



Nutrition

Advisory Committee Meeting Agenda

Date: April 10, 2026

Location: Zoom

Start Time: 12:00pm

End Time: 1:15pm

Associate Professor, Nutrition: Solange Bushra Wasef

Members in Attendance: Orville Bigelow, Halle Elbling (asynchronous), Ellen Gowen (asynchronous), Melanie Moyer (asynchronous), Brenda O'Day, Savio Stephan

Career, Technical, and Extended Education Dean: Nichol Roe

Recorder: TBD

Agenda Items

- Introduction of Committee Members and Staff
- Statement of Purpose
- Program Updates
 - Enrollment
 - Enrollment has increased in number and pace since inclusion into the science category for 165. 120 still continues to have strong enrollment despite not being included in the current GE grid, but hopefully it will be approved this June.
 - Program Updates/Lifelong Learning Changes in California
 - Combined with last bullet.
 - Labor Market Update
 - Jobs are growing, but the data has not yet caught up to the expected dip since the degree requirement changes in 2024. Community partners have reported a slight decrease in applicants. The true impact is expected to be seen with the next batch of labor market updates.
 - Actions Taken Since Last Meeting
 - AI Integration
 - Assistant, research, programming, strengths/weaknesses
 - The majors do work with an AI assistant and complete a holistic AI Literacy series that is less about AI tools and more about strategic use, brain health, career leveraging, and ethical considerations that are designed to prepare students to be competitive transfer and job

applicants. We are starting to address the pros and cons through programming an assistant, but this hasn't been fully implemented yet.

- Scientific Method Project
 - Students will be assigned a supplement and asked to find information about its usefulness for a particular health condition. They will review one article from each of the following sources:
 - o Commercial advertisement
 - o Credentialed expert review of the supplement
 - o A case study
 - o A controlled experiment
 - o A literature reviewAll must be from credible sources except for the commercial advertisement.
 - Students will complete a review of the material to explain the information found, identify the degree of certainty presented in the studies, and determine the applicability of the findings. Students will also identify gaps or limitations of the materials found, and use the scientific method to propose a hypothesis and design a study that would address those gaps.
- Certificate Status – Pending
 - With the introduction of AI and the work to move to the science GE category, there was not enough time to explore this since the last meeting.
- Community Education
 - Non-credit enrollment option for community members for Cultural Foods and Fundamentals of Nutrition (aka Intro to Human NUTR)
 - o Currently we offer a few seats in each 120 course, and we have not offered this in 165 yet.
 - Professional development offerings options – Pending due to emphasis on AI adaptation and science category focus.
- Complete Questionnaires
- Adjournment

Next Meeting: March/April, 2027

Thank you for your input and participation!

Nutrition

Advisory Committee Questionnaire and Discussion Points

Name: _____

Organization/Title: _____

Email: _____ Phone Number: _____

May we recognize your contribution as a member of our committee by listing your name, title, and organization on our website? Yes No

May we contact you to participate as a panelist for our Nutrition Info Session in future semesters? As a panelist, you will respond to student questions about your career path and experiences as a Registered Dietitian Nutritionist. Yes No

1. **How, if at all, is AI currently impacting your workplace?** This can include both informal use (things employees are doing on their own) and any tools, expectations, encouragement, or restrictions that are being formally implemented by your organization.

Clinical – “Game planning” around patients, which includes reminders built in to the reporting/note-taking process to make sure steps or parameters aren’t missed for evaluating a patient. This helps make some connections and avoid things slipping through cracks.

Individual – Idea generator for problem solving in the workplace.

Lab – 50% screening (e.g. searching for keywords) of large volumes of data coming to narrow down what articles a human should review for relevance. Handling large volumes of data beyond what human time/capacity permit. Keyword finder rather than thoughtful analysis; analysis is left to the researcher.

TA – Students “use AI,” but verbal deep dive helps identify understanding levels. Also, using AI for lesson plan creation under lead instructor’s direction.

Workgroups are forming in the workplace to address AI, but it is early. There is not one broad rule yet.

Emphasis on showing errors to educate on capabilities, differentiating trained model from generic LLMs, giving yes routes for use. AI assisted with getting more volume done, above and beyond normal capacity. Overall, AI use tended to be more for creative elements rather than core concepts.

Community: For employee one-on-ones, feedback, and performance evaluations, there is an AI assistant on the communications platform to help condense feedback and give suggestions for the written portion. Some staff use it to help write internal newsletter articles and presentations. It might be able to be used to write patient care plans with caution, but not all employees write them in the electronic health system.

Academia: AI is increasingly affecting my academic setting in all ways. Faculty are using AI informally as tools to generate lecture outlines, create case studies, draft quiz questions, or simplify complex nutrition concepts for students. Students are also using AI to study, to summarize readings, and to complete assignments, which has heavily influenced all teaching practices. Formally

institutions are beginning to develop policies on AI use and provide trainings for faculty on how to incorporate AI into their curricula. It is still evolving in my workplace, and educators must be comfortable with AI change and still need to embrace the use of AI.

Management/School Foods: Use tends to be more informal for assistance and inspiration with own work tasks as needed.

2. **In what ways has AI changed day-to-day work or interactions?** This might include how you collaborate with colleagues, communicate with clients/patients/the public, or make decisions.

In hiring: AI as interview step, initial screening. Learning the AI acceptance process might be important for students to understand when applying for jobs.

Bias: against good applicants that have low awareness of its existence/use.

AI Acceptance Spectrum and Rejection: There isn't always equal enthusiasm or skepticism about AI amongst colleagues. It will be important for students to understand why is this occurring, how to address (if necessary), finding/blending in to their company's culture surrounding AI use.

Human Touch: Nothing can replace the power of personal, real attention in learning, but AI is bringing new ways to teach. The development and grading of assignments are being reconsidered, AI guidelines are being explained to students, and ideas about AI development and use in the classroom are being shared and discussed with colleagues.

No Change Yet: One member reported not much has changed as AI might help with some things, but it is still too generalized to be useful enough.

Desire to Avoid: Another member expressed a desire to avoid its use unless necessary.

3. **If your workplace offered (or should offer) professional development around AI, what would you want it to focus on?** We are especially interested in what questions you think people need answered to use or choose not to use AI effectively in your organization or role, from the hiring process through day-to-day job skills.

- Limitations of generic, untrained LLMs
- How AI generates answers (trained vs generic) – capabilities
- Resource/citation accessibility esp with specialized models that are trained on higher level concepts rather than generic models
- Bias of all kinds
- Address learning gaps for the extreme supporters and avoiders of LLMs
- One member reported their workplace offers a training for leaders on use of AI, particularly in writing patient care plans. The main message is the AI is a tool and does not replace the professional's need to personalize a care plan.
- Another member commented: The workplace offers numerous professional development training courses on AI. Additional AI-focused professional development could emphasize assignment and assessment design, including strategies for creating AI-resistant or AI-integrated assignments that promote critical thinking and the application of nutrition knowledge. The topic of ethical and professional considerations in AI is also essential, particularly for preparing nutrition students for responsible AI use in future dietetics practice,

including client communication, privacy, cultural responsiveness, and the skills needed in an AI-driven environment.

- Another member mentioned attending a conference where the AI session was related to marketing menu items, and participants asked questions being ethically responsible for using AI and not using it to write performance evals, etc as that should come from observations and being engaged with staff so the human supervisor knows how well they are or are not doing.