

CEPP Meeting Notes

February 16, 2026 @10:10-11:10am Bolton 380

CEPP Member Attendance:

Name	Title	Present	Absent
Amy Frappier	CEPP Chair	✓	
Adrian Bautista	DOS/VP SA	✓	
Heather Hurst	Faculty	✓	
Ryan Overbey	Faculty	✓	
Robert ParkeHarrison	Faculty		✓
Javier Perez-Moreno	Faculty	✓	
Kelly Sheppard	Assessment	✓	
Natalie Taylor	Interim DOF/VPAA	✓	
Jamin Totino	Associate Dean for Student Affairs	✓	
Natalie Koegler	SGA		✓
Lila Glanville	SGA	✓	

Guests: Tom O'Connell, Computer Science; Corey Freeman-Gallant, ADOF

Scribe: Javier Perez-Moreno

Agenda items:

1. Approve minutes from meeting on February 9, 2026 – Amended and approved.
2. Welcome guests and Announcements
3. Ongoing Business
 - a. Evaluating AI policy space
 - Presentation and discussion with Tom O'Connell, Assoc Prof. of Computer Science
 - Background – 1995 master's thesis on machine learning for sequence prediction
 - 2000 – Dissertation on game theory and multiagent systems
 - 2002 – AI was first course he taught at Skidmore
 - 2025 – Sabbatical position at Basic Research Institute

 - 2019 – Scribner seminar, can machines learn? After that AI in computer Science Department: CS316, CS322, CS331, and other courses like robotics.

Strategic Plan is not sufficient, it just wants to teach you how to use the tools (like ChatGPT) but not teach you how to develop the tools yourself.

Tom reviews the history of the foundations of AI. Major advances due to advent of gamers. They created a market for very fast graphics chips, which are the ones used for AI that are much faster. Faster does not mean we understand what AI does.

The future:

Recent comments according to some prominent AI Thinkers, eg: Zeynep Tufekci: People are really bad at predicting the outcomes of major technological disruptions.

Rich Sutton (Turing Award winner): LLMs are a dead end for AI research.

Tom, on Risks: Be wary of AI's success: AI pushes its latest breakthrough until it fails.

Be wary of AI's failures, but it always comes back.

AI scales very well, how do we integrate that into education? Risk of failing to recognize our value. What value do you add by using AI for your work? Or not using AI? If you are not adding value, you will be replaced, as the AI scales well.

Tom, on Problems: Like computer scientists, LLM's write code, very fast and quick to troubleshoot, but it makes errors and takes skill to train it to work better. Newer AI tools continue to make massive improvements with each version. AI makes Tom more productive, but this is in part because he has 40 years of experience of coding. Students are learning differently. How can we translate this expert approach to students who have no previous experience? Students at the low level of skill are the one that use AI the most – are they outsourcing learning fundamentals?

Discussion: whether a policy is the right mechanism – things are going to change so quickly and it's going to be hard to keep in track, so we have to be nimble and flexible. General college policies may be inappropriate or not going to work for us as an institution, since things can change dramatically over 2 months. Recommend that faculty get used to the system.

Ryan: concern about college policy – who's responsible for picking the vendor and to what extent do we become 'locked in' by contracts or prior investment in training AI agents? How to experiment with models and be nimble, when there is a relationship between the college and a vendor (which might be locked). What happens when we have been locked in, and vendors try to get more money from higher ed?

Kelly: I am in a multi-institutional conversation on how to use data to improve student learning. In some respects, we may be on the path to lock-in ChatGPT as of right now.

Adrian: Institutional dialog, cautionary approach. Can we enhance the conversation and dialog as an institution about this topic?

Tom: This is a culmination of 3000 years of tool making. LLMs are a tool much like many others.

Lila: SGA is also working on creating an AI policy.

Heather: Do you see something else that is missing that would serve us better than policy?

Amy: Is there something we can do like frameworks?

Javier: Do we really need the higher paid subscription. We need to know what students can do (Adrian Bautista supports this).

Javier: How do we deal with AI and the Honor Code? Ryan: if we ask students to use AI prompts, they are implicitly using tools that violate the Honor Code.

Kelly: Thinking about the Framework. What do we want students want to learn? Information literacy – how do you trust the information from AI. We already need information literacy improvements, it should now need more improvement.

Heather (as a person, not CEPP): This is a moving target. Institutionally we should be pushing this so we know what can be done (similar to the training we have for HR etc.)

Adrian: Importance of being nimble. Many number of topics (aside from AI) that we need to be nimble about.

Amy: We can not just hide from it, but it doesn't make sense just to push AI.

Lila: Usage among students and adoption level varies.

Amy: Lots of concerns about AI usage, and usage that is inappropriate.

b. Move to Online Ratings

- Discuss CEPP role with input from IR and DOF.VPAA

Ongoing conversations between Joe and Dave

- Debrief WGIATL meeting

Amy went to the WGIATL meeting, and found a lot of responses, but a lot of them have still inference. As a group we were not that great at writing the questions. There is "good material" that will allow us to move forward.

- Discuss next steps

- Finalize prep for upcoming staff forum

c. Access and Title II

Jamin: We are subject to section 5.04 of Title III. Accessibility needs to be part of our moving forward. We'll discuss this in the new meeting.

We will follow up with Curricular changes next week.

We didn't have time to discuss:

- Updates from Student Affairs and SGA reps regarding ongoing status of access/ accessibility-related initiatives: proposals for a college Task Force and SGA vote/response.

- Debrief 1/23 CLTL Session: Best Practices for Accommodating Accommodations

- Consider CEPP's role in advancing Access over medium term (this and next AY)

4. Other Business, TBA