Colorado Classics Association
October 4 2025 Meeting
<mark>Draft</mark> Minutes

After informal socializing over bagels and coffee, the meeting commenced at 10:23 AM.

CCA Co-President Reina Callier (CU-Boulder) welcomed all and thanked everyone for making the trip. Present in addition to Reina were:
Pierre Habel, communications director (D'Evelyn Jr/Sr High School, retired); Amy Rosevear (Cherry Creek High School); Megan Gorman (Regis Jesuit High School); Jesse Vader (Florida Virtual School); Zach Herz (CU-Boulder); Jackie Elliot, vice-president (CU-Boulder); Elizabeth Bowman, secretary (D'Evelyn Jr/Sr High School); Tim Smith (Loveland Classical School); Chris Ostro (CU-Boulder); Victoria Kalman (Fairview High School).

Meeting agenda items:

I.   Jackie moved to approve the minutes of the 4/26/25 meeting. Amy seconded. The motion passed with 6 in favor and 2 abstentions. Minutes will be posted to the CCA website.

II. Jackie invited all active members to consider nominating peers for the CCA Teacher of the Year award. The nomination form is posted to the CCA website. Completed forms should be emailed directly to the CCA Co-Presidents Reina Callier (reina.callier@colorado.edu) and Helen Vickery (helen.vickery@bvsd.org).
  A. CCA Teacher of the Year awards have in the past acted as stepping stones to recognition from organizations such as CAMWS and SCS. Teachers are encouraged to seek support from administrators, students, parents, peers, and any other relevant community members to assemble strong nominations.
  B. CCA wants to champion excellence in Latin education in Colorado! Please nominate any and all deserving colleagues! Previous winners are featured on the CCA website.

III. Elizabeth noted that all CCA officer positions aside from the post-secondary co-president are up for election this spring for a two-year term beginning June 1, 2026. Nominations for K-12 co-president, vice-president, treasurer, secretary, and communications director may be sent directly to Elizabeth (elizabeth.bowman@jeffco.k12.co.us).
Self-nominations are welcome. Please send nominations by April 1 so that ballots may be distributed in advance of the spring meeting (date TBD).
  A. Members shouldn't hesitate to throw their hat into the ring for these roles! All positions can be filled by anyone eager to take them on; any necessary training (which is minimal) can be provided.

B. Jackie gave a quick shout-out to Pierre who has done and continues to do way, way more than "communications director" requires. *Gratias maximas,* Pierre!

IV. Elizabeth provided a brief treasurer's update; Pierre noted that members who owe dues for 2025-26 may pay through the CCA website or via check mailed to Amanda.

V. Pierre provided updates and raised questions regarding the CCA Google Group and the directory of Colorado classicists.
   A. The Google Group comprises ~82 individuals. Anyone interested in joining may be added via the form on the CCA website or by emailing Pierre (pdhabel@gmail.com). Messages to the group are archived and anyone in the group may post.
   B. The CCA-compiled directory of Colorado classicists comprises 120 names. Pierre's questions: Is this directory useful? If yes, how can it be more useful? Highlights of the ensuing discussion:
      1. **Cons:** The directory is very quickly out of date; verifying 120+ names is a big ask of one person or even a small team; successfully soliciting responses even by phone is tough.
      2. **Pros:** It's a point of pride for CCA to know who is teaching classics where in the state; it's valuable to reach out to new teachers and invite them to CCA and to welcome them to the classics-teaching communication; ACL, CAMWS, *et al.* do ask for this information; there is power in showing that there is a strong Latin teaching community in the state; teachers can network more easily and provide resources both to each other and to current student teachers or students interested in teaching.
      3. A separate document identifying the schools that teach Latin in the state also needs updating. This is perhaps useful to parents and students looking for Latin in their education.
      4. Ultimately the consensus was that both documents are useful but the big question remains: How can we create a system that doesn't require one person or a few people to do an inordinate amount of work? And that gives the teachers/institutions named in each document a stake in accurate reporting?
   C. The New Plan! Self-reporting and self-agency seem potentially powerful in crowdsourcing this work. Pierre will convert the current directory to a Google Sheet which can be shared with the CCA Google Group asking for everyone's help in updating these materials to reflect accurately both teachers and schools. Perhaps with some additional coaxing from more active CCA members we can cast a sufficiently wide net to craft a nearly-accurate and nearly-up-to-date document requiring only minimal and manageable subsequent clean-up.

D. Thanks as always to Pierre for staying on top of these invaluable initiatives and to everyone who has taken on the arduous task of updating the directory in the past (Barbara Hill, Richard Buxton, *et al.*)!

Close of regular meeting agenda

Special presentation by Chris Ostro, CU-Boulder Assistant Teaching Professor and Learning/AI Strategist in Continuing Education

Chris's talk was absolutely jam-packed with information, ideas, articles, and resources on all things AI: what it is, how it works, what it can and can't do, how to use it well, how to approach its use in the classroom, *etc.* Please see the slides and docs that Chris has generously shared with us, all linked at the bottom of these minutes. The many, many, many links will provide plentiful food for thought and ideas for further investigation and research.

A few highlights of the presentation–please see Chris's materials for much, much more!

Chris noted that while there are definite positives to the existence of AI—accessibility to information and educational processes is a clear example—he is, himself, not a tech optimist; to him AI is more of a net negative, but it's here and we have to deal with it, and this includes teaching students how to use it well. (Tim noted that even Paideia now has an online Latin curriculum complete with a chatbot!) Know that student stances toward AI use are evolving every day, too.

Ultimately GenAI functions by figuring out the logical end mathematically of all the input. It is engineered for "stickiness," i.e. how likely its output encourages users to continue using. ChatGPT, for example, prioritizes user engagement over accuracy; play around with it and you'll notice how sycophantic it is.

Prompt-writing tips:
*   Be clear and specific and even demanding
*   Give as long a prompt as you reasonably or possibly can with as much information as you can. The character limit is currently ca. 14 pages; go nuts! Your prompt may well be longer than the final product.
*   Upload files, too! The more information you provide the further along AI can get you on the first step.

Note a few key learning vulnerabilities:
*   do not trust AI beyond your own ability level!

- do not use it as a replacement for student/instructor interaction! Your students will recognize the robot in your personal communication–note as evidence that AI-generated advertisements are way cheaper to produce and have about a quarter of the success rate.

Among the most prominent ethical issues:
- There is measurable and considerable bias, and this is probably not fixable.
- Though there are advantages to AI when used well and in conjunction with traditional learning environments, it's clear that traditional learning environments still produce far better results that those AI-generated.

Amid all these concerns and questions, the point still remains: students are using AI, and there do exist legitimate uses of AI. So students need: 1) clear ethical guidelines to follow, and 2) training; and they need at least some of these things in literally every class.

A few of Chris's (many!) suggestions for how to make this happen:
1) Use the provided long list of AI apps and tools so that you can stay on top of what tools your students are using. The two most prominent are still ChatGPT and NotebookLM.
2) Make use of an AI disclosure form for your classes: create one that works for you and put it everywhere for your students to be transparent and honest (a balm to so many students these days worried about being accused of cheating!).
3) Know that AI detection is only good when something is 100% human-produced or 100% AI; any mix of the two (likely the majority of student work) is still not reliably detectable.
4) See Chris's suggested articles on how to frame AI literacy discussions with your students. Students are more knowledgeable regarding the advantages and disadvantages of AI than we often give them credit for. Involve them in the conversations about the pros and cons of AI use in your class. The list of sample literacy assignments can provide a starting point and many ideas for further exploration.

Gratiax maximas Chris for an engaging and insightful presentation and for sharing so much of your research with us! And thank you to all again for joining today!

Materials from Chris Ostro's presentation:
Video on how to handle integrity in the AI age
Other links provided by Chris:
- Link to the slides from today's talk
- Link to the talks my team gives (these are open to other educators, if any of y'all are interested, but the focus is on higher ed)
- Link to other resources I've made, podcasts/videos I've done that might be helpful