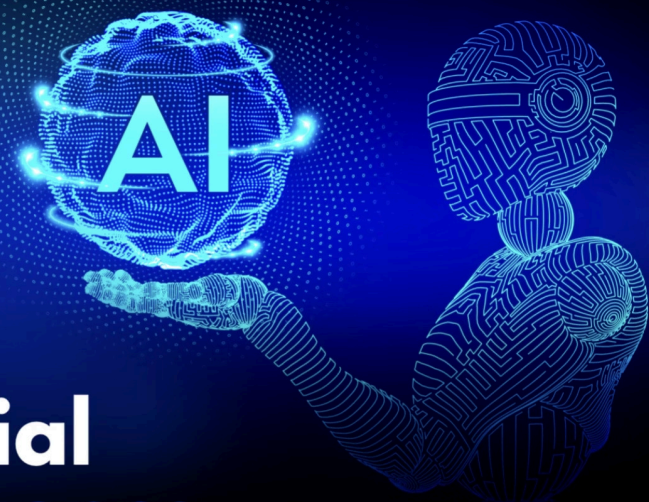# Miramar AI Network

The Miramar AI Network is a faculty-led Community of Inquiry and Practice that lifts up *our campus voice* in the rapidly evolving conversation around AI. We believe Miramar faculty, staff, and students deserve not only a seat at the table but also the power to shape how AI impacts teaching, learning, and community life.

Agenda 9/4

- Welcome & Framing

- Pulse-Check Polls

- Dialogue Circle

- Reflective Discussion

- Commitment Circle* (we missed this!)
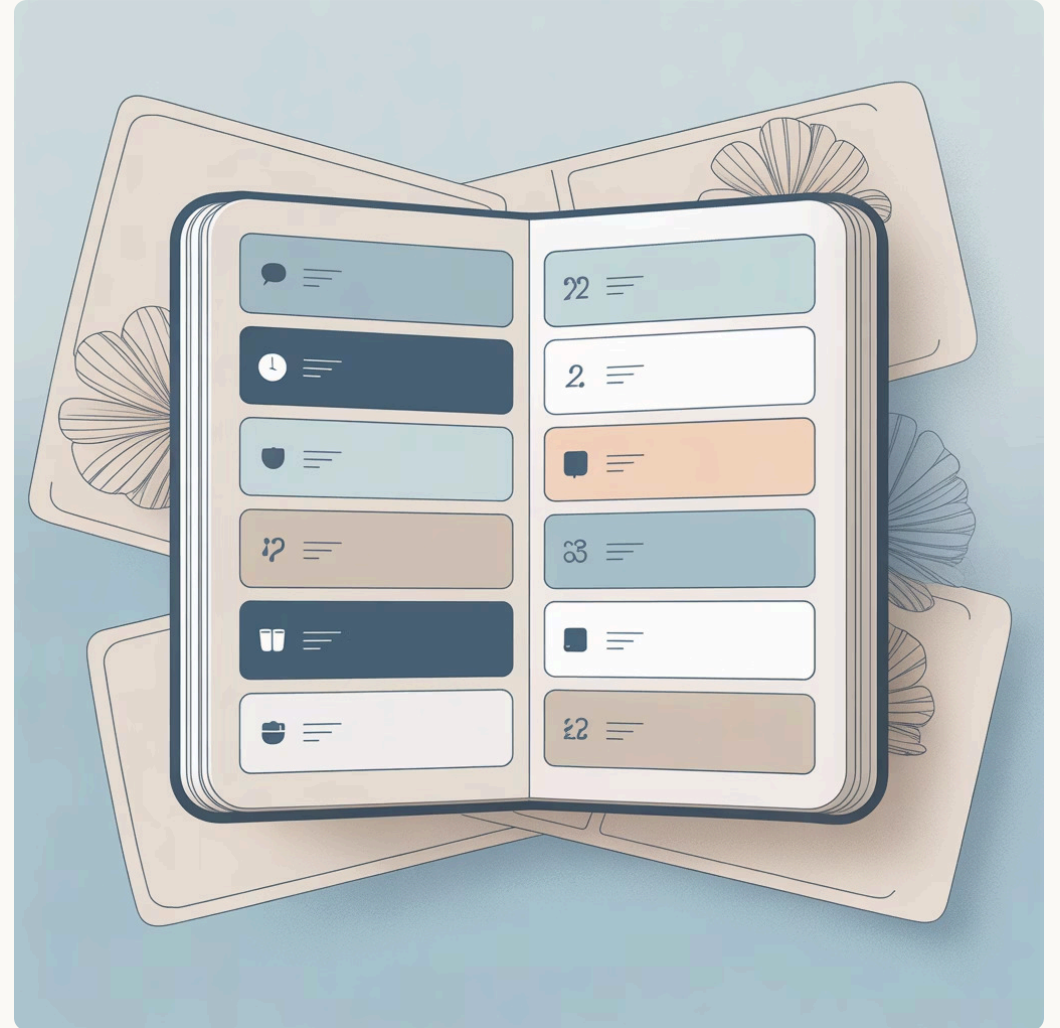
Welcome to MAIN!

This dual Community of Inquiry (CoI) & Community of Practice (CoP) is anchored in scholarship (MLA–CCCC Working Papers, 2023–24) and guided by **Culturally Responsive Teaching, Restorative Practices, and Social Emotional Learning**.

Our purpose is to create a safe, collaborative space where Miramar can explore, test, and refine how AI intersects with education across disciplines—always with the goal of ensuring that **our local interests, our values, and the needs of our students are best served.**
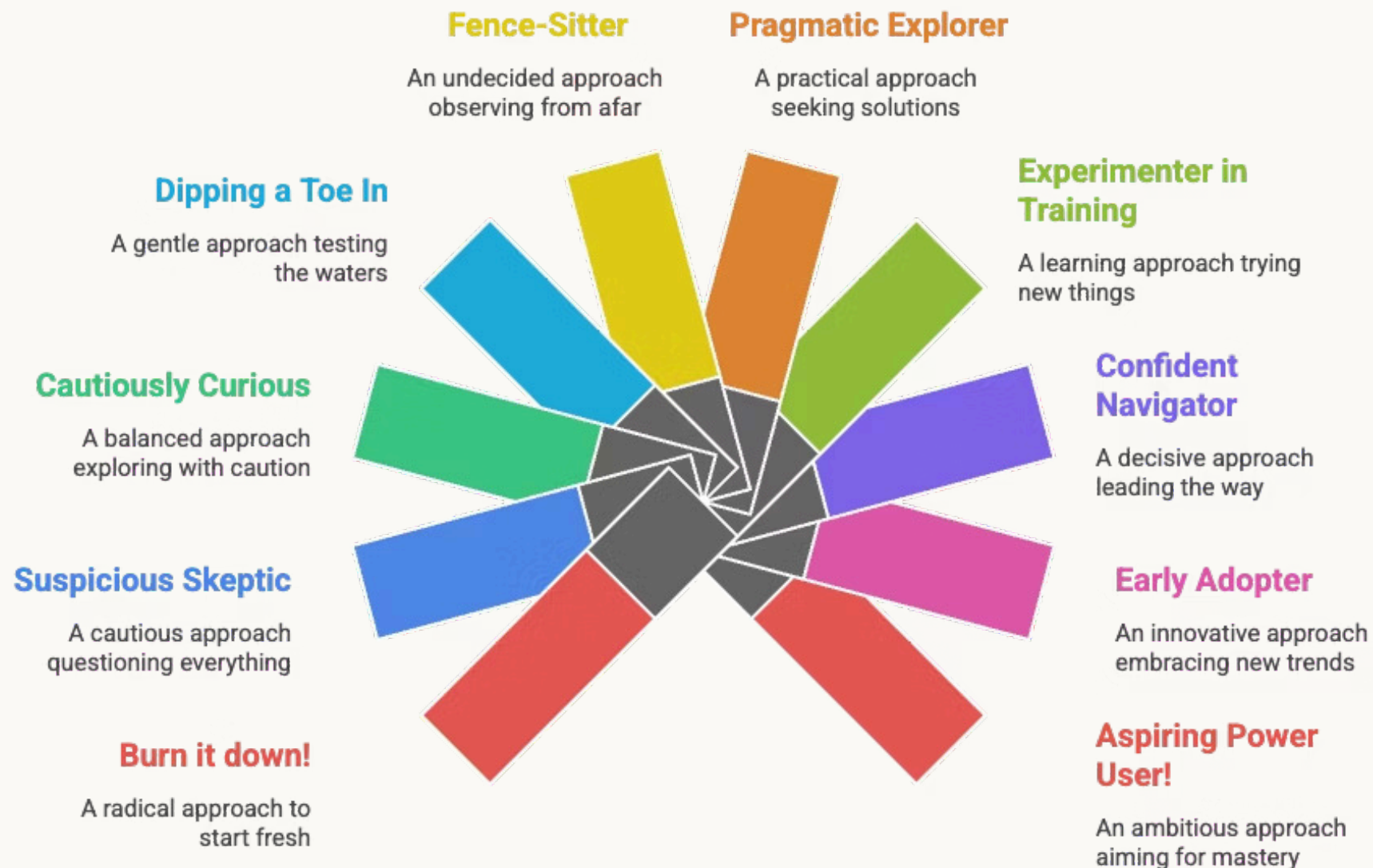
Pulse-Check: What's your name?

And where can we find you on campus?

Vibe-Check:

From 1 - 10, what are your current feelings on AI?

Fence-Sitter

An undecided approach observing from afar

Pragmatic Explorer

A practical approach seeking solutions

Dipping a Toe In

A gentle approach testing the waters

Experimenter in Training

A learning approach trying new things

Cautiously Curious

A balanced approach exploring with caution

Confident Navigator

A decisive approach leading the way

Suspicious Skeptic

A cautious approach questioning everything

Early Adopter

An innovative approach embracing new trends

Burn it down!

A radical approach to start fresh

Aspiring Power User!

An ambitious approach aiming for mastery

Thank You for Joining the AI Dialogue!

I want to thank everyone who came out for our very first conversation. Because of your openness — in sharing not just your insights, but also your failures, concerns, and victories with AI — we were able to hold a dialogue that was both critical and deeply human.

Together, across departments, we surfaced the realities we face as educators and administrators: the pedagogical concerns that now demand more of our attention, and the ethical, environmental, and psychological dimensions that AI brings into our classrooms and institutions.

Your voices made this gathering meaningful.

Disciplines represented Sept 4th:

English	Psychology	History
Communications	Counseling	Ethnic Studies

(Let me know if we missed any!)

Discussion Notes & Reflections:

Below are some of the notes that I wrote on the whiteboard, that served as items for further conversation on the subject of AI.

Included are some of my reflections on the conversation that emerged:

"It is the future at Miramar!"

I certainly agree with the sentiment. It is a reminder that innovation is upon us once more and that new technologies have emerged that are shaking up old realities and leading to the establishment of new norms and new pedagogies in response to these tools that we've had now for nearly 3 years. Some careers and degrees will disappear and new ones will take their place.

The conversation was also a reminder that academic freedom aside, there is more and more national and state-wide support for "AI Literacy," which means that taking proper steps to prepare for a future with more AI in the classroom, even if your intention is to ban the technology entirely. AI is no passing fad and will have a lasting impact on human cognition moving forward. Whether we're ready for it or not, AI is the future at Miramar… as well as City, Mesa, Continuing Education and the entire educational system.

"I feel a responsibility to learn about it"

This was one that caught me off-guard, although I share in the sense of reponsponsibility. It was refreshing to know that there are others out there, like me, that feel the FOMO (fear of missing out) as they attempt to keep up with the rapid pace of AI development. That there are others, like me, that recognize the urgent need to remain capable of guiding, nurturing, and teaching the students that come to our institutions of learning expecting to be prepared for the world they will venture into — and the jobs of tomorrow, many of which are already here today.

It was great to see that in a room full of people who recognize the dangers of AI, who acknowledge the unethical origins of LLM training and the environmental challenges these new technologies bring with them, that there's a recognition that "the train has left the station" and rather than decry that there is even a train, we'll need to reckon with this technology and find ways to support ourselves and our students in navigating this new landscape.

"Students are already using it"

Ironically enough, this one made me think of my own complicity in this reality. As I've shared before, I brought ChatGPT into my classroom the day after it launched in Nov of 2022. The rhetorician in me saw far too much opportunity to talk critically about writing and authorship and publishing, even IP (intellectual property). And these students exited my classroom expecting further critical conversations on this important emerging technology, but found mainly faculty policing their usage and putting their work into question.

So, some students are, indeed, already using it, some successfully and others poorly, with most issues still stemming from a lack of understanding about how to use it critically and ethically.

"When used correctly, ethically and critically, AI can become a powerful tool for equity"

This was by far one of my favorite takeaways from the conversation. A diverse body sharing concerns and insights discussing whether or not AI can serve the purpose of equity, asking what happens to those who don't learn this technology, as well as what happens to those who don't learn to use it ethically and critically. What happens to those who don't learn to recognize the deepfakes? Without doing so, can we continue to claim that we're equipping students with digital literacy in this digital age?

Resources

Workshop Handouts

ⓘ   Excerpts from the first MLA-CCCC Working Paper were given out at the first community of inquiry, Sep 4th. Specifically the section focusing on "risks", "benefits", and "recommendations"

Full Texts Available Here 👇

Web3 Rhetoric: Artificial Intelligence

Generative AI has become a force within education—reshaping writing, knowledge production, authorship, and even our definitions of learning. This guide meets that presence not with prescriptions, but with reflection.

Drawing from rhetorical tradition, humanistic critique, and the latest research, it aims to foster a new kind of literacy—one attuned to the ethical, intellectual, and pedagogical dimensions of AI.

web3-rhetoric-6e8yq36.gamma.site

Web3 Rhetoric: Aritificial Intelligence:

I have carefully read the above and accepted all the terms and conditions

‼️ Call to Action for our first Community of Practice, Thursday, Sept 25th!

Check out Future Tools and select <u>two</u> AI-powered tools that you're interested in exploring:

1. <u>one</u> for academic or professional work

2. <u>one</u> that relates to your personal interests!

FutureTools Collects & Organizes All The Best
AI Tools So YOU Too Can Become Superhuman!"

Search

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☐ Translation   ☐ Video Editing   ☐ Voice Modulation

☐ Free   ☐ Freemium   ☐ GitHub   ☐ Google Colab   ☐ Open Source   ☐ Paid

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Superhuman!