ACCT 2026 LEADERSHIP CONGRESS

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Governing AI Before It Governs You

Building Role-Based AI Fluency Across a Community College

#ACCT2026

STRATEGIC AI IN COMMUNITY COLLEGES

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EL CAMINO COLLEGE

SESSION OVERVIEW

Session Purpose & Agenda

Show how El Camino College (ECC) aligned governance, academic buy-in, and workforce strategy to move from vision to structured, replicable action and give attendees a framework they can adapt.

1 Why This, Why Now — 0–6 min

From technology issue to institutional strategy, grounded in ECC's own readiness evidence.

2 Governing Without Expertise — 6–16 min

The trustee lens: the 4D model, risk classification, and decision boundaries.

3 Faculty at the Table — 16–27 min

Why academic ownership - not compliance - makes AI strategy work.

4 One College, Different Roles — 27–38 min

The tiered architecture: from shared framework to 90-day deployment.

5 You Make the Decision — 38–48 min

Live exercise: the same AI proposal, evaluated from four institutional roles.

6 What We'd Tell Another College — 48–60 min

Lessons learned, a replicable roadmap, and open Q&A.

Total: 60 minutes • Format: four-voice case study, not lecture • ~18 min interactive & discussion built in

SESSION LEARNING OUTCOMES

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Attendees Will Learn How To

1. **Structure role-based AI fluency training** that separates governance oversight from operational skills.
2. **Apply the 4D governance framework** to assess AI opportunities, risks, and institutional guardrails.
3. **Build faculty and Board alignment** to support sustainable institution-wide AI adoption.
4. **Ask the right governance questions** about AI investments, workforce impacts, and institutional risk.
5. **Implement a practical deployment model** using tiered, 90-day training cohorts with clear accountability.

SEGMENT 1 · 0–6 MIN · LOÏC AUDUSSEAU

Why AI Fluency Became an Institutional Strategy

THE CENTRAL QUESTION

Why did El Camino College (ECC) conclude AI couldn't be treated as an IT initiative and why wouldn't one-size-fits-all training work?

Delivers Session Outcomes 1 & 5

WHY AI FLUENCY BECAME STRATEGY

What Was Already Happening at ECC

The pattern that emerged as AI use spread across the District - before any framework existed

1. **AI adoption was already outpacing governance.**
   Staff across departments were experimenting with different tools - with no shared guardrails, risk classification, or accountability model.

2. **Risk and authority look completely different by role.**
   A Trustee approving a six-figure AI contract and a staff member drafting a routine email face entirely different stakes, questions, and accountability.

3. **AI is a structural capability, not an IT tool.**
   It touches cost models, workforce design, compliance, and competitiveness - decisions that sit with the Board and Cabinet, not a single department.

THE TAKEAWAY

One training program or one policy couldn't serve a fiduciary decision and a daily workflow at the same time.

SEGMENT 2 · 6–16 MIN · TRISHA MURAKAWA + LOÏC AUDUSSEAU

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Governing AI Without Becoming an AI Expert

THE CENTRAL QUESTION

What does a trustee actually need to understand, what questions should the Board ask, and where should Board oversight stop?

Delivers Session Outcomes 2 & 4

The 4D Model*: A Board Oversight Lens

Three of the four Ds are governance concerns. Description is largely operational.

1 · Delegation

Board concern

What decisions should never be delegated to AI?

What gets automated, augmented, or prohibited?

2 · Description

Staff concern

How tasks and goals are communicated to AI systems.

Primarily operational.

3 · Discernment

Board concern

Why AI outputs cannot be treated as authority.

Validation and critical evaluation.

4 · Diligence

Board concern

Why accountability always remains human.

Transparency and responsible deployment.

**** Credit:** Based on Anthropic's 4D Framework, a structured model developed in partnership with professors Rick Dakan and Joseph Feller for developing AI fluency.*

Risk Classification: A Governance Framework

Blanket bans stifle innovation. Blanket approvals create liability. Classification enables governance.

Acceptable Risk

AI assists with drafting, summarization, and information organization under human review. Low sensitivity, no student or personnel data.

Examples: Meeting minutes, policy summaries, scheduling support

Mitigated Risk

AI supports analysis and preparation for decisions, with mandatory human review, verification checkpoints, and documented accountability.

Examples: Budget scenario modeling, enrollment trend analysis, first-pass contract review

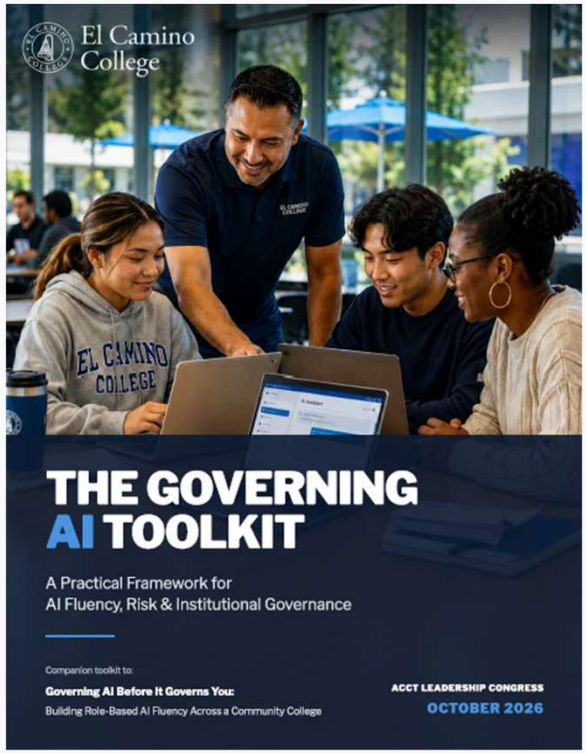
Unacceptable Risk

AI makes or materially influences final decisions on student outcomes, personnel actions, legal determinations, or financial approvals.

Examples: Disciplinary actions, grade determinations, payroll release, hiring/firing

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Risk Classification: A Governance Framework





01 · GOVERNANCE AT A GLANCE — STANDALONE REFERENCE · MAY BE PRINTED AND USED ON ITS OWN

AI Governance Risk Classification Framework

Classify the risk and establish the appropriate level of human oversight. Each level is identified by symbol and label as well as color, so the framework remains usable in grayscale and in print.

LEVEL 1 — ACCEPTABLE RISK — Enable it.

AI assists with routine, low-risk work under human supervision.

CHARACTERISTICS
- Low sensitivity
- Human review present
- No final decisions delegated
- Limited regulatory exposure

Representative uses: meeting summaries and minutes · email drafting and report formatting · rubrics and discussion questions · accessibility support · FAQ chatbots and reminders · procedure documentation.

LEVEL 2 — MITIGATED RISK — Govern it.

AI supports analysis and preparation, but humans remain accountable.

CHARACTERISTICS
- Human authorization required
- Verification checkpoints established
- Audit trail maintained
- Accountability clearly assigned

Representative uses: budget scenario modeling and variance analysis · contract summarization · job description drafting and classification comparisons · enrollment forecasting and early alerts · program review and accreditation documentation · preventive maintenance forecasting.

LEVEL 3 — UNACCEPTABLE RISK — Keep it human.

AI must not make or materially influence high-stakes decisions.

CHARACTERISTICS
- Delegates human judgment
- Creates due process concerns
- High legal and reputational exposure
- Incompatible with fiduciary responsibility

Representative uses: final grades, probation, degree conferral, financial aid eligibility, admissions and discipline · hiring, firing, promotion, tenure, evaluation, compensation · payroll release, expenditure approval, contract execution · legal opinions, Title IX and ADA determinations · emergency response and threat assessment · Board votes and policy approval.

GUIDING PRINCIPLE

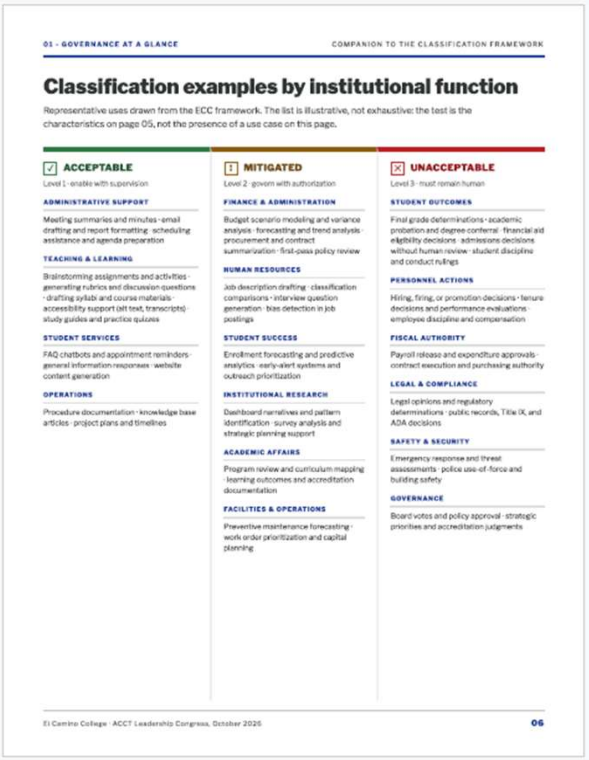
Acceptable risk should be **enabled**. Mitigated risk should be **governed**. Unacceptable risk should remain **human**.

USING THIS SHEET

Classify first, then decide. If a proposed use falls in Level 2, name the human who authorizes the outcome and the checkpoint at which they do so. Full example inventory on the following page.

El Camino College · AI Fluency Professional Development Framework · Board of Trustees Reference — 05

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01 · GOVERNANCE AT A GLANCE — COMPANION TO THE CLASSIFICATION FRAMEWORK

Classification examples by institutional function

Representative uses drawn from the ECC framework. The list is illustrative, not exhaustive; the test is the characteristics on page 05, not the presence of a use case on this page.

ACCEPTABLE
Level 1 · enable with supervision

ADMINISTRATIVE SUPPORT
Meeting summaries and minutes · email drafting and report formatting · scheduling assistance and agenda preparation

TEACHING & LEARNING
Brainstorming assignments and activities · generating rubrics and discussion questions · drafting syllabi and course materials · accessibility support (alt text, transcripts) · study guides and practice quizzes

STUDENT SERVICES
FAQ chatbots and appointment reminders · general information responses · website content generation

OPERATIONS
Procedure documentation · knowledge base articles · project plans and timelines

MITIGATED
Level 2 · govern with authorization

FINANCE & ADMINISTRATION
Budget scenario modeling and variance analysis · forecasting and trend analysis · procurement and contract summarization · first-pass policy review

HUMAN RESOURCES
Job description drafting · classification comparisons · interview question generation · bias detection in job postings

STUDENT SUCCESS
Enrollment forecasting and predictive analytics · early-alert systems and outreach prioritization

INSTITUTIONAL RESEARCH
Dashboard narratives and pattern identification · survey analysis and strategic planning support

ACADEMIC AFFAIRS
Program review and curriculum mapping · learning outcomes and accreditation documentation

FACILITIES & OPERATIONS
Preventive maintenance forecasting · work order prioritization and capital planning

UNACCEPTABLE
Level 3 · must remain human

STUDENT OUTCOMES
Final grade determinations · academic probation and degree conferral · financial aid eligibility decisions · admissions decisions without human review · student discipline and conduct rulings

PERSONNEL ACTIONS
Hiring, firing, or promotion decisions · tenure decisions and performance evaluations · employee discipline and compensation

FISCAL AUTHORITY
Payroll release and expenditure approvals · contract execution and purchasing authority

LEGAL & COMPLIANCE
Legal opinions and regulatory determinations · public records, Title IX, and ADA decisions

SAFETY & SECURITY
Emergency response and threat assessments · police use-of-force and building safety

GOVERNANCE
Board votes and policy approval · strategic priorities and accreditation judgments

El Camino College · ACCT Leadership Congress, October 2026 — 06

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Five Questions Trustees Should Ask About Any AI Proposal

1. What specific measurable outcome does this produce and by when?
2. What happens if this fails? What is our exit strategy?
3. Who is accountable for the results: a person, not a system?
4. What data goes into this AI and who owns it?
5. Is this a pilot, or are we committing to ongoing operational cost?

SEGMENT 3 · 16–27 MIN · STEPHANIE BURNHAM + MOSES WOLFENSTEIN

AI Policy and the Faculty Lived Experience

THE STARTING POINT

Generative AI hit at the heart of the classroom.

FACULTY AT THE TABLE

The Dichotomy of AI and the Teaching Experience

An Equity-Enhancing Tool

Levels access to writing support, feedback, and revision - for students who never had it before.

A Harbinger of Existential Dread

Threatens the humanistic core of teaching - authorship, originality, and trust in student work.

A Rough Timeline of the Faculty AI Experience

In relation to teaching and learning

1. **Fall 2023**
   Early warnings and a sense of opportunity; online courses and fraudulent enrollments.
2. **Summer 2024**
   Onset of a larger-scale crisis reaction; focus shifts to detection and plagiarism policies.
3. **Fall 2024**
   More aggressive policing of student AI use; progressive faculty work to incorporate AI anyway.
4. **Fall 2025**
   Increased anti-AI sentiment; progressive faculty spooked by AI browser agents.
5. **Spring 2026**
   Collective AI overload; a mixed signal between on-campus and online.
6. **Current**
   Where are we now?

FACULTY AT THE TABLE

The Faculty AI Experience: Employee vs. Instructor

As Employee

A productivity tool that promises efficiency but is often finicky.

Offers real potential to do administrative tasks more quickly, and possibly better.

As Instructor

An adjunctive tool, or an uncontrollable threat, to the humanistic experience of teaching.

Product-focused AI is often at odds with the process-forward work of learning.

FACULTY AT THE TABLE

AI Doesn’t Have the Same Impact for Every Faculty Member

The presence and consequences of AI are more pluralistic the more you zoom in.

1. **All Faculty**
   Overarching policy around use, disclosure, and misconduct.

2. **Divisions**
   Common applications and common issues start to vary.

3. **Departments**
   Common discipline-specific policies emerge.

4. **Courses**
   Individual course objectives create different conditions for use.

5. **Instructor**
   Allowable and restricted uses for students vary section to section.

FACULTY AT THE TABLE

AI Doesn’t Have the Same Impact in Every Classroom

Use cases across disciplines

Computer Science	English	Sociology	Cosmetology
The role of the programmer	The writing process	Writing within the discipline	Safety practices

FACULTY AT THE TABLE

Ownership, Not Compliance

THE PRINCIPLE

Faculty need a meaningful role in deciding how AI should and shouldn't be integrated.

Faculty purview informs academic implementation. Shared governance informs operational implementation.

Faculty Feel Ownership When…

1. A faculty committee has agency in developing AI adoption.
2. Faculty hold standing positions in campus-wide deliberative bodies that draft AI policy and procedures.
3. A community of practice exists for open discussion.
4. Professional development opportunities are provided.
5. There’s support for department-level faculty development.

SEGMENT 4 · 27–38 MIN · LOÏC AUDUSSEAU

One College, Different Roles: From Framework to Deployment

THE CENTRAL QUESTION

How did ECC translate a common foundation into differentiated fluency tracks and 90-day cohorts?

Delivers Session Outcomes 1 & 5

ONE COLLEGE, DIFFERENT ROLES

The Tiered Architecture

Tier 1: Govern

Board of Trustees + Executive Cabinet

Special Study Sessions - 2 half-days or 1 full day

Fiduciary oversight, risk classification, decision rights

Tier 2: Apply

Admin Assistants, HR/Fiscal, ITS/IRP/Data

90-day pilot program - 3 cohorts

Workflow redesign, measurable time savings

Tier 3: Amplify

Marketing, Student Services, Facilities/Ops

90-day strategic program - 3 cohorts

Scale capability without diluting judgment

8 cohorts. Same institutional principles. Different roles. Different competencies. Different depth.

ONE COLLEGE, DIFFERENT ROLES

The 90-Day Model

1

Common Core

Shared foundations: AI literacy, guardrails, the 4D framework. Weeks 1–4.

2

Role-Specific Application

Applied to real workflows in each role. Weeks 5–8.

3

Capstone

A redesigned workflow with measurable outcomes, presented live. Weeks 9–12.

SEGMENT 5 · 38–48 MIN · ALL FOUR PRESENTERS

You Make the Decision

THE CENTRAL QUESTION

How should different institutional roles evaluate the same AI initiative using the 4Ds, risk, guardrails, and decision rights?

Delivers Session Outcomes 2 & 4

THE SCENARIO

An AI-Enabled Student Success Platform

ECC proposes an AI system that analyzes institutional data to identify students at risk, recommends interventions to staff, generates personalized outreach, and costs $175,000 annually.

Trustees

Your seat: Board

What do you need to know before approving this?

Faculty

Your seat: Academic Senate

What concerns or conditions would you raise?

Administration

Your seat: Student Services

Where should AI assist, and where must humans decide?

ITS / Data

Your seat: ITS / IRP

What technical, privacy, and vendor conditions are required?

Five minutes at your table - then we compare notes across roles.

SEGMENT 6 · 48–60 MIN · ALL FOUR PRESENTERS + Q&A

What We'd Tell Another College

THE CENTRAL QUESTION

What should trustees, faculty, and institutional leaders take back to their colleges?

Delivers Session Outcomes 1–5

WHAT WE'D TELL ANOTHER COLLEGE

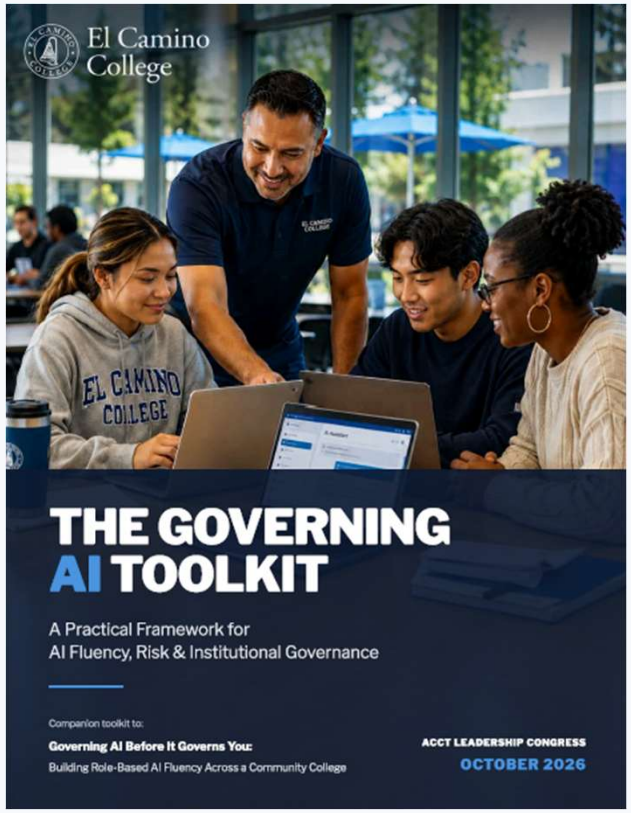
If You Want to Start Monday

1. **Establish shared language.**
2. **Train governance first.**
3. **Engage faculty & labor early - before policy is drafted.**
4. **Define decision rights clearly.**
5. **Build fluency by role, not by tool.**
6. **Measure changed work - not course completion.**

The goal isn't to make everyone an AI expert. It's to make everyone fluent enough for the decisions their role requires.

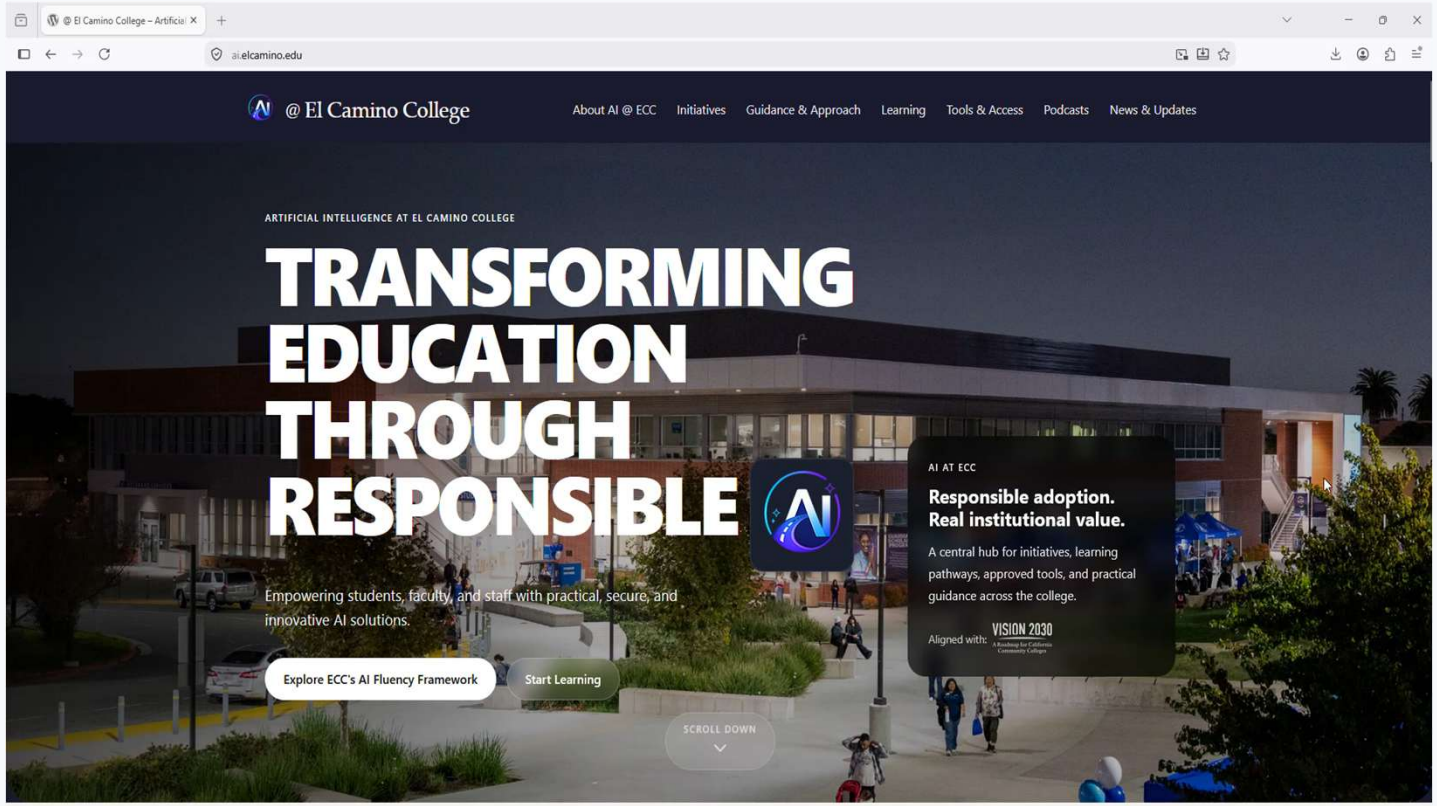
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Download the Governing AI Toolkit



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Visit ai.elcamino.edu



El Camino College

Don't wait for certainty that never arrives - get your AI journey started!

El Camino College · Trisha Murakawa, Loïc Audusseau, Stephanie Burnham, Moses Wolfenstein

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