiving any training (see Figure 2), and of those, only half found it effective (see Figure 3). Students reported similar gaps, with only 20% indicating they had encountered sufficient opportunities to learn about AI through CSN courses or resources, despite 78% expressing interest in training. The listening sessions reinforced this finding, with many faculty expressing feeling unprepared and unfamiliar with AI tools, requesting "AI 101" workshops and ongoing support to overcome intimidation and build confidence. This disconnect between training desire and training perception became a driving force behind the task force's professional development recommendations.

Faculty Survey: How important do you think it is for faculty and staff to receive training on AI tools?
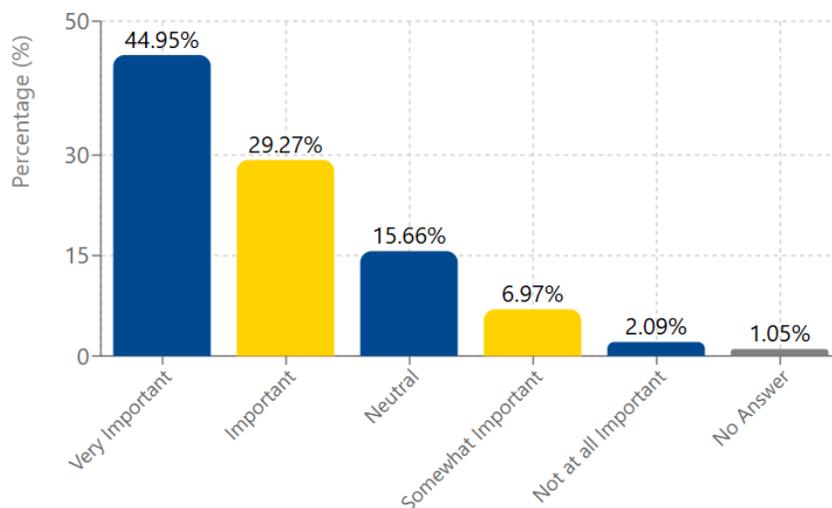
Figure 1: Faculty and Staff Perceptions of AI Training Importance

Faculty Survey: Have you received any training on how to use AI tools?
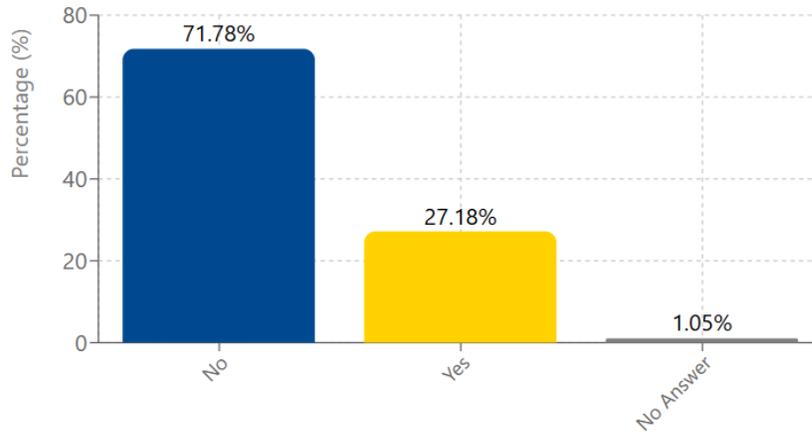
Figure 2: Faculty and Staff Who Have Received AI Training

Faculty Survey: How effective was the training that you received?
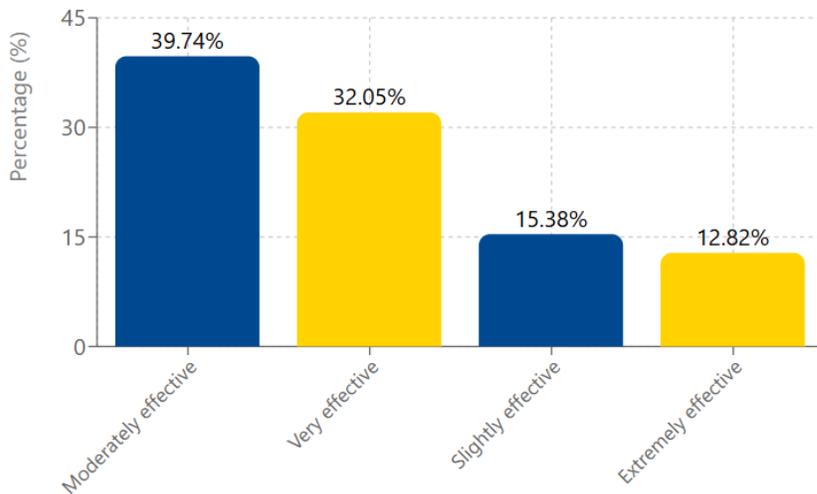
Figure 3: Effectiveness of AI Training Received by Faculty and Staff

Second, the data illuminated a troubling pattern of AI usage without guidance. As shown in Figure 4, faculty and staff reported varying frequencies of AI tool usage, with 47% using AI at least a few times per week. Students demonstrated even higher usage rates, with 37% using AI weekly or more frequently outside of CSN (see Figure 5). Among students, 58.7% reported using AI for school-related tasks, yet 70% had received false or misleading information from AI tools at least once, with 19% experiencing this more than

half the time (see Figure 6). Faculty in the listening sessions echoed these accuracy concerns, reporting instances of AI "hallucinations" that generated false information and questioning how this impacts student learning and research quality. The listening sessions also revealed deep concerns about cheating and plagiarism, with faculty struggling to identify AI-generated content and establish ethical boundaries for AI use in academic work. These findings underscored the urgent need for AI literacy education focused on prompt engineering, output verification, and critical evaluation of AI-generated content.

Faculty Survey: How often do you use AI tools?
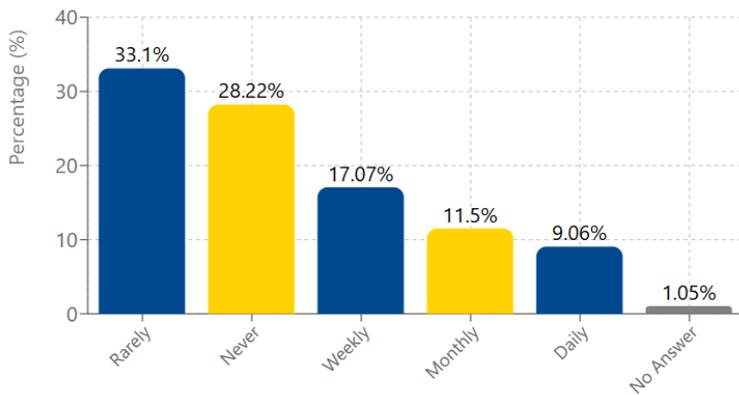
Figure 4: Frequency of AI Tool Use Among Faculty and Staff

Student Survey: How often do you use AI outside of CSN?
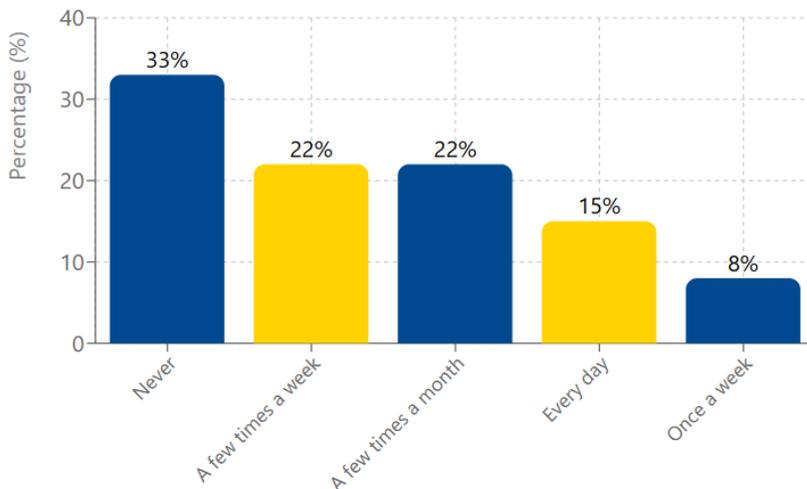
Figure 5: Frequency of AI Use Outside CSN Among Students

Student Survey: How often has AI provided false or misleading information to you?
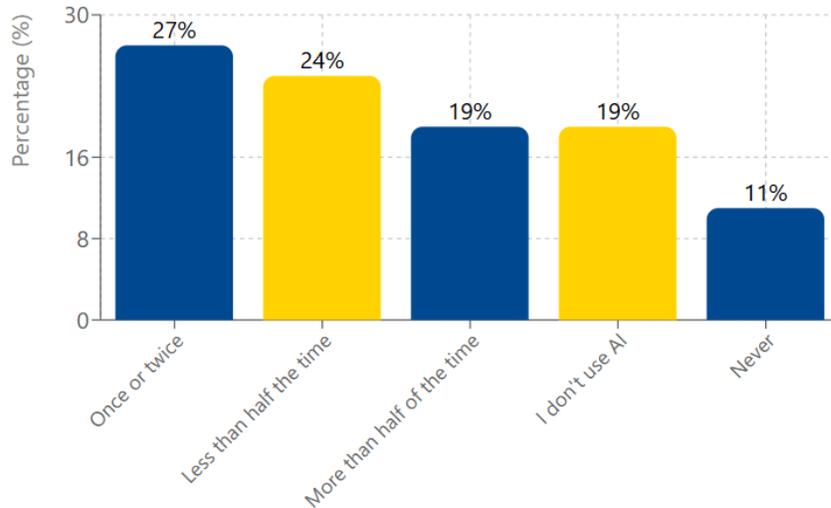
Figure 6: Frequency of False or Misleading Information from AI Reported by Students

Third, a significant communication gap emerged between faculty intentions and student perceptions. While 82% of faculty and staff agreed that learning to use AI effectively is important for students to compete in the workforce, 33% of students perceived their professors as strongly discouraging AI usage, with an additional 22% perceiving mild discouragement or limits (see Figure 7). Only 22% of students perceived any level of encouragement. This disconnect revealed the need for clearer, more consistent communication about AI expectations across courses and programs, a need the task force addressed through the syllabus policy requiring explicit AI usage statements in all courses.

Student Survey: How do you perceive your professor's stance on the use of AI in coursework?
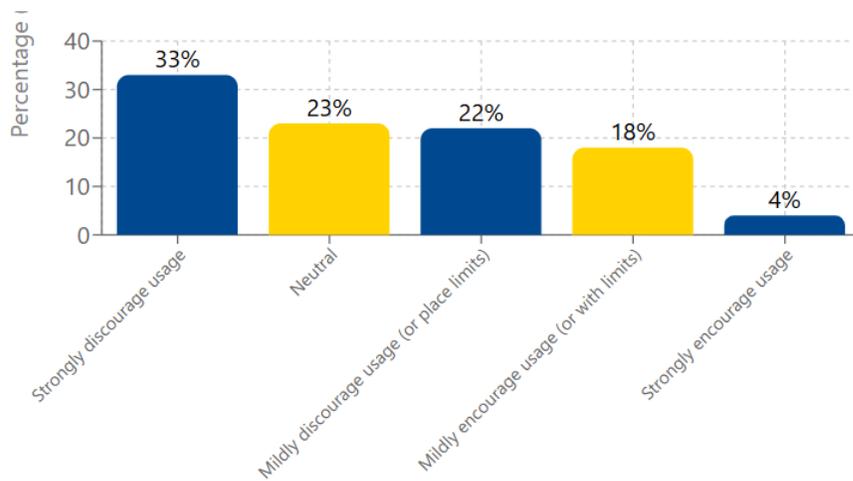
Figure 7: Student Perceptions of Professors' Stance on AI Use in Coursework

Fourth, the listening sessions revealed a complex relationship between faculty and AI technology. Many faculty saw value in using AI as a learning tool, appreciating its ability to assist with lesson planning, grading, writing emails, creating rubrics, and generating discussion questions, but emphasized it should not replace traditional learning processes or critical thinking development. Faculty expressed concerns about both practical issues (cost and accessibility of robust AI tools, with free versions often becoming limited or repetitive) and philosophical concerns (the changing role of instructors, job security, and whether lower-level Bloom's taxonomy tasks remain relevant in the AI age). Several faculty were already experimenting with innovative approaches, such as having students critique AI-generated content or using AI to customize learning for different student needs.

Finally, the survey data revealed broad recognition of AI's potential alongside legitimate concerns. Among faculty and staff, 75% believed AI could replace certain tasks, with top benefits identified as time savings, efficiency improvements, and enhanced learning tools. As shown in Figures 8, 9, and 10, faculty and staff demonstrated strong agreement that AI tools can improve work efficiency, recognized that learning AI is important for students to compete in the workforce, while expressing concerns about AI posing threats to job security. However, concerns about academic integrity, misinformation, job security, over-reliance on technology, data privacy, and algorithmic bias were prevalent. Faculty and staff identified enhanced learning tools and administrative efficiency as the highest priority roles for AI at CSN, though notably, 42 respondents indicated AI should have no significant role at the institution.
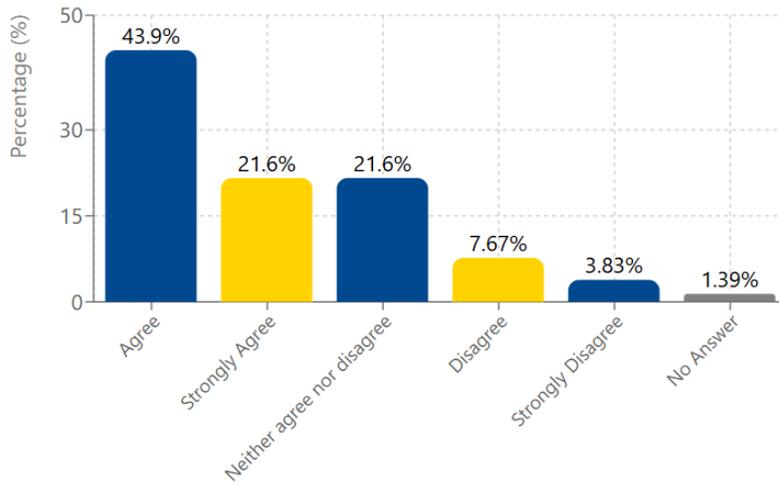
Figure 8: Faculty and Staff Agreement: AI Tools Can Improve Work Efficiency

Figure 9: Faculty and Staff Agreement: AI Poses Threat to Job Security

Faculty Survey: Learning how to effectively use AI is important for students to compete in the workforce
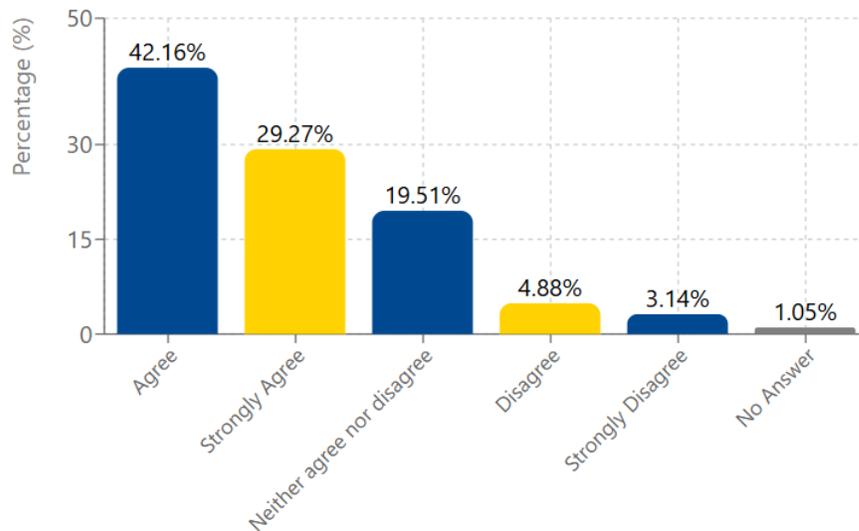
Figure 10: Faculty and Staff Agreement: Learning AI is Important for Workforce Competitiveness

These findings provided the empirical foundation for the task force's recommendations and established baseline metrics for measuring progress. Moving forward, CSN can track improvements in training reach and effectiveness, responsible AI usage rates, clarity of faculty communication about AI expectations, and student ability to critically evaluate AI outputs.

Recommendations

The following recommendations represent nearly two years of research, dialogue, and collaboration across the CSN community. Grounded in the WCET framework and informed by comprehensive survey data, listening sessions, and national best practices, these recommendations provide a roadmap for responsible AI integration at CSN. The task force has organized recommendations into four key areas: governance, operations, pedagogy, and institutional leadership. The first three dimensions align with the WCET framework, while the fourth addresses the critical need for ongoing coordination and strategic direction as this task force concludes its work. These recommendations address immediate challenges identified through our data collection while establishing sustainable structures for continuous adaptation as AI technologies evolve.

Governance Recommendations

The governance dimension of the WCET framework addresses institutional oversight and decision-making around AI, including data governance, evaluation of AI across the institution, promoting and monitoring AI usage, inclusive and equitable access, intellectual property, and AI usage in promotion, tenure, or reappointment. The task force identified policy review as the most immediate and foundational governance need, as many existing policies were developed before generative AI technologies became widely available and do not adequately address AI-specific concerns.

The task force recommends that all institutional policies and procedures be reviewed through an AI lens to identify gaps, conflicts, and necessary updates (EDUCAUSE, 2024; Sebesta & Davis, 2023). When reviewing policies, decision-makers should consider seven key areas informed by current higher education best practices (EDUCAUSE, 2024; Sebesta & Davis, 2023). These areas include data privacy and security (FERPA, HIPAA, PII protection, third-party data sharing); intellectual property (ownership of AI-generated content, copyright considerations, attribution requirements); academic integrity and ethics (plagiarism definitions, appropriate use guidelines, disclosure requirements); equity and access (cost barriers, accessibility for students with disabilities, digital divide); transparency and accountability (clear communication of expectations, processes for addressing concerns); bias and fairness (algorithmic bias, disparate impact, inclusive design); and accuracy and reliability (verification requirements, hallucination risks, human oversight needs) (EDUCAUSE, 2024; Sebesta & Davis, 2023).

The policies listed in Table 1 represent priority areas that require immediate attention, though this list is not exhaustive. Each policy area includes specific AI considerations that should guide the review process.

TABLE 1: Priority Policies Requiring AI Review

Policy Category	Specific Policies	Key AI Considerations
General Institutional Policies	- eLearning Policy - Information Systems and Electronic Resources Acceptable Use Policy - Institutional Review Board Policy - Records Retention Procedure and Disposition Schedule (NSHE) - Student Identification Verification Policy - Student Newspaper Policy - Use of College Equipment & Property	Data privacy and security; appropriate use guidelines; third-party tool vetting; storage and retention of AI-generated content; identity verification in AI-assisted work; ethical use standards
Faculty Policies	- Academic Assessment Policy - Academic Freedom Policy	Learning outcome measurement in AI age; faculty autonomy in AI

	• Course Syllabus Policy • Curriculum Policy • Distance Education Stipend • Faculty Evaluation Policy • Faculty Tenure Policy • Faculty Workload Policy • General Education Policies (AA, AS, AB, AAS) • Institutional Assessment Policy • Qualifications for Faculty Policy • Sabbatical Leave Policy • Textbook Policy	integration; required syllabus statements on AI; AI literacy in curriculum; compensation for AI-enhanced course development; evaluation of AI use in teaching; consideration of AI work in tenure decisions; workload implications of AI integration; AI competencies in general education; assessment of AI-assisted learning; AI expertise as qualification; AI-focused research and development
Student Policies	• Academic Honors Policy • Academic Integrity Policy • Student Grade Appeal Policy • Student Conduct Code Policy (NSHE) • Student Conduct Procedure	Recognition of AI-assisted work; plagiarism and unauthorized assistance definitions; appeals process for AI-related accusations; deepfake and AI-generated content in conduct violations; due process in AI detection cases
Human Resources Policies	• Administrative Faculty Hiring Policy • Flexible Work Policy	AI skills in job descriptions and hiring criteria; AI tools in remote work arrangements
Procedures	• Software Purchasing and Vetting • FERPA Training • Search Committee Training • Recruiting Process • Vendor/Contractor Registration • Help Desk Support • Technical Infrastructure Planning	Privacy and PII review for AI tools; FERPA implications of AI use; bias in AI-assisted hiring; AI in recruitment materials; vendor AI capabilities and data practices; AI-specific support protocols; infrastructure needs for AI tools; evaluation process for AI modules in existing software

Additional Governance Structures and Practices

Beyond policy review, the task force recommends establishing ongoing governance structures to ensure responsible AI integration across the institution (Sebesta & Davis, 2023). Table 2 outlines key governance functions that require attention.

Table 2: Ongoing Governance Recommendations

Governance Function	Recommendation	Responsible Parties
Data Governance and Security	Establish clear protocols for AI tool evaluation that address: FERPA and HIPAA compliance; data storage location and ownership; third-party data sharing practices; anonymization requirements; opt-out provisions for sensitive data; security measures and breach protocols; transparency about AI data use	OTS, Legal, Academic Affairs, Institutional Research
Institutional Evaluation of AI	Create a systematic process to evaluate AI effectiveness across all uses: collect user feedback regularly; assess impact on learning outcomes, operational efficiency, and student success; document lessons learned; use findings for continuous improvement; publish annual AI impact report	Institutional Research, Academic Affairs, OTS
Promotion and Monitoring of AI Use	Develop structures to encourage appropriate AI adoption while ensuring ethical use: create cross-functional AI advisory committee with ongoing charge; provide guidance on AI use in instruction, research, and operations; monitor compliance with policies; address emerging issues proactively; facilitate knowledge-sharing across departments	Academic Affairs, Faculty Senate, OTS, Student Services
Inclusive and Equitable Access	Ensure all community members can benefit from AI: provide institution-wide access to quality AI tools rather than relying on individual purchases; address cost barriers for students, faculty,	Executive Leadership, OTS, Budget Office, Accessibility Services

	and staff; ensure AI tools meet accessibility standards; provide training and support to reduce digital divide; consider equity implications in all AI implementation decisions	
Intellectual Property Protections	Clarify ownership and protection of AI-related intellectual property: define ownership of AI-generated course materials, research outputs, and student work; protect faculty and student intellectual property from unauthorized AI training use; establish guidelines for crediting AI contributions; align policies with evolving copyright law; provide guidance on AI use in open educational resources	Legal, Academic Affairs, Faculty Senate
AI in Promotion, Tenure, and Reappointment	Develop guidelines for evaluating AI use in faculty advancement: clarify how AI-assisted teaching innovations are valued; establish standards for AI use in research and scholarship; address disclosure requirements for AI-assisted work in portfolios; reward thoughtful AI integration that enhances student learning; ensure evaluation criteria are discipline-appropriate	Academic Affairs, Faculty Senate, Deans
Budget and Resources for AI Governance	Allocate dedicated resources for AI governance activities: institutional AI tool licenses for faculty and staff access; vendor evaluation and compliance monitoring; annual AI impact reporting; cross-functional advisory committee support; policy development and review; staff time for ongoing governance coordination	Budget Office, Executive Leadership

Accreditation and AI

CSN's regional accreditor, the Northwest Commission on Colleges and Universities (NWCCU), is actively addressing artificial intelligence as a critical concern for institutional quality and student success. At the 2025 NWCCU Annual Conference, the commission hosted AI literacy workshops led by Dr. C. Edward Watson from the American Association of Colleges & Universities, emphasizing that "AI literacies are rapidly emerging as essential skills for college graduates" (NWCCU, 2025). These workshops focused on defining AI literacy, developing institutional policies, supporting faculty professional development, redesigning courses, and implementing effective assessment practices in the AI age.

Beyond NWCCU, the broader accreditation community has signaled strong support for responsible AI integration. In October 2025, the Council of Regional Accrediting Commissions (C-RAC), representing all seven regional accreditors, issued a statement affirming that "the use of AI in learning evaluation does not conflict with accreditation standards, policies, or practices" and that "accreditation is never a reason to not implement technology solutions that leverage AI" (C-RAC, 2025). The statement emphasized that "innovating to advance student success is a central tenet of accreditation expectations," making clear that accreditors view AI integration as aligned with, not contrary to, institutional quality standards. Similarly, the Middle States Commission on Higher Education formalized its position by creating an official "Use of Artificial Intelligence Policy and Procedures" in July 2025, explicitly encouraging innovation in higher education through AI (MSCHE, 2025).

These developments establish AI integration not as optional institutional enhancement but as an emerging expectation tied to accreditation standards around student learning, assessment effectiveness, and institutional mission fulfillment. CSN's governance structures must ensure that AI policies, evaluation practices, and implementation strategies align with these evolving accreditation expectations while maintaining the institution's commitment to educational quality and student success.

Governance Recommendations Summary

These governance recommendations establish the foundation for responsible AI integration at CSN. By systematically reviewing and updating policies to address AI-specific concerns, establishing clear protocols for data governance and security, creating structures for ongoing evaluation and monitoring, and ensuring equitable access and intellectual property protections, the institution can provide clear guidance to all stakeholders while maintaining flexibility to adapt as AI technologies evolve. While governance does not map directly to specific objectives in the Strategic Bridge Plan 2025-2027, it provides essential infrastructure that enables the institution to pursue all four strategic goals safely, ethically, and effectively. Strong AI governance protects students (Goal 1), ensures equitable access to resources and services (Goal 2), supports

institutional quality and performance excellence (Goal 3), and enables workforce-aligned innovation (Goal 4) (CSN, 2025). Implementation of these recommendations requires coordination across multiple divisions and sustained commitment from institutional leadership. Implementation of these governance recommendations requires dedicated budget allocation as outlined in Table 2, recognizing that policy development, vendor evaluation, and ongoing coordination cannot occur without appropriate resource investment.

Operations Recommendations

The operations dimension of the WCET framework addresses the practical implementation of AI across the institution, including professional development, infrastructure development and maintenance, and the identification of operational improvements through AI integration (Sebesta & Davis, 2023). Operations staff in key areas such as Academic Affairs, Information Technology, and Centers for Teaching and Learning play crucial roles in supporting the campus community's effective use of AI technologies. The task force's data collection efforts revealed significant gaps in training availability and accessibility, highlighting the urgent need for robust operational support structures.

Strategic Alignment and Data-Driven Imperative

These operations recommendations directly support CSN's Strategic Bridge Plan Goal 3: Performance and Quality, particularly Objective 3B (Professional Development for All Employees), which calls for developing a professional development assessment plan to inform training needs by June 2026 and establishing a Faculty Center for Teaching, Learning and Innovation by June 2026 (CSN, 2025). The survey data provides critical baseline information to inform Objective 3B: 89% of faculty and staff identified AI training as important or very important, yet only 37% reported receiving any training, and of those trained, only 50% found it effective (see Figures 1-3). Students reported parallel gaps, with only 20% encountering sufficient AI learning opportunities through CSN courses despite 78% expressing interest. These findings directly address the assessment needs outlined in KPI 3b.1 and demonstrate the urgent demand for the systematic training infrastructure that the future Center for Teaching, Learning and Innovation (KPI 3b.2) must provide. Additionally, robust operational support for AI integration contributes to Objective 3A (Recruit, hire, retain qualified employees) by providing the professional development and resources that support the institution's goal of increasing employee retention from 94% to 96% by June 2027 (CSN, 2025). Without addressing these operational gaps, CSN risks failing to meet its strategic commitments to employee development and institutional quality.

Professional Development (Training & Support)

The survey data revealed a critical disconnect: 89% of faculty and staff identified AI training as important or very important, yet only 37% reported receiving any training, and

of those, only half found it effective. Students reported similar gaps, with only 20% indicating sufficient learning opportunities through CSN courses or resources. This training deficit represents one of the most urgent operational needs identified by the task force. The task force has provided numerous training sessions since 2024, yet perception data suggests these efforts have not reached all community members or have not been retained. Moving forward, the institution must develop more systematic, sustained, and visible professional development structures.

Table 3: Professional Development Recommendations

Recommendation	Implementation Details
Establish a dedicated AI support structure	Create an AI Help Desk or designated point of contact to answer AI-related questions, provide technical guidance, and help faculty and staff integrate AI into their work; ensure coverage across all campuses
Provide incentives for AI training participation	Offer professional development credits, stipends, or recognition for faculty and staff who complete AI training; consider requirements for minimum AI literacy training for all employees
Provide comprehensive training on AI detection tool limitations, bias, and ethical use	Educate faculty and staff on current research documenting AI detector limitations, including high false positive rates (1-54% depending on tool and content), bias against non-native English speakers and neurodivergent students, and economic inequities where students with resources can access evasion tools; demonstrate how detection-based approaches can harm vulnerable students; provide evidence-based alternative strategies for addressing AI concerns through assignment design and transparency; ensure all faculty understand institutional expectations for appropriate and inappropriate uses of detection tools before making individual decisions
Offer diverse, ongoing training opportunities	Host regular workshops addressing AI basics, ethical use, and advanced applications; hold open forums for sharing challenges and strategies; provide training during convocations; offer department-specific sessions tailored to disciplinary needs; continue and expand the "AI Task

	Force Presents" series or similar ongoing programming
Facilitate hands-on learning experiences	Offer interactive workshops where faculty and staff apply AI tools to real-world scenarios with guided support; provide opportunities for experimentation in low-stakes environments
Create platforms for knowledge sharing	Develop an AI blog or internal platform where faculty can share insights, strategies, and best practices for integrating AI into courses; establish communities of practice across departments
Consider external expertise and partnerships	Explore partnerships with AI companies for training, ongoing support, and potential integration into institutional systems; consider consulting arrangements similar to Arizona State University's collaboration model
Provide specialized training for support staff	Ensure Office of Technology Services staff receive specialized training on AI tools, security concerns, and technical support capabilities to effectively assist faculty, staff, and students
Allocate dedicated budget for AI professional development	Fund stipends for faculty and staff participation in AI training and conferences; compensation for workshop facilitators and instructional design support; AI Help Desk staffing; technology licenses; external partnerships and consulting; professional development credits; ongoing training program coordination

Developing & Maintaining AI Infrastructure

Robust AI infrastructure is essential to support widespread adoption and ensure equitable access across the institution. Infrastructure decisions must balance current needs with future scalability while addressing security, accessibility, and cost considerations (Sebesta & Davis, 2023).

Table 4: AI Infrastructure Recommendations

Recommendation	Implementation Details
Establish an AI tool vetting and approval process	Develop a standardized evaluation process that assesses: data privacy and security (FERPA, GDPR compliance); bias

	and fairness review; accessibility for users with disabilities; IT compatibility and maintenance requirements; cost and licensing considerations
Create a centralized AI resource hub	Develop and maintain an online repository featuring: approved AI tools list; training materials and ethical guidelines; FAQs and best practices; links to support resources; regularly updated information as tools and policies evolve
Develop an AI infrastructure roadmap	Work with OTS and administration to assess and plan for: funding and licensing models; system compatibility and integration; cybersecurity measures and data breach prevention; computing power, memory, and storage needs as adoption expands; ongoing maintenance and support requirements
Ensure accessibility and compliance standards	Require all AI tools to comply with: FERPA and ADA regulations; institutional IT security standards; best practices for equitable access; regular accessibility audits
Partner with AI providers for institutional solutions	Explore agreements with providers for institution-wide AI access; coordinate integration with OTS; provide training from external experts; consider hiring an AI specialist to assist with implementation and faculty support
Research and adopt best practices from peer institutions	Study AI implementation at comparable institutions; adopt proven security protocols and integration strategies; participate in consortia and networks for shared learning
Support development of AI-powered educational tools	Invest in tools for lesson planning, grading, and curriculum integration that enhance rather than replace traditional teaching methods; prioritize tools that support faculty expertise
Establish a state-of-the-art AI lab or resource center	Create a physical space with high-end hardware and software for AI research, testing, and implementation; make accessible to faculty, students, and community members; staff with knowledgeable support personnel
Formalize AI governance framework	Define clear decision-making processes for AI adoption, approval, and policy

	development; create formal systems for documentation and oversight; establish accountability structures
Allocate dedicated budget for AI infrastructure development and maintenance	Fund institutional AI tool licenses for approved platforms; OTS staff time for technical support and integration; centralized AI resource hub development and maintenance; accessibility testing and compliance audits; hardware and software for AI lab or resource center; computing power, storage, and cybersecurity measures; partnerships with AI providers

Reviewing & Recommending AI Implementation to Improve Operational Practices

AI technologies offer significant potential to enhance institutional efficiency and effectiveness across administrative and academic operations. The task force recommends a strategic, evidence-based approach to identifying and implementing AI solutions (EDUCAUSE, 2024).

Table 5: AI Implementation for Operational Improvement

Recommendation	Implementation Details
Pilot AI for administrative efficiency	Identify low-risk, high-impact areas for AI implementation: scheduling optimization for faculty and students; chatbots for routine advising questions and resource navigation; automated data analysis for institutional research; course scheduling and classroom space allocation
Define ethical guidelines for AI use in teaching and learning	Establish clear guidelines addressing: acceptable AI use cases for students and faculty; disclosure and attribution policies; faculty autonomy in determining AI's role in courses; protection of student rights and privacy
Research and implement best practices from peer institutions	Study AI applications at other colleges and universities; gather policies and implementation guidelines; assess transferability to CSN context; participate in conferences and networks focused on AI in higher education
Identify and develop AI-skilled personnel	Keep OTS staff centrally involved in AI initiatives; identify faculty and staff with AI expertise to assist with implementation and training; provide professional

	development opportunities to build internal capacity
Leverage AI for institutional effectiveness and workload reduction	Use AI to automate routine administrative tasks; implement AI for survey administration and analysis; analyze student data to identify retention risks and enhance support strategies; reduce faculty and staff workload in appropriate areas to focus on high-value activities
Allocate dedicated budget for operational AI implementation	Fund pilot programs for AI implementation in targeted administrative areas; chatbot and automation tool licenses, testing, and implementation; staff time for evaluation and assessment; integration with existing systems; professional development for AI-skilled personnel; conference participation and peer institution research

Operations Recommendations Summary

These operational recommendations address the critical infrastructure, training, and implementation support needed to realize AI's potential at CSN while directly advancing the institution's strategic priorities for employee professional development and performance excellence. Professional development must become more systematic and sustained to close the significant training gap revealed in survey data and to inform the professional development assessment plan required under Strategic Bridge Plan Objective 3B (CSN, 2025). The establishment of comprehensive AI training programs and support structures will be essential to the success of the planned Faculty Center for Teaching, Learning and Innovation. Infrastructure investments must balance immediate needs with long-term scalability while ensuring security, accessibility, and ethical use. The strategic identification and piloting of AI applications in administrative and academic operations can improve efficiency and effectiveness while informing broader adoption decisions and supporting employee retention goals outlined in Objective 3A (CSN, 2025). Successful implementation requires close coordination between Academic Affairs, Information Technology, and Centers for Teaching and Learning, with clear accountability structures and ongoing assessment of effectiveness. These investments in operational capacity directly support CSN's commitment to performance excellence and position the institution to leverage AI for meaningful improvements in teaching, learning, and institutional effectiveness. Implementation of these operations recommendations requires dedicated budget allocation as outlined in Tables 3, 4, and 5, recognizing that professional development programs, infrastructure development, and operational improvements cannot be realized without strategic resource investment in personnel, technology, and ongoing support.

Pedagogy Recommendations

The pedagogy dimension of the WCET framework addresses the practical implementation of AI in teaching and learning, including academic integrity, assessment practices, communication with students, workforce preparation, understanding algorithmic biases, regular and substantive interaction, and learner accessibility (Sebesta & Davis, 2023). While the pedagogy subgroup faced challenges in meeting regularly to develop comprehensive recommendations, the urgency of addressing AI's impact on teaching and learning cannot be overstated. The recommendations that follow are grounded in current research, national best practices, and the evolving expectations outlined in the governance section regarding accreditation standards.

The landscape of higher education is undergoing fundamental transformation. As noted in the governance section, accreditors including NWCCU are establishing clear expectations that AI literacy represents an essential skill for college graduates and that institutions must innovate to advance student success in an AI-enhanced world. Simultaneously, the labor market is shifting dramatically. Between 45% and 55% of companies have eliminated bachelor's degree requirements in recent years (Intelligent, 2024b), and employers increasingly prioritize skills-based hiring for middle-skill and high-skill positions (Burning Glass Institute & Harvard Business School, 2024). Entry-level positions have declined by 35% since 2023 as AI automates routine tasks (Revelio Labs, 2024). These trends underscore an urgent reality: higher education cannot continue teaching what we teach, how we teach it, and how we assess it in the same ways. Students need different skills, and institutions must adapt accordingly.

Strategic Alignment and Data-Driven Imperative

The following pedagogy recommendations directly support multiple goals in CSN's Strategic Bridge Plan 2025-2027, most notably Goal 1: Student Access & Success and Goal 4: Workforce and Community (CSN, 2025). The shift toward authentic assessment and AI literacy integration addresses Goal 1's objectives around improving student completion rates (Objective 1C), enhancing early momentum through gateway course success (Objective 1B), and closing achievement gaps for underrepresented populations (Objective 1D). Survey data revealed that 70% of students received false or misleading information from AI tools at least once, with 19% experiencing this more than half the time (see Figure 6), demonstrating urgent need for the critical thinking skills emphasized in Goal 4, Objective 4B (Institutional Learning Outcome 3: Critical Thinking). Additionally, pedagogy recommendations directly address Goal 4, Objective 4A (Program and Workforce Alignment) by ensuring students develop AI competencies that align with workforce demands. The labor market has shifted dramatically, with 45-55% of companies eliminating bachelor's degree requirements (Intelligent, 2024b), as employers increasingly prioritize skills-based hiring for middle-skill and high-skill positions (Burning Glass Institute & Harvard Business School, 2024). Yet survey data showed that 55% of recent graduates report their academic programs did not prepare them to use generative

AI tools (Cengage Group, 2024), and only 22% of CSN students perceived any level of encouragement from professors regarding AI use (see Figure 7), while 82% of faculty and staff agreed that learning AI is important for workforce competitiveness. These disconnects threaten CSN's ability to achieve its strategic goals around student success, completion, and workforce readiness. Without transforming pedagogical approaches to integrate AI literacy, redesign assessments for authentic learning demonstration, and prepare students for AI-enhanced careers, the institution risks failing both its strategic commitments and its fundamental mission to empower students to achieve, succeed, and prosper in a rapidly changing world.

Academic Integrity in the Post-Plagiarism Era

The emergence of generative AI has fundamentally challenged traditional notions of academic integrity, ushering in what researchers term the post-plagiarism era where detection-based approaches to academic misconduct are increasingly ineffective (Eaton, 2023). Rather than attempting to police AI use, institutions must structure the concept of academic integrity around transparency, learning processes, and authentic demonstration of competence.

Table 6: Academic Integrity Recommendations

Recommendation	Implementation Details
Exercise extreme caution with AI detection tools and prioritize transparency-based approaches	Educate faculty on serious limitations of AI detection tools, including documented high false positive rates, bias against multilingual and neurodivergent students, and ability of well-resourced students to evade detection through humanizer tools; prohibit use of AI detection as sole evidence in academic integrity cases; require corroborating evidence and student conversation before pursuing misconduct allegations; ensure robust due process protections for students accused based on detector results; emphasize that academic integrity now centers on honest representation of one's work process and appropriate disclosure of AI use rather than complete absence of AI assistance; redirect focus toward clear communication of expectations and assignment design that makes honest AI use transparent
Establish consistent, clear AI use policies	Build on the existing syllabus policy requirement to ensure faculty clearly communicate expectations; develop institutional guidance on appropriate vs. inappropriate AI use across disciplines;

	create appeal processes for students falsely accused of AI misuse; train academic integrity officers on AI-related cases
Focus on learning processes, not just products	Require students to document their learning process, including AI interactions; have students reflect on what they learned from AI assistance; assess student ability to critique, verify, and improve AI outputs rather than just produce final products
Allocate dedicated budget for academic integrity transformation	Fund professional development on alternative assessment strategies and transparency-based approaches; instructional design support for faculty redesigning courses and assignments; faculty stipends for course redesign work; development of institutional resources and examples

Recent research from 2024-2025 demonstrates that AI detection tools remain fundamentally unreliable despite vendor claims of improvement. Studies show detection tools produce false positive rates that vary widely depending on the tool, content type, and writing style, flagging authentic student work as AI-generated at concerning rates (Ardito et al., 2025). Even commercial tools claiming high accuracy have shown significant false positive rates in independent testing, with some reports indicating rates as high as 50% in real-world conditions (Furze, 2024). These tools are particularly inaccurate when evaluating writing by non-native English speakers, neurodivergent students, and students with certain learning differences, systematically disadvantaging already marginalized populations (Liang et al., 2023).

Beyond accuracy failures, AI detection creates troubling economic inequities. Students with financial resources can access sophisticated 'AI humanizer' services specifically designed to rewrite AI-generated content to bypass detectors (Ardito et al., 2025), creating equity issues where wealthier students with access to paid tools are less likely to be caught than those using free alternatives (Furze, 2024). Meanwhile, students writing authentically in their own voices, particularly those from underrepresented backgrounds, face false accusations. This dynamic penalizes honest students while rewarding those with means to game the system. Faculty purchasing detection tools with personal funds introduces additional problems: inconsistent application across courses, use of unvetted tools with unknown accuracy rates, and financial burden on educators. While the desire for detection tools is understandable given faculty concerns about academic integrity, research evidence demonstrates these tools cause more harm than help. Institutions must prioritize education about these limitations, establish clear guidelines for ethical use,

and ensure robust due process protections for students while redirecting efforts toward transparency-based integrity approaches that focus on learning rather than policing.

Assessment Practices and Curriculum Transformation

Traditional assessment methods designed to measure knowledge recall and basic application are increasingly vulnerable to AI completion while failing to measure the skills students actually need (Bearman et al., 2023). However, changing how we assess is insufficient if we do not also transform what we teach and why. The emergence of AI demands fundamental reconsideration of learning objectives and curriculum design. When AI can readily explain the four functions of management, define photosynthesis, or summarize historical events, institutions must question whether such lower-level cognitive tasks remain appropriate learning goals. The challenge is not simply making assessments "AI-proof" but rather redesigning curriculum around uniquely human capabilities, higher-order thinking, and the synthesis of human expertise with AI tools. This transformation requires a critical examination of learning objectives: What knowledge and skills do students need that AI cannot provide? How do we prepare students to leverage AI while developing irreplaceable human capacities for judgment, creativity, ethical reasoning, and complex problem-solving?

Table 7: Assessment Practices and Curriculum Transformation Recommendations

Recommendation	Implementation Details
Redesign assessments to emphasize higher-order thinking	Move beyond knowledge recall to assessments requiring analysis, evaluation, synthesis, creation, and application; use Bloom's Taxonomy as guide to identify which learning outcomes can be measured through AI-resistant methods versus AI-integrated approaches; emphasize critical thinking, creativity, complex problem-solving, ethical reasoning, and judgment that AI cannot replicate; design assessments that require students to demonstrate understanding, not just information retrieval; faculty can implement these changes immediately within their courses without waiting for formal curriculum approval
Implement authentic, applied assessments	Design assessments that demonstrate practical competence and mirror real-world tasks where AI use would be expected; require students to solve authentic discipline-specific problems, create original work, or perform tasks that show mastery; assess student ability to work WITH AI: verifying accuracy, identifying biases, improving outputs, synthesizing multiple sources, making informed

	judgments; create performance-based assessments that demonstrate skills in real-time or through documented process; ensure students can explain their thinking, defend their choices, and demonstrate understanding beyond what AI produces
Incorporate process-based and multimodal assessments	Implement portfolio assessments showing development over time and inclusion of drafts, revisions, and reflections; use varied assessment modes such as video presentations, audio recordings, infographics, podcasts, or other creative formats; require students to explain their thinking through written reflections, recorded explanations, or discussion posts; include peer review and collaborative assessments; design assessments that allow students to demonstrate learning through their preferred modality while maintaining rigor; ensure multimodal options are accessible in both face-to-face and online environments
Balance AI friction with AI integration strategically	Design some assignments where AI creates productive friction (handwritten work, in-class tasks, oral presentations) to ensure students can perform without AI assistance; design other assignments where AI use is required to build fluency and prepare for workforce realities; teach students when to use AI and when to work without it; help students understand that AI shortcuts undermine their own learning and long-term career readiness; ensure students develop both the ability to work independently and the ability to leverage AI effectively; prepare students for careers where they must know when AI enhances their work versus when human-only approaches are more appropriate
Pursue formal curriculum transformation to align learning objectives with AI realities	Through program review and curriculum approval processes, review and revise course-level and program-level learning objectives to move beyond knowledge recall and basic comprehension that AI can readily provide; focus on analysis, evaluation, synthesis, and creation at upper levels of Bloom's Taxonomy;

	emphasize skills AI cannot replicate: complex problem-solving, ethical judgment, creative innovation, empathy, collaboration, contextual understanding, and adaptive thinking; reduce emphasis on memorization and fact-recall that students can instantly access through AI; question whether each learning objective remains relevant and valuable in an AI-enhanced world; ensure objectives prepare students for careers where they will work alongside AI; acknowledge this work requires formal approval processes and long-term commitment
Support faculty in assessment redesign and curriculum transformation	Provide discipline-specific professional development on transforming assessments and learning objectives for the AI era; create communities of practice where faculty share successful approaches; offer instructional design support for faculty redesigning courses; develop resources showing examples of transformed assessments and learning objectives across disciplines; acknowledge that this work is time-intensive and provide appropriate support, recognition, and compensation; create safe spaces for faculty to experiment with new approaches and learn from failures; ensure faculty have autonomy to make pedagogical decisions appropriate for their disciplines and courses
Allocate dedicated budget for curriculum transformation	Fund faculty stipends for curriculum redesign and learning objective revision; instructional design consultation; professional development on assessment transformation and Bloom's Taxonomy application; discipline-specific workshops; communities of practice support; curriculum approval process resources

Workforce Preparation and AI Competency Development

The labor market increasingly demands AI fluency across all sectors, yet most students report their academic programs have not prepared them to use AI tools effectively (Cengage Group, 2024). As the University of Central Florida's "AI for All" initiative

emphasizes, the future of work is co-creation between humans and AI, and institutions must teach students what that collaboration looks like (UCF, 2025).

Table 8: Workforce Preparation and AI Competency Recommendations

Recommendation	Implementation Details
Integrate AI literacy across the curriculum	Develop AI literacy learning outcomes for general education; ensure all students gain basic AI competency regardless of major; teach prompt engineering, output verification, and critical evaluation of AI-generated content; include AI ethics and responsible use in foundational courses
Provide discipline-specific AI application training	Work with departments to identify how AI is used in their professional fields; teach students to use AI tools relevant to their disciplines; have students practice AI-assisted workflows they'll encounter in careers; invite industry partners to share how they use AI in practice
Emphasize uniquely human skills alongside AI fluency	Focus curriculum on skills AI cannot easily replicate: complex problem-solving, creativity, emotional intelligence, ethical reasoning, collaboration, communication; help students understand their comparative advantage as humans working with AI; develop metacognitive skills around when and how to use AI effectively
Create opportunities for AI experimentation and skill-building	Provide access to AI tools for all students to ensure equity; create low-stakes opportunities to practice AI use; develop assignments specifically designed to build AI competency; offer workshops and resources on emerging AI tools and applications
Allocate dedicated budget for workforce preparation initiatives	Fund development of AI literacy curriculum materials; professional development for faculty teaching AI competencies; integration of AI tools into career preparation programs; industry partnership coordination; student access to workforce-relevant AI tools; ongoing curriculum updates

Understanding Algorithmic Bias and AI Limitations

AI systems reflect and can amplify biases present in their training data, potentially perpetuating discrimination and inequality (Noble, 2018; Benjamin, 2019). Students must understand these limitations to use AI critically and ethically.

Table 9: Algorithmic Bias and AI Literacy Recommendations

Recommendation	Implementation Details
Teach critical evaluation of AI outputs	Help students recognize that AI can produce biased, inaccurate, or incomplete information; require students to fact-check and verify AI-generated content; teach students to identify potential biases in AI recommendations; discuss real-world examples of algorithmic bias and harm
Address AI hallucinations and misinformation	Educate students on AI's tendency to generate false information confidently; require multiple source verification for AI-assisted research; teach students to recognize when AI lacks expertise or produces nonsensical outputs; emphasize human responsibility for all AI-assisted work
Integrate ethics and social implications throughout curriculum	Discuss who creates AI, whose voices are included/excluded from training data; examine how AI impacts different communities and professions; explore questions of ownership, privacy, and consent; encourage students to consider ethical implications of AI use in their fields
Allocate dedicated budget for AI literacy and ethics education	Fund development of instructional materials on algorithmic bias and AI ethics; professional development for faculty teaching these concepts; guest speakers and workshops on AI ethics and critical evaluation; integration of AI literacy across disciplines; ongoing updates as AI ethical issues evolve

Clear Communication and Transparency with Students

Survey data revealed significant gaps between faculty intentions and student perceptions regarding AI use, with 33% of students perceiving strong discouragement from professors while 82% of faculty believe AI skills are important for workforce success. The institution has addressed this partially through the syllabus policy requiring AI statements, but ongoing clarity and consistency remain essential.

Table 10: Communication and Transparency Recommendations

Recommendation	Implementation Details
Maintain and refine the syllabus AI statement requirement	Continue requiring all faculty to include AI use statements in syllabi; regularly update model statements to reflect evolving practices; ensure statements are specific to assignments, not just course-level; provide training on writing effective AI policies
Ensure assignment-level clarity	Specify AI expectations for each major assignment; indicate whether AI is prohibited, permitted with disclosure, required, or permitted only for certain phases; explain rationale for AI policies to help students understand learning goals; provide examples of appropriate vs. inappropriate AI use
Create opportunities for dialogue and questions	Discuss AI expectations verbally on first day and throughout term; allow students to ask clarifying questions without fear of accusation; address AI use as it relates to specific assignments and learning outcomes; normalize conversations about AI as a learning tool
Offer opt-out options where appropriate	Allow students to complete alternative assignments if uncomfortable with AI tools due to privacy, ethical, or other concerns; ensure equitable learning opportunities for all students regardless of AI use; respect diverse perspectives on AI adoption
Allocate dedicated budget for AI communication and transparency initiatives	Fund development of institutional AI communication materials and resources; website development and maintenance for AI guidance; creation of syllabus templates and examples; professional development on effective AI communication; student-facing resources

Accessibility and Inclusive Learning

AI tools present both opportunities and challenges for accessibility. Some AI applications can support students with disabilities through text-to-speech, translation, or adaptive learning, while others may create new barriers (WebAIM, n.d.).

Table 11: Accessibility and Inclusive Learning Recommendations

Recommendation	Implementation Details
Ensure AI tools meet accessibility standards	Vet all required AI tools for compatibility with screen readers and other assistive technologies; ensure AI interfaces are accessible to users with disabilities; work with Accessibility Services to evaluate tools before adoption; provide alternative options when AI tools are not fully accessible
Address equity in AI access	Provide institutional access to quality AI tools rather than requiring students to purchase subscriptions; ensure all students can participate in AI-integrated learning regardless of economic status; consider students without reliable internet or devices in AI-dependent assignments; offer on-campus access to AI tools and support
Leverage AI to support diverse learners	Use AI tools to provide multiple means of representation, expression, and engagement; explore AI applications that can assist students with different learning needs; ensure AI-enhanced support is available equitably across all programs and modalities; train faculty on using AI to support accessibility
Allocate dedicated budget for accessible AI implementation	Fund accessibility testing and compliance for AI tools; alternative formats and assistive technology integration; universal design professional development; consultation with accessibility services; student accommodations related to AI use; ongoing accessibility monitoring

Regular and Substantive Interaction

Federal regulations require that distance education include regular and substantive interaction between faculty and students, and the Department of Education has explicitly stated that interactions with AI do not satisfy this requirement (U.S. Department of Education, 2021). As AI is integrated into instruction, institutions must ensure human interaction remains central.

Table 12: Regular and Substantive Interaction Recommendations

Recommendation	Implementation Details
Maintain faculty-student interaction as primary	Ensure AI chatbots or automated systems supplement but never replace required

	faculty-student interaction; clarify which interactions count toward regular and substantive interaction requirements; train faculty on regulatory requirements and AI limitations
Use AI to enhance, not replace, teaching presence	Employ AI to handle routine questions, freeing faculty time for deeper engagement; use AI to personalize feedback while maintaining human oversight and connection; ensure final evaluation decisions remain with qualified human instructors; maintain authentic faculty presence in online and hybrid courses
Document compliance with federal requirements	Establish clear guidelines on acceptable AI use in distance education; monitor AI integration to ensure regulatory compliance; provide regular training for online faculty on interaction requirements; maintain audit-ready documentation of faculty-student interactions
Allocate dedicated budget for substantive interaction strategies	Fund professional development on effective pedagogical strategies for AI-enhanced learning environments; instructional design support; technology tools that facilitate regular interaction; faculty time for increased student engagement; resources for documenting interaction quality

Pedagogy Recommendations Summary

These pedagogical recommendations reflect the fundamental transformation required in teaching, learning, curriculum, and assessment as AI becomes ubiquitous, while directly advancing CSN's strategic priorities for student success, completion, and workforce preparation. The shift from detection-based academic integrity to transparency-based approaches, the immediate redesign of assessments to emphasize higher-order thinking and authentic application, and the longer-term transformation of curriculum and learning objectives to focus on uniquely human capabilities represent urgent priorities for the institution. Faculty can begin implementing assessment changes immediately within their courses, while curriculum transformation will require sustained effort through formal program review and approval processes. The integration of AI literacy as an essential workforce skill, combined with the development of critical evaluation skills, prepares students to work effectively alongside AI rather than be replaced by it. Successfully implementing these recommendations requires significant faculty professional

development, ongoing support from Centers for Teaching and Learning, and a cultural shift toward embracing AI as a tool for learning rather than simply a threat to academic integrity. As accreditors have made clear, innovation in pedagogy is not optional but central to institutional quality and student success in the AI era. These recommendations directly support Strategic Bridge Plan Goal 1 (improving student completion and success rates) and Goal 4 (aligning programs with workforce needs and developing critical thinking skills) by ensuring students graduate with both the AI competencies demanded by employers and the critical evaluation skills necessary to use AI effectively and ethically (CSN, 2025). The institution must commit resources, leadership attention, and sustained effort to equipping faculty with the knowledge, skills, and support needed to navigate this transformation effectively, ensuring CSN fulfills its mission to prepare students for success in the world as it actually exists. Implementation of these pedagogy recommendations requires dedicated budget allocation as outlined in Tables 6-12, recognizing that curriculum transformation, assessment redesign, and faculty support for pedagogical change cannot occur without funding for professional development, instructional design support, and faculty time for course redesign.

Institutional AI Leadership Recommendations

The establishment of dedicated AI leadership represents a critical need that extends beyond the WCET framework's three dimensions. While governance, operations, and pedagogy provide essential structures for AI integration, the complexity and pace of AI development require sustained, coordinated leadership to ensure these efforts remain coherent, responsive, and aligned with institutional priorities. The experiences of the AI Task Force, combined with emerging practices across higher education, demonstrate that effective AI implementation cannot rely on temporary committees or distributed responsibilities alone.

Strategic Alignment and Institutional Imperative

The recommendation for dedicated AI leadership directly supports CSN's Strategic Bridge Plan Goal 3: Performance and Quality, addressing multiple objectives within this strategic priority (CSN, 2025). An AI leadership position is essential to Objective 3B (Professional Development for All Employees), not by delivering all training directly, but by coordinating AI-specific professional development needs across all employee groups, ensuring consistency in approach, and providing specialized expertise that complements the work of the new Center for Teaching, Learning and Innovation. Survey data revealed that 89% of faculty and staff identified AI training as important or very important, yet only 37% reported receiving any training, with only half of those finding it effective (see Figures 1-3). This gap cannot be closed through piecemeal efforts; it requires dedicated coordination, consistent messaging, and sustained focus that only a senior-level AI leader can provide. Additionally, AI leadership is critical to Objective 3C (Shared Governance) by ensuring AI decisions involve appropriate stakeholder input across Faculty Senate, Administrative Faculty Assembly, Classified Council, and other governance bodies, and

by coordinating AI initiatives across Academic Affairs, Student Services, Information Technology, and Administrative divisions. The Ellie experience demonstrated the consequences of implementing AI without adequate governance processes, cross-divisional coordination, and sustained follow-through. Finally, effective AI leadership contributes to Objective 3A (Recruit, hire, retain qualified employees) by providing the coordinated support and resources that enhance employee confidence and satisfaction in navigating AI integration. The institution has already invested substantial resources in the AI Task Force's work; achieving the performance excellence goals outlined in the Strategic Bridge Plan requires someone with authority, resources, and dedicated responsibility to transform task force recommendations into sustained institutional practice across all divisions.

The Growing Need for AI Leadership in Higher Education

Many colleges and universities are realizing that AI is now influencing almost every part of campus life, from teaching and research to advising, enrollment, and day-to-day operations. As a result, institutions are starting to create dedicated leadership roles to keep these efforts coordinated and moving in the same direction. One emerging option is the Chief Artificial Intelligence Officer (CAIO), a role already in place at schools like George Mason University, UCLA, the University of Utah, and the University of Maryland Baltimore County, where these leaders help guide ethical use, support faculty and staff, and shape long-term strategy (Kell, 2025; John, 2025). As of 2024, over 30 colleges and universities have created CAIO or similar positions, with the trend beginning to emerge at the community college level, including at Mohave Community College in Arizona (Morris, 2025; Mohave Community College, 2025).

These roles vary in title and scope but share common responsibilities: developing institution-wide AI strategy, coordinating cross-divisional implementation, providing expertise and guidance, overseeing policy development, managing vendor relationships, ensuring ethical and equitable AI use, and representing the institution in regional and national AI initiatives (Sourwine, 2025). Not all institutions have adopted the CAIO title; alternatives include Special Advisor to the Provost for AI (University of Central Florida), Director of AI Innovation, or Vice Provost for AI and Digital Learning, reflecting different institutional structures and priorities (UCF, 2025).

Higher education leadership publications note that this shift reflects a broader move toward treating AI as an institutional priority that needs clear direction rather than scattered experimentation (Morris, 2025). The rapid evolution of AI technologies, combined with their cross-cutting impact on academic, administrative, and student success functions, creates a need for someone who can maintain strategic vision while responding to immediate challenges and opportunities.

Evidence of Leadership Need at CSN

The AI Task Force's nearly two-year tenure has revealed the sustained demand for coordinated AI leadership at CSN. Even without a formal AI leadership role, the need for ongoing expertise and coordination became evident throughout the task force's work. The Task Force Chair was regularly consulted on emerging AI issues across the institution, including assessing potential security risks when AI agents were proposed for accessing the learning management system, advising individual faculty members on strategies for integrating AI into their specific courses, and collaborating with the eLearning department on the possible rollout of Canvas's AI tools. The Chair represented CSN at an Executive Roundtable hosted by the Center for Digital Education at AWS re:Invent in December 2025, where she was subsequently invited to join the Center for Digital Education's Higher Education AI Council. This pattern of consultation and external representation occurred organically, demonstrating that AI governance, implementation, and support require sustained attention and accessible expertise beyond the scope of a time-limited task force.

Additionally, the experiences with AI chatbot implementations described in the Project Background section illustrate the consequences of proceeding without coordinated AI leadership. The challenges with Ellie and the subsequent Student Services AI tool highlighted gaps in institutional vetting processes, unclear lines of authority for AI decisions, and lack of follow-through on concerns raised by those with AI expertise. These incidents underscore the need for a designated leader with both the authority and responsibility to coordinate AI initiatives, ensure proper evaluation and implementation, and maintain accountability across divisions.

The survey data further supports the need for dedicated AI leadership. Responses revealed deep uncertainty and conflicting perspectives about AI's appropriate role: while 42 faculty and staff indicated AI should have no significant role at the institution, 75% simultaneously recognized that AI could replace certain tasks, and 82% agreed learning AI is important for workforce competitiveness. These contradictions demonstrate the need for consistent institutional messaging and coordinated strategy. The communication gap between faculty intentions and student perceptions—with 33% of students perceiving strong discouragement while faculty believe AI skills are essential—illustrates the consequences of fragmented, uncoordinated approaches. Faculty and staff expressed substantial concerns about data privacy, intellectual property, job security, and algorithmic bias, yet no single person or office has clear responsibility for addressing these concerns systematically. The listening sessions revealed confusion about who holds authority for AI-related decisions, frustration with implementations that bypassed shared governance, and calls for transparent vetting processes and ongoing institutional guidance beyond periodic training sessions.

Recommended AI Leadership Structure for CSN

Based on national trends, the task force's experiences, and CSN's specific institutional context, the task force recommends establishing a senior-level AI leadership position. While the specific title, reporting structure, and scope should be determined through consultation with Executive Leadership, Faculty Senate, and other stakeholders, the role should encompass the core functions identified across successful AI leadership positions in higher education.

Table 13: Core Functions for CSN AI Leadership Role

Leadership Function	Key Responsibilities
Strategic Planning and Coordination	Develop and implement institution-wide AI strategy aligned with CSN's mission and strategic priorities; coordinate AI initiatives across Academic Affairs, Student Services, Information Technology, and Administrative divisions; serve on President's Cabinet or regularly advise Executive Leadership; establish clear decision-making processes for AI adoption and policy development; monitor national and regional AI trends to inform institutional positioning
Policy Development and Governance	Lead ongoing review and revision of policies identified in governance recommendations; coordinate cross-divisional policy development to ensure consistency; establish and oversee AI vetting and approval processes; ensure compliance with accreditation standards, federal regulations, and ethical guidelines; chair or support ongoing AI advisory committee with representatives from all stakeholder groups
Professional Development and Training	Develop and oversee comprehensive AI literacy programs for faculty, staff, and students; coordinate with CAPE and future Center for Teaching and Learning on training delivery; identify training needs across divisions and roles; establish network of AI champions and peer mentors; create and maintain centralized AI resource hub with tools, guidelines, and best practices; track training participation and effectiveness
Infrastructure and Implementation Support	Work with Information Technology to develop AI infrastructure roadmap; coordinate vendor relationships and contract negotiations for AI tools; oversee pilot projects and evaluate effectiveness; provide consultation on AI integration in courses, programs, and operations; troubleshoot implementation challenges; ensure equitable access to AI tools and resources

Curriculum and Academic Integration	Collaborate with academic leadership on integrating AI literacy across curriculum; support transformation of learning objectives and curriculum content to reflect AI realities; support development of AI-focused programs and credentials; advise faculty on pedagogical integration of AI, immediate assessment redesign, and longer-term curriculum transformation; facilitate discussions on assessment approaches and academic integrity; promote discipline-specific AI applications; ensure workforce preparation aligns with labor market needs
Evaluation and Continuous Improvement	Establish institutional goals, metrics, and KPIs for AI initiative impact and adoption; collect and analyze data on AI use, training effectiveness, and outcomes; conduct regular assessment of AI tools and practices; publish annual reports on AI progress and recommendations; use evidence to inform strategic adjustments; facilitate ongoing dialogue about AI's evolving role
External Relations and Partnerships	Represent CSN in NSHE Emerging Tech Advisory Group and other system-wide initiatives; participate in regional and national AI networks and conferences; develop relationships with industry partners on workforce development; pursue grants and partnerships to support AI initiatives; share CSN's work and learn from peer institutions; maintain awareness of AI developments in higher education
Allocate dedicated budget for AI leadership position and support structure	Fund salary and benefits for dedicated AI leadership position; administrative support staff; professional development for AI leader; travel to conferences and professional networks; technology and tools for coordination; operational expenses for AI leadership office

Implementation Considerations

The creation of an AI leadership position requires careful consideration of reporting structure, resource allocation, and integration with existing organizational structures. The role should report to a senior executive with institution-wide purview, most likely the

President or Executive Vice President for Academic Affairs, to ensure adequate authority and cross-divisional coordination. The position requires dedicated budget for professional development programming, tool procurement, and potential staffing support as AI initiatives expand.

Importantly, this role should not operate in isolation but rather coordinate and empower existing units. Information Technology maintains responsibility for technical infrastructure and security; Academic Affairs retains authority over curriculum and faculty development; Student Services continues to lead student support initiatives. The AI leader serves as the connector, strategist, and accountability point ensuring these efforts align and advance coherent institutional goals.

The timeline for establishing this position should be expedited. As AI technologies continue to evolve rapidly and competitors move forward with coordinated strategies, CSN risks falling further behind without dedicated leadership. The institution has already invested significant resources in the AI Task Force's work; ensuring this investment yields sustained impact requires someone charged with implementation, adaptation, and continuous improvement of the recommendations in this report.

Institutional AI Leadership Summary

The establishment of dedicated AI leadership represents not a luxury but a necessity for CSN's continued competitiveness and ability to serve students effectively in an AI-enhanced world. The experiences of peer institutions, the challenges and opportunities identified by this task force, and the ongoing demand for AI expertise and coordination across campus all point to the same conclusion: AI integration requires sustained, senior-level leadership with clear authority, adequate resources, and institution-wide scope. This recommendation, combined with the governance, operations, and pedagogy recommendations presented earlier, provides CSN with a comprehensive roadmap for responsible, effective AI adoption that positions the institution as a leader in thoughtful innovation while maintaining its commitment to educational quality and student success. Implementation of this leadership recommendation requires dedicated budget allocation as outlined in Table 13, recognizing that coordination across governance, operations, and pedagogy domains cannot occur without funding for a senior-level position with appropriate authority, support staff, and operational resources.

Conclusion

The AI Task Force was charged with examining artificial intelligence and its impacts on CSN, then providing actionable recommendations for the institution's path forward. After nearly two years of research, data collection, training delivery, policy development, and collaboration across campus, one reality has become unmistakably clear: artificial intelligence is not a future consideration for higher education—it is a present imperative demanding immediate institutional response. Our students are already using AI

extensively, often without guidance. Peer institutions are establishing coordinated strategies. Accreditors are setting expectations for innovation and AI literacy. The labor market is shifting toward skills-based hiring and AI fluency. The question is no longer whether CSN will engage with AI, but whether we will do so strategically and effectively, or find ourselves perpetually reactive.

This report provides a comprehensive roadmap grounded in research, data, and national best practices. The recommendations address four essential dimensions of AI implementation:

Governance: Review and update institutional policies to address AI-specific considerations in areas including data privacy, intellectual property, academic integrity, and equity; establish clear protocols for AI tool evaluation and approval; create ongoing structures for monitoring and promoting appropriate AI use; ensure alignment with accreditation expectations and regulatory requirements.

Operations: Develop systematic professional development programs to close the significant training gap identified in survey data; build robust AI infrastructure with appropriate vetting processes and centralized resources; strategically implement AI solutions to improve administrative and academic efficiency while maintaining quality and human interaction.

Pedagogy: Transform academic integrity approaches from detection to transparency; redesign assessments to emphasize higher-order thinking and authentic application; integrate AI literacy across curriculum to prepare students for workforce demands; ensure clear communication about AI expectations and equitable access for all learners.

Leadership: Establish a dedicated senior-level position to coordinate AI strategy, oversee policy implementation, manage cross-divisional initiatives, provide ongoing expertise, and ensure accountability as AI technologies and institutional needs continue to evolve.

These four dimensions are interconnected governance without operational support fails, pedagogy without leadership coordination falters, operations without clear policies create risk. Effective implementation requires simultaneous attention to all four dimensions, with adequate resource allocation and institutional commitment. The data collected through surveys and listening sessions provides baseline metrics for measuring progress: training reach and effectiveness, clarity of AI communication, responsible usage rates, and student preparedness. Regular assessment against these baselines will enable continuous improvement and demonstrate return on investment.

The cost of inaction exceeds the cost of implementation. Students unprepared for AI-enhanced careers face diminished opportunities. Faculty without support struggle to adapt pedagogy effectively. The institution without coordinated strategy risks compliance issues, inefficient resource allocation, and competitive disadvantages. Most critically, we

risk failing our fundamental mission: empowering students to achieve, succeed, and prosper in an AI-enhanced workforce.

Implementation should be prioritized based on urgency and impact. Immediate priorities include establishing AI leadership, completing policy reviews identified in governance recommendations, addressing the training gap through expanded professional development, and ensuring compliance with accreditation expectations. Medium-term priorities include infrastructure development, curriculum integration planning, and piloting AI applications in targeted operational areas. Long-term work involves sustained evaluation, continuous adaptation to evolving technologies, and building CSN's reputation as a leader in thoughtful AI adoption.

The task force recognizes that CSN currently faces significant budget constraints. However, strategic investment in AI is not optional; it is essential to institutional viability, accreditation compliance, and mission fulfillment. Each recommendation in this report includes budget considerations that acknowledge the reality of resource limitations while emphasizing that certain investments cannot be deferred. The cost of thoughtful AI implementation must be weighed against the cost of inaction: students unprepared for AI-enhanced careers, faculty without support struggling to adapt pedagogy effectively, and institutional risks including accreditation concerns and competitive disadvantage. Budget allocation for AI should be viewed as strategic investment in institutional sustainability rather than discretionary enhancement. The recommendations in this report are prioritized to allow phased implementation that spreads costs over time while addressing the most urgent needs in the near term.

This report represents significant investment by task force members, survey respondents, listening session participants, and campus stakeholders who contributed expertise and perspectives. That investment yields value only through committed action on these recommendations. Implementation requires institutional commitment, adequate resources, and dedicated AI leadership to coordinate the governance, operations, and pedagogy structures outlined in this report. What's at stake is not simply institutional efficiency or competitive positioning, but our ability to fulfill CSN's mission to empower students to achieve, succeed, and prosper in a fundamentally transformed educational and workforce landscape.

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