

AI TASK TEAM REPORT

PRESENTED TO THE
LOS MEDANOS COLLEGE
ACADEMIC SENATE

MAY 12, 2025



BACKGROUND & PROCESS



TEAM CHARGES

October 2023:

“The purpose of this committee is to explore the applications, benefits, risks, and ethical implications of integrating artificial intelligence (AI) into teaching and learning at LMC.

It is proposed that the taskforce will assess the advantages, challenges, and ethical considerations associated with AI technologies in teaching and learning. Additionally, it is proposed that the committee provide recommendations that can guide the responsible and informed use of AI (e.g., ChatGPT) in education at LMC.

Proposed Deliverables:

The taskforce will provide a report that consists of the following:

- Overview of the current implementation and use of AI in higher education and at LMC.
- An analysis of the benefits, risks, and ethical considerations associated with AI technology usage in higher education.
- Recommendations for best practices and guidelines for the responsible adoption of AI in various academic contexts.
- Suggestions for faculty professional development and training related to AI integration and use.
- Proposed strategies for addressing issues related to academic integrity and use of AI technology.

The taskforce will present the report and its findings and recommendations to the Academic Senate.”

TEAM MAKEUP

Chairs:

- Nidia Gonzalez until October 2024
- Roseann Erwin since November 2024

- 12 Faculty Members
- 3 Classified Professionals
- 2 Managers
- Liaison to 4CD AI Task Force

WHAT WE DID



Ran a faculty survey on AI



Planned 5 Spring Flex Sessions on AI



Set up the LMC AI Resource Sharing Canvas Shell (Email Roseann Erwin for access!)



Participated in the 4CD AI Summit: Culturally Responsive Teaching and Learning in the Age of AI



Collaborated on recommendations to Senate and Final Report



OPPORTUNITIES &
CHALLENGES OF AI



IN TEACHING
& LEARNING

OVERALL TRENDS IN HIGHER EDUCATION

Opportunities

- New career opportunities for students
- New generative AI skills and competencies to include in serving our students
- Included in the Board of Governors' Vision 2030 call to action
- Assisting faculty in our work

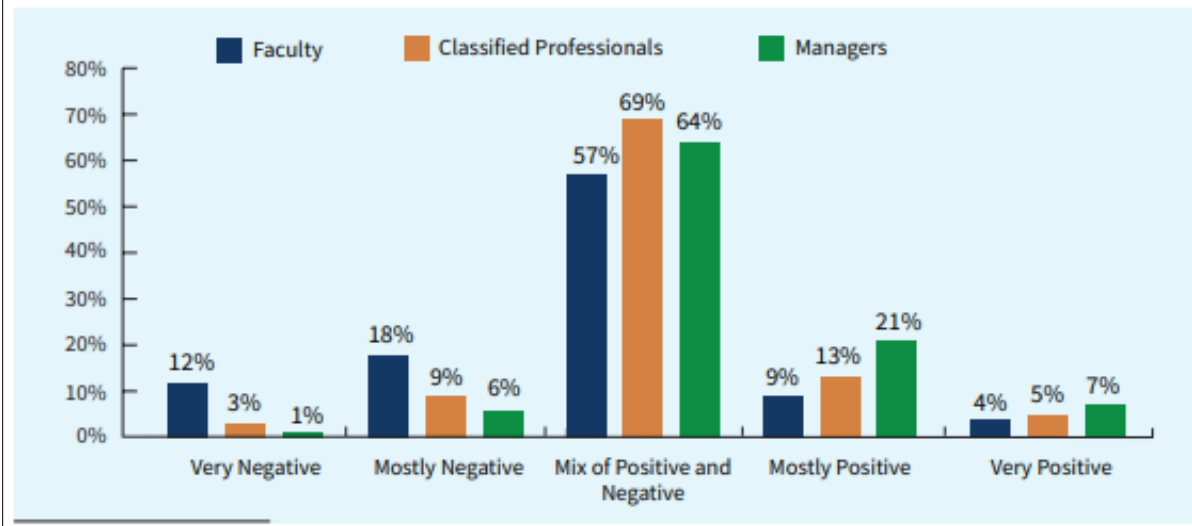
Challenges

- Academic integrity
 - AI output submitted as student work
 - Unreliability of AI "detector" software
 - Forming or revising policy
- Use of AI Tools
 - Equitable access to the tools
 - Privacy considerations for faculty and student use
 - Ethical development of the tools (copyright, privacy)
 - Biased development and output
 - Environmental impact of use

IMPACT ON FACULTY

- While AI affects all employees, faculty are dealing with the most uncertainty.
- Spring 2024 survey of California community college workforce:

Figure 2. Expected Impact of AI on Education



Mostly or Very Negative Impact on Education:

- 7% of Managers
- 12% of Classified
- 30% of Faculty

IMPACT ON LMC FACULTY: SURVEY

Are you concerned about the use of AI?

- Yes: 92%
- No: 8%

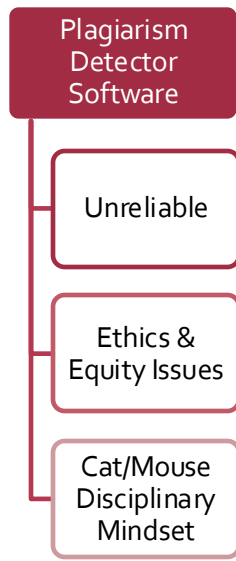
Rank these areas of concern (with regard to AI):

Rank	Concern	Score
1	Your classroom	3.78
2	Society	3.44
3	Your discipline	3.31
4	Your department	2.59
5	Your job prospects	1.88

PLAGIARISM: LOOKING FOR “THE ANSWER”



← Instructor Options →



Learn about AI

Basic AI Literacy:

What is it?
How does it work?
How are students using it?
Could it benefit my class?

Assessment Redesign

Run assignments through AI tools that students use
Rethink assignments to avoid AI reliance

Continual Rethinking

Test new strategies
Keep re-strategizing as AI capability evolves and changes

PROFESSIONAL DEVELOPMENT LANDSCAPE

Current Resources

- Syllabus Best Practices from ASCCC and 4CD
- Free webinars and modules from CCC Chancellor's Office and @ONE
 - Overarching principles and frameworks for understanding how AI fits into higher ed, plus how to use AI in instruction
- Flex Sessions
 - LMC Faculty, Classified, and Managers share how they use AI

Needs

- In-depth instruction on basic AI literacy for faculty, with discussion and assessment to ensure understanding
- Targeted training on assessment redesign
 - Recognition that different disciplines have unique issues and require unique strategies
 - Online asynchronous instruction may be the most challenging modality
- Compensation for extra time and effort that goes into these new competencies and instructional redesign



TEAM RECOMMENDATIONS

BASELINE PROFESSIONAL DEVELOPMENT AND COMPENSATION

Recommendation:

Advocate for the development of a common baseline training course in generative AI literacy for all faculty, and advocate for faculty compensation for completion of the course.

Supporting Points:

- National and statewide leaders are calling for us to teach about AI and develop learning outcomes with AI, but we need to learn before we can teach.
- We need AI literacy in order to understand our students' needs and the ethical and equity implications of both our own and student use of AI.
- Previous situations that called for instructional redesign recognized the extra time and effort with compensation:
 - Move to Distance Education/online teaching
 - Move to OER/ZTC materials

PROFESSIONAL DEVELOPMENT FOR TARGETED DISCIPLINES & MODALITIES

Recommendation:

Work with the Professional Development Advisory Committee to communicate faculty needs for professional development with regards to AI as it applies to different disciplines and teaching modalities.

Supporting Points:

- Humanities and Library faculty are overrepresented in LMC's AI professional development activities 😊.
- Survey results indicate that Humanities faculty are having more discussion with their peers and students about AI.
- Reports that Social Sciences and STEM faculty have different needs from other disciplines; i.e., strategies for the Humanities don't necessarily apply to their course content.
- Academic Senate is the faculty body that ensures representation from all disciplines and is in a unique position to have "everyone at the table."

SENATE GUIDANCE OR ADVISORIES

(1 OF 2)

Recommendation:

Investigate issues surrounding the reliability of AI detection software and issue guidance or advisories to faculty if necessary.

Supporting Points:

- Turnitin plagiarism detection is activated for all faculty, without objective information on its reliability or ethical use. Faculty also self-report using outside detector software.
- The State Chancellor's Office has helpful framework and rubric documents that tell us what principles we need to follow, but we will be the ones to figure out how those principles apply to individual situations.
- Unsure whether detailed "best practices" from larger bodies will be coming to us. We can't wait!

SENATE GUIDANCE OR ADVISORIES

(2 OF 2)

Recommendation:

Issue guidance or advisories to faculty on communicating their expectations to students regarding the use of generative AI.

Supporting Points:

- Faculty need to decide the parameters for AI use in their courses and make their expectations clear to students.
- An official advisory from a faculty body may be helpful in nudging faculty into action.
- ASCCC and 4CD AI Task Force has ample guidance and examples to support our faculty.



NEXT STEPS

WHERE TO GO FROM HERE?



Future of AI Task Team



Is there a way to broaden the conversation or share ideas between faculty, classified professionals, students, and management?



THANK YOU!

THE AITASK TEAM