

SBVC AI TASK FORCE

# Faculty Survey Results and Task Force Progress

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*Academic Senate Update*

April 2026 | n = 98 faculty respondents



# Who Responded

98

faculty  
respondents

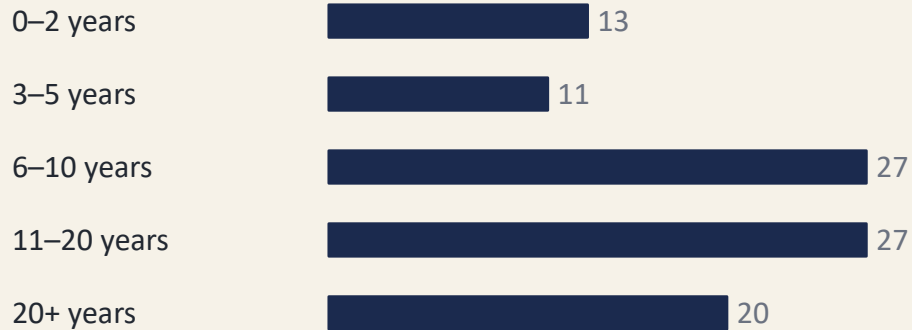
56%

part-time  
or adjunct

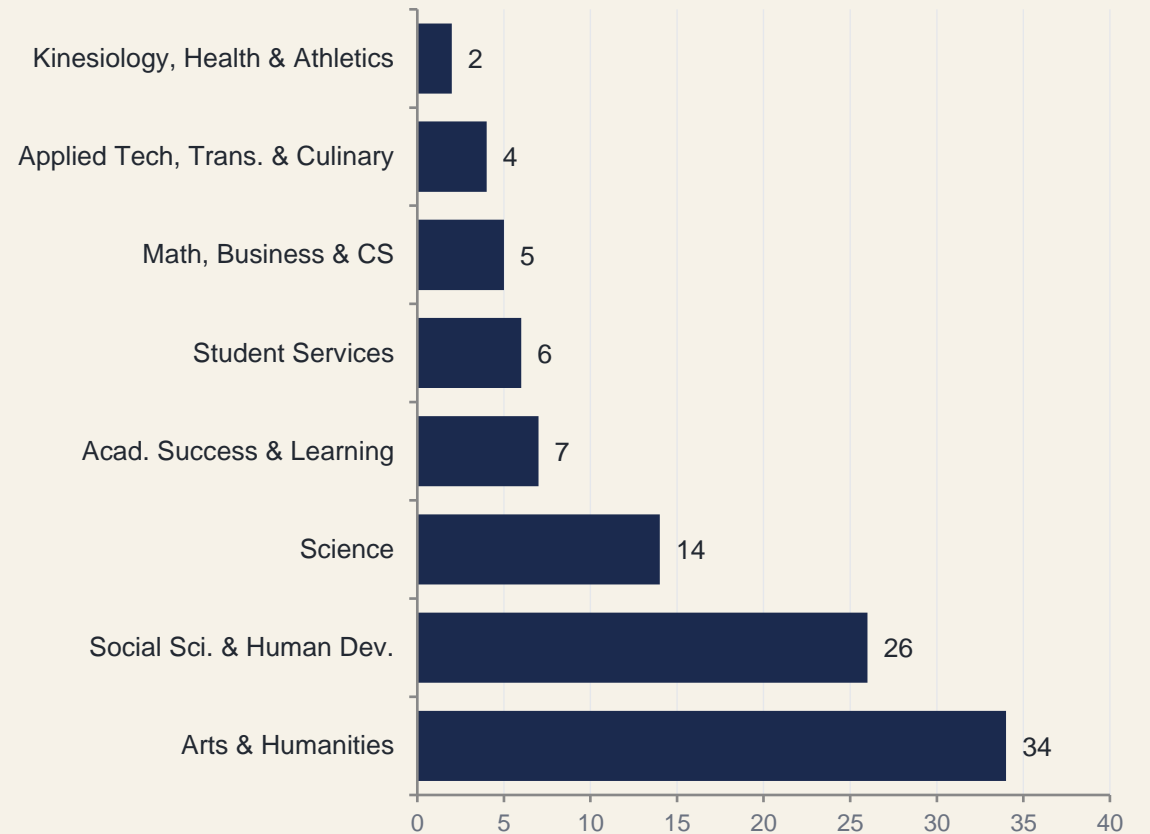
51%

primarily online,  
hybrid, or synchronous

## Years teaching at the CC level

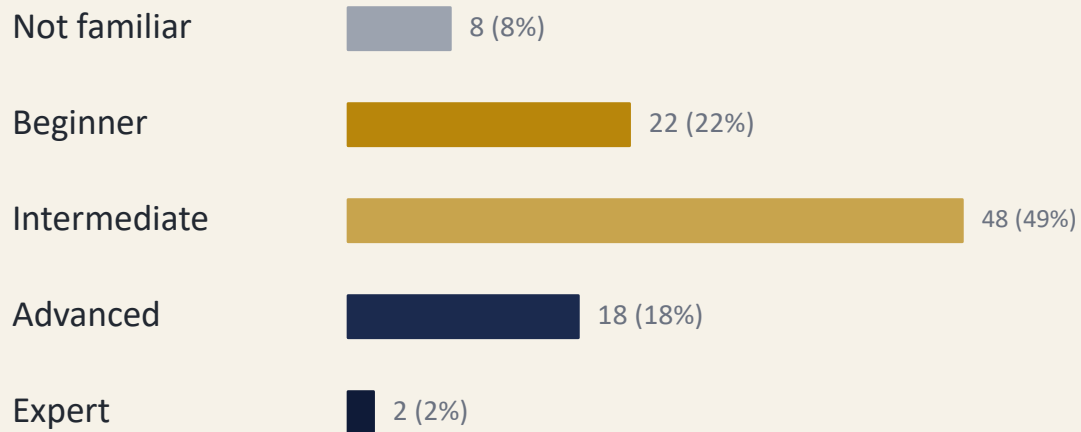


## Division

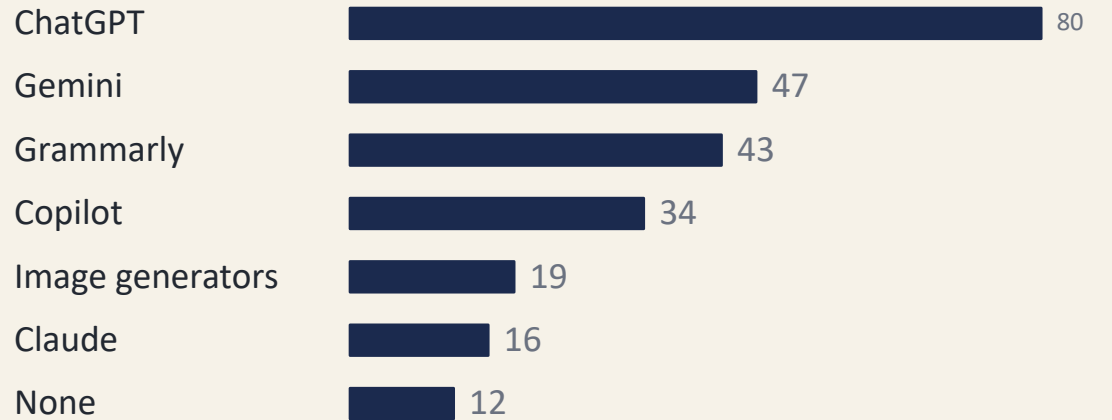


# Familiarity and Current Use

## Self-rated familiarity with AI tools



## Tools used (personal or professional)



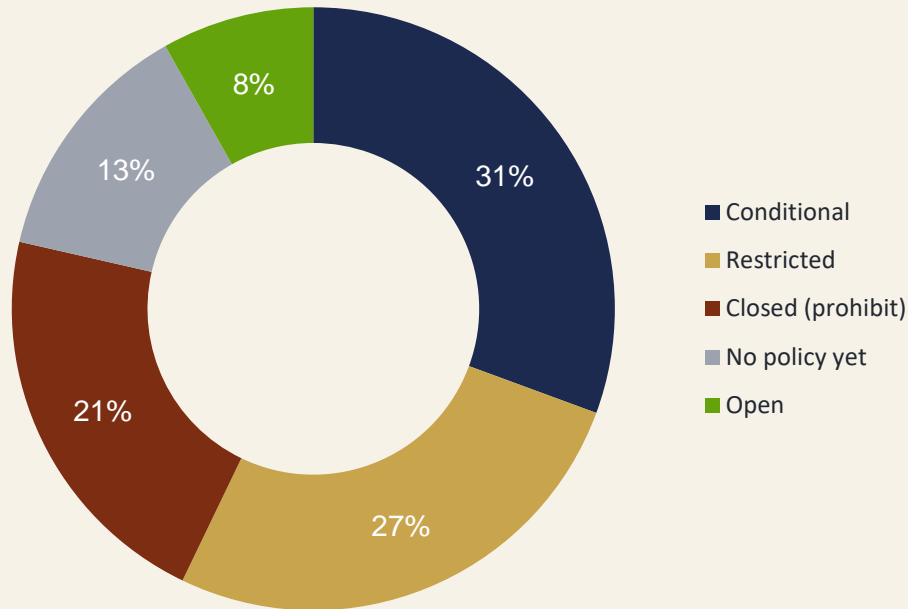
## Top professional uses

- Creating or modifying assignments **44%**
- Exploring what students are using **43%**
- Lesson planning or course design **36%**
- Rubric development **24%**
- Not currently using AI professionally **26%**

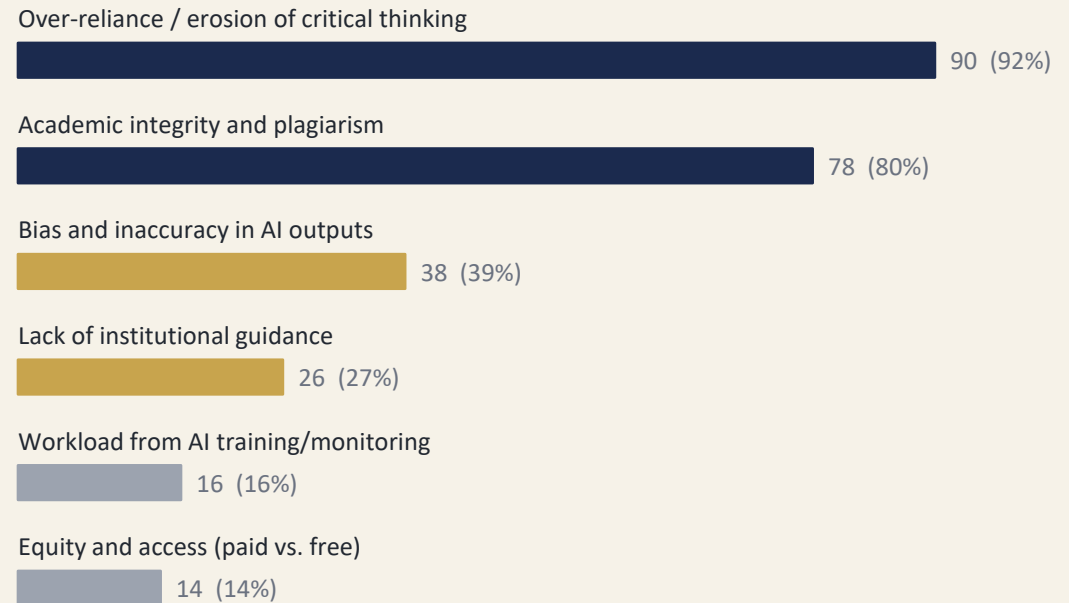
**69%** report at least intermediate familiarity; only 8% are not familiar at all.

# Classroom Approach and Concerns

Current approach to student AI use



Top concerns (select up to 3)



**Awareness: 66%** unfamiliar with the CCCCO HUMANS Framework • **67%** unaware of district AP 3775

# Policy Preferences

## SYLLABUS LANGUAGE

**80%**

**support requiring AI language in syllabi**

*53% want faculty to choose or adapt their own; 27% prefer standardized language.*

## DECISION LEVEL

**97%**

**want decisions made below the college-wide level**

*47% favor a combination across levels; 40% individual faculty; only 3% prefer pure college-wide policy.*

## FACULTY AUTONOMY

**84%**

**agree faculty should set AI policy for their own courses**

*Only 8% disagreed. Strongest consensus finding in the survey.*

## AI DETECTION TOOLS

**44%**

**do not view detection tools as reliable evidence**

*Only 24% agree they are reliable; 32% are neutral.*

## Takeaway

Faculty want a common framework they can adapt locally, not a top-down mandate. Support for recommended language is strong (83% agree), but autonomy to choose and adapt that language is stronger still.

# Readiness and Support Gaps

"The college currently provides adequate guidance on how to address AI in my courses."



Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree

"I feel prepared to teach students how to use AI responsibly in my discipline."



Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree

**71%**

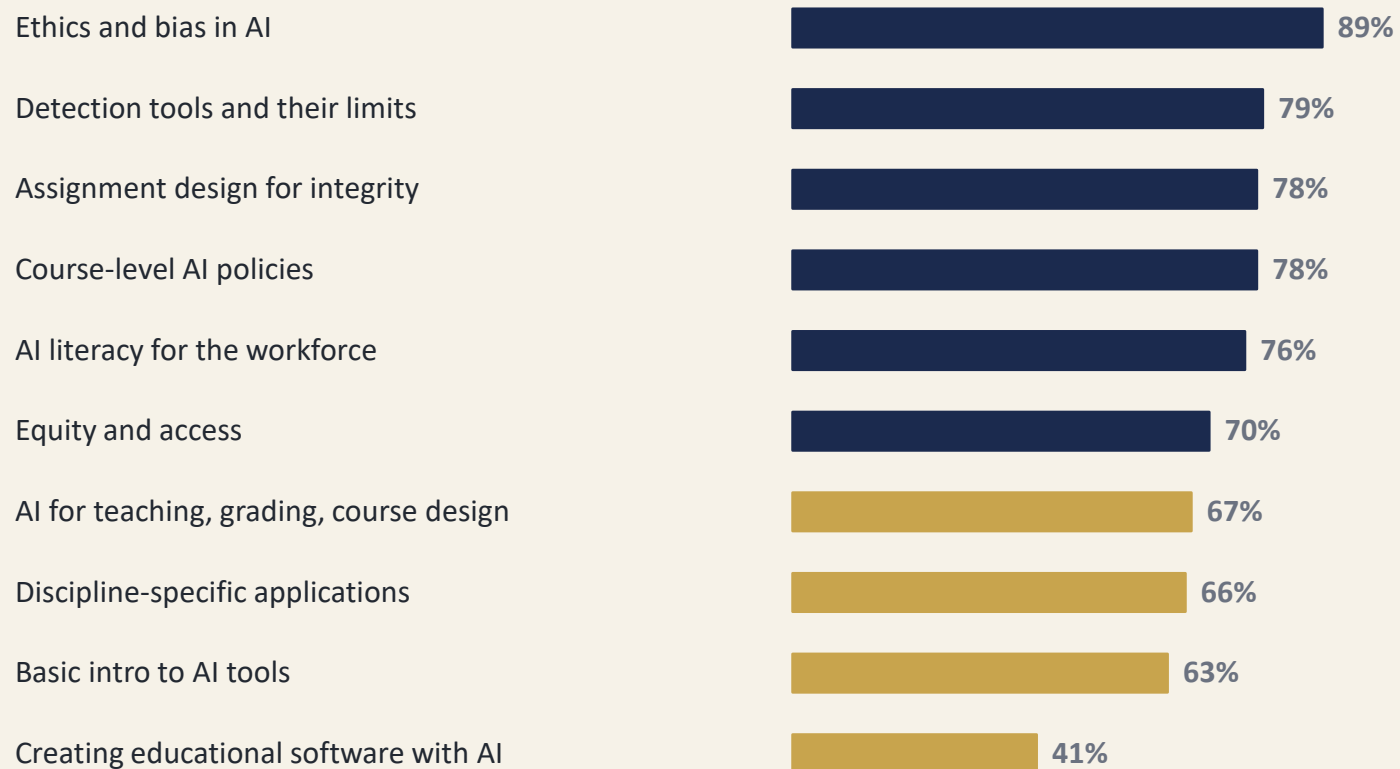
disagree that SBVC provides adequate guidance on AI in their courses.

**48%**

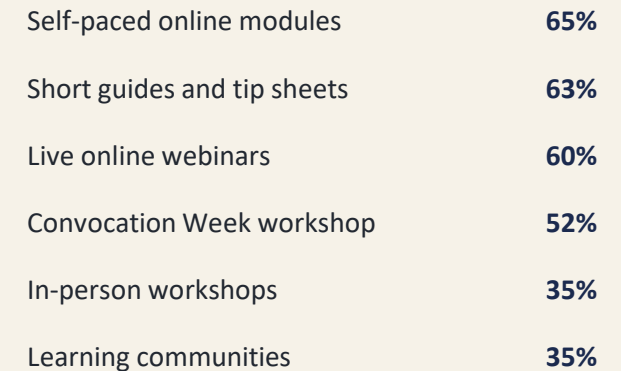
do not feel prepared to teach AI responsibly in their discipline; only 29% agree they do.

# Professional Development Interests

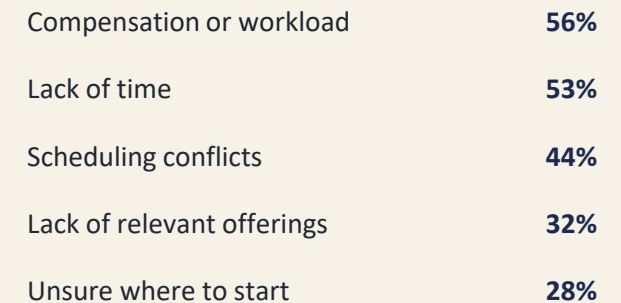
## PD topics rated Useful or Very Useful



## Preferred formats



## Top barriers to engaging with PD



# Themes from Open-Ended Responses

*47 of 98 respondents offered written comments.*

- 1 Critical thinking and student dependence**

The most frequent theme by a wide margin. Faculty worry students are substituting AI for the intellectual work courses are meant to build, especially in writing-intensive and general education courses.
- 2 Discipline and modality matter**

English composition and asynchronous online courses were repeatedly named as the hardest cases. Student Services faculty noted the concerns look different in their context.
- 3 Ethical, environmental, and labor concerns**

Several responses raised environmental impact, surveillance and corporate control, and pressure on adjunct workload. These faculty want the task force to take non-pedagogical concerns seriously.
- 4 Faculty-led policy with institutional backing**

A recurring call for faculty to drive policy while the college provides clear, defensible structures faculty can point to, including due process and support when addressing suspected misuse.
- 5 Support structures faculty want**

Communities of practice, an on-campus AI coaching team, librarian involvement in AI literacy, compensated release time, and self-paced remote options for adjuncts and off-site faculty.

## PROGRESS AND NEXT STEPS

# Where the task force is headed

## THREE SENATE DELIVERABLES

### AI Use Framework

A working draft is in committee review now. 4 levels of AI use with modular course- and assignment-level language. Informed by faculty survey results and CA community college peers.

### Fall 2026 PD Proposal

Anchored in survey findings: ethics, detection tools, assignment design, and course-level policies rise to the top. Formats emphasize self-paced and short-form materials to meet barrier concerns.

### Academic Integrity Recommendations

Due process through student conduct procedures, with clear guidance for faculty on evidence and documentation. Shaped to complement AP 3775 as it moves toward Board approval.

## KEY DATES

- Apr 10** Week 11 meeting: complete framework and best practices draft
- Apr 24** Week 13 meeting: finalize PD plan and Senate recommendations
- Apr 29** Senate first read: AI literacy framework, best practices, and PD outline/proposal
- May 6** Senate second read

*Questions and discussion welcome.*