Professional Development Planning Committee

Second Tuesday of the Month
December 9, 2025
12:30pm to 1:30 pm
Location: 9-154

Join Zoom Meeting: **https://smccd.zoom.us/j/87815878562?pwd=O86HyuNnbmLATa8bSbsFPq66ilmIdw.1**

Meeting ID: 878 1587 8562
Passcode: 979542
Recording Passcode: Fs5$vQvq

MINUTES

Tri-chairs:

- ASLT Division Dean: Anniqua Rana
- Faculty Rep: Ellen Young
- Classified Rep:

Professional Development Plan 2024-27

AGENDA

Item	Presenters
Welcome and introductions **Cañada College Land and Labor Acknowledgement** What do you hope to take away from today's meeting and what are topics to discuss in Spring 2026?	**Anniqua Rana (Speaker 2, Dean of ASLT / PDPC co-chair)** – Wanted the group to focus on three main items: January Flex Day, the statewide AI movement, and AB 1705 updates, and to start thinking about topics to carry into Spring 2026. **Ellen Young** – Wanted to share the draft January Flex Day agenda and get a sense of whether anything seemed missing or needed adjustment, especially around AI focus, PD assessment questions, and the QR/OneLogin sign-in process. **Sumathi Shankar** – Wanted to focus on AB 1705 work in math, particularly embedded tutors, math pods, active-learning strategies, and how these support students completing math in the first year. **Rance Bobo** – Wanted to engage in conversations about the "movement in AI" on campus and in the community, and how AI can be used in academic support and future training. **Neve Willis (student rep)** – Wanted to find more ways to bring student voice into professional development. **Ron Andrade** – Wanted to learn how AI might be used in academic support and what kinds of AI-related training might emerge for that area.

	Salumeh Eslamieh – Wanted to share AB 1705 English work (equitable assessment, embedded support, Writing Center) and hear what others are doing to build synergy and connections across efforts. **Lindsey Irizarry** – Wanted general updates about all the main areas on the agenda, and to connect that to her work on AI tools and PD (Gemini, NotebookLM, Adobe Express, Nectar AI). **Dominique Wu** – Wanted to present statewide AI curriculum findings and ask: "How can Cañada College lead in AI innovation?", as well as share possibilities around spatial AI, immersive curricula, and PlayLab chatbots for teaching. **Ray Lapuz** – Wanted to reconnect with Dominique about prior AI work, hear from the AB 1705 team, and see "whatever else is on the agenda" that might support his teaching and FLP work. **Ritu Malhotra** – Wanted to attend the last meeting of the semester, hear more about AI and AI-driven changes discussed in her division, and later specifically requested PD on AI-focused assessment and critical thinking. **Rosie** – Wanted to understand campus AI initiatives and PD updates so she could report them back to colleagues in the Athletic Center and fellow Classified and CSEA members. **Ameer Thompson** – Wanted to find out what's happening around campus in terms of professional development and learn how he, as Dean of Science and Technology, can contribute. **Kieran (Faculty Equity Coordinator)** – Wanted to know what's planned for upcoming Flex Days, especially around equity-related sessions such as "Privilege, Solidarity, and Accountability." **Rosalind Young** – Wanted to see what will be coming in the next few Flex Days and be able to report back to Classified Senate.

Jan Flex and faculty orientation	**Overview of January 9 Cañada Flex Day (day after districtwide Jan 8 Flex):**
	
	• **Morning:**
	    ◦ 8:00–8:30 am – Breakfast (burritos, yogurt, granola; vegan/GF options).
	    ◦ Opening session:
	        ▪ Welcome from Kim (approx. 15 minutes).
	        ▪ Main session focused on AI:
	            • Panel organized by Rance featuring ~8 current students, 2 alumni working in industry, and an instructor.
	            • Focus: how students are using AI, importance of AI literacy for academic and

professional life, and framing AI as "more than a toy."

- **Data collection / PD assessment:**
  - Before dismissing from the opening session, attendees will complete a brief Formstack survey via QR code.
  - Questions will ask:
    - Which PD opportunities have been especially meaningful, and how they impacted participants' work.
    - Suggestions for future PD (more than "one bullet").
  - Ellen noted past confusion when the QR code went to the Flex website instead of directly to sign-in/feedback; clarified that the process has been revised but OneLogin still creates a barrier for those who don't know their password.
- **Morning concurrent sessions:**
  - **Privilege, Solidarity, and Accountability** – Part 1
    - Brought by EAPC / Equity office; facilitated by Dr. Jennifer Meyer.
    - Kieran requested that the session title match the flyer wording ("Privilege, Solidarity, and Accountability") for clarity.
  - **Business Welcome Gathering** – for the business department.
  - **AI Pedagogy Workshop** – facilitated by Allison Hughes, Rebecca Tavo, and Lindsey Irizarry.
    - Designed to place faculty "in the students' shoes" using AI in courses; focus on how AI can be meaningfully integrated into teaching.
  - Possible **SOGI Training** (Sexual Orientation and Gender Identity Expression) – final confirmation pending from Michiko.
- **Lunch:**
  - "Asian bar" style lunch catered through Cañada dining, with vegan and gluten-free options.
- **Afternoon long-block sessions:**
  - **Privilege, Solidarity, and Accountability – Part 2.**
  - **New Faculty Orientation – Part 2**
    - Led by Ellen, Daniela, and others for new adjunct and full-time faculty.
- **Afternoon concurrent workshops (run alongside longer blocks):**
  - **"Slows and Plows"** – session on teaching/learning practices (details to come).
  - **"When AI Attacks"** – practical session for faculty dealing with AI-generated assignments and academic integrity.
  - Possible **De-escalation Training with Cabrillo College** – pending contract; if not ready, will be moved to April Flex.
- **Later-afternoon sessions:**
  - **Student Voices & PRE** – how the Planning, Research and Institutional Effectiveness (PRE) office gathers student

	feedback, and how faculty/units can use these surveys for planning (PD, program review, DE plans, tech plans, etc.).
	    ▪ Anniqua highlighted the importance of this session for anyone engaged in plans and program review.
	  o **AI Toolkit Workshop (Lindsey)** – brief demos of:
	    ▪ Google Gemini
	    ▪ NotebookLM
	    ▪ Adobe Express
	    ▪ Nectar AI
	    ▪ Tools available through the district and how they can support teaching and classified work.
	  o **SLOs & Nuventive Session (Allison)** – how to assess SLOs automatically in Canvas and link them to Nuventive.
	  o **Faculty Evaluation Procedures** – late-afternoon session on evaluation processes.
	• **Additional comments:**
	  o Ellen shared that she used AI to transcribe and thematically analyze handwritten student surveys about AI use. This dramatically reduced the time required to identify student themes and misconceptions and may serve as a model for faculty PD on using AI for assessment.
	  o Ritu requested that **AI assessment** and AI-related **critical thinking and oral presentation strategies** be addressed in spring PD and/or Flex sessions.
	
	Action items:
	
	• Update flyer to label the privilege workshop as "Privilege, Solidarity, and Accountability" (Part 1 & Part 2).
	• Confirm status of SOGI session and de-escalation training and place them appropriately (January vs April Flex).
	• Refine QR code/sign-in and feedback workflow to reduce confusion and minimize OneLogin barriers.
	• Incorporate AI assessment/AI-supported critical thinking into upcoming PD plans (coordinate with Ellen, Allison, Lindsey, Dominique).

California statewide AI movement **Dominique Wu** AI Fellow @ CCCCO | Adjunct @ Cañada College	**3. California Statewide AI Movement** **Time:** 20 min **Presenter:** Dominique Wu, AI Fellow (CCCCO) & Adjunct at Cañada **Highlights from statewide report:** • 63 of 116 California Community Colleges have already implemented AI/ML/Data Science curricula (about 206 courses). • Focus areas: o Data Science (approx. 45% of courses) as foundational (analytics, programming).

- o Artificial Intelligence & Machine Learning comprise over half of courses, emphasizing cutting-edge applications and tools.
- o Rapid growth in **Generative AI** courses in response to industry demand.
- Many colleges are creating specific niches:
  - o Folsom Lake – balanced AI/Data Science program and a dedicated AI department separate from Computer Science.
  - o Grossmont – strong emphasis on AI, including dedicated Gen AI courses.
  - o Los Angeles City College – robust Data Science focus.
- Most courses (approx. 88%) count toward degrees and/or transfer; remaining offerings are low-cost or noncredit upskilling courses.

Implications for Cañada:

- Dominique noted that San Mateo, Skyline, and Foothill appear prominently in PAR's research, but **Cañada is not listed** among the 63 AI-leading colleges.
  - o This may be due to:
    - ♣ Lack of clearly visible AI programs/courses, or
    - ♣ Limited documentation/marketing of existing AI integration.
- Suggestions from statewide practices:
  - o Develop visible AI-related **degrees, certificates, or course sequences** (e.g., AI literacy, data science, Gen AI, AI ethics).
  - o Highlight and align AI work already happening on campus with statewide efforts.
  - o Explore **agentic AI / AI agents** and **no-code workflows** being promoted by the Chancellor's Office (e.g., automating repetitive tasks for faculty and staff).

PlayLab & AI-resilient assignments:

- Dominique introduced **PlayLab**, an education-focused, non-profit AI platform:
  - o Allows faculty to create customized chatbots ("TA bots") using course materials.
  - o Does not store student local data and is funded/aimed at educational use.
  - o Example: Dominique's chatbot for her "coding for designers and artists" course, supporting Unity/C# fundamentals, debugging, and final projects based on public-domain literature.
- AI-resilient assignment design:
  - o Shift from policing AI use to **revising assignments** so that AI becomes an integrated tool.
  - o Rethink Bloom's taxonomy: move away from heavy emphasis on memorization and toward higher-order thinking, metacognition, and critical analysis.

	ο Example from a political science instructor: students query multiple AI models (Grok, ChatGPT, Gemini), compare answers on controversial topics, and analyze bias and limitations. ο AI can be used to **generate ideas**, but students must reflect, critique, and apply those ideas in discipline-appropriate ways. **Committee discussion:** • Anniqua connected AI literacy to long-standing concerns about the digital divide and equity, noting parallels with her earlier research on handheld technology and women's access to education in Pakistan. • Rance reflected on the term "digital divide," recognizing its relevance to current AI access and job readiness. • Ray asked how departments beyond Computer Science can participate: ο Dominique encouraged integration of AI into assignments and curriculum in all disciplines (e.g., critical interpretation, creative projects, data analysis) and the development of AI-relevant micro-credentials. • Ritu emphasized the need for PD on **AI assessment**, particularly in skill-driven disciplines, and on designing assignments that connect AI-generated work to oral and applied competencies. **Action items:** • Explore ways for Cañada to become more visible in statewide AI efforts (e.g., promote and document AI-related courses, PD, and certificates on the college website). • Consider forming a cross-disciplinary AI workgroup (or using PDPC/DEAC) to coordinate AI literacy efforts. • Share PlayLab pilot opportunities and future Vision Resource Center training information with interested faculty. • Schedule a follow-up AI PD session with Dominique in spring (possibly mid-semester) to continue conversation and share concrete models of AI-integrated teaching and AI-resilient assignments.
AB 1705 Team Learning Spring flex (invite Dr. Darla Cooper-presentation)	**Context (AB 1705):** • Requirement/expectation that students complete their **transfer-level Math and English in the first year** of their college journey. • AB 1705 leads (Sumathi and Salumeh) have been coordinating PD and departmental work to support this. **Math Department Updates (Sumathi):** • **Math Pods:**

| | ○ Bi-weekly department meetings ("math pods") for the past ~2 years. ○ Focus on teaching strategies, active learning, and shared problem-solving. **Flex Day PD:** ○ Two "Building Thinking Classrooms" Flex sessions (one sponsored by Skyline, one at Cañada), involving all three district math departments. **STEM Center Collaboration:** ○ Working with Jason (STEM Center instructional assistant) on **Math Jam** workshops scheduled throughout the semester. **Faculty Learning Program (FLP):** ○ Collaboration with Ray on classroom video analysis: short clips recorded (with student permission) and reviewed jointly. ○ Peer feedback focuses on strategies to deepen engagement and learning. **Embedded Tutors:** ○ Process: instructors email Julian with tutor requests and recommended student names. ○ Example: one student has served as embedded tutor for both calculus and pre-calculus, including support sections. ○ Tutors help during class, check work, and offer mentoring support. **Example assignment – Exponential & Logarithmic Functions:** ○ Students work in teams with embedded tutor support on three applied problems: ▪ Time of death for a murder victim (Newton's law of cooling). ▪ Picasso painting valuation across time (with student-created heist narrative). ▪ Radioactive decay over 1,000 years (finding half-lives/amounts). ○ Students must: ▪ Complete the math accurately (checked by instructor/tutor). ▪ Create a story/poster presentation linking the math to the context. ○ Goal: make challenging content engaging and memorable. **English Department Updates (Salumeh):** Regular meetings to: |

| | o Identify areas needing support (e.g., engagement, equity in assessment).
o Share creative assignments, strategies for pulling students through to completion, and flexible but rigorous policies.
• Emphasis on:
    o **Equitable Assessments** – recognizing that students' needs differ; moving away from rigid "one-size-fits-all" rules while maintaining high standards.
    o **Compassionate, conscientious teaching** that centers student success.
• **Embedded Support:**
    o Increased classroom visits and embedded work by:
        ▪ Counselors, EOPS, TRIO, Promise, Undocumented Student Center, and other support programs.
    o Faculty are learning to build these supports into their course structures.
• **Writing Center Development:**
    o Writing Center faculty coordinator is holding workshops for IAs/tutors with English backgrounds.
    o Currently, IAs are embedded in **English 105** classes.
    o Goal: expand tutoring and embed peer tutors into **English 100**, using the math model of tutors as both skill supporters and mentors who connect students to resources.

Looking ahead:

• Spring Flex:
    o Proposed invitation to **Dr. Darla Cooper** to speak on the importance of completing Math and English in the first year and to help campus stakeholders understand AB 1705 implications.
• Institutionalizing practices:
    o As AB 1705 funding and leadership (Sumathi & Salumeh's roles) sunsets after next spring, there is a need to:
        ▪ Embed expectations into **job descriptions and program practices** (e.g., faculty routinely connecting with Learning Center/Writing Center, using embedded tutors, coordinating with support programs).

Action items: |

	• Invite and confirm Dr. Darla Cooper as a Spring Flex speaker. • Continue Math Pods and English learning community meetings into Spring 2026. • Expand embedded tutor model into English 100. • Work with leadership to institutionalize AB 1705-related practices beyond grant/funding period.
Syllabus Blurb App https://www.playlab.ai/project/cmi7tpzht393qlq0ud4ezsmg4 OER-ZTC Updates • Cañada is now part of the LibreNet; we have access to expanded training, our own library/commons for OER and more. • In Spring, looking to have more workshops on ZTC/LTC courses, how to do remixes in LibreTexts, how to use ADAPT, other topics of interest • District-wide revamping of ZTC 'adopter program' will include allowing for training in various areas of OER/ZTC, including offering micro-courses in copyright and learning about ZTC/LTC courses • Open Education Week 2026 (2-7 March) will have many workshops; still building them out, but will connect to some of what was discussed in the ZTC/LTC student survey	Sarah Harmon

Items for Spring 2026:
• Accessibility (DE and Websites) MOCCAA?
• Student Retention
• April flex: focus on Classified PD
• October flex: focus on Classified PD and opening with Veteran showcase
• Invite LFM team to share highlights
	• **Accessibility (DE and Websites) – MOCAA/MOCAA?**
	   ○ Upcoming DE and website accessibility initiative ("MOCAA/MOCAA?") to be shared by the DE team.
	• **Student Retention:**
	   ○ Student Retention Team from the Learning Center has been invited (target: March) to present on:
	      ■ Structures they've created.
	      ■ How faculty can engage with retention work.
	• **Classified PD – April & October Flex:**

Next meeting:	o April Flex: dedicated to Classified Professional Development.
	    o October Flex: focus on Classified PD, with an opening session showcasing veterans' work.
	
	  • Leading from the Middle (LFM):
	    o Plan to invite the LFM team in spring to share highlights and lessons learned.
	  • AI Assessment & PD (Ritu's request):
	    o Interest in PD sessions focused on:
	        ▪ AI-informed assessment and critical thinking.
	        ▪ Designing oral and applied components that align with AI use in assignments.
	
	Action items:
	
	  • Confirm spring agenda items: MOCAA accessibility, retention team, LFM highlights, veteran showcase planning.
	  • Coordinate with Ellen/PDPC and divisional leads to embed AI assessment PD into spring Flex or regular PD calendar.

Flex days: https://canadacollege.edu/professional-dev/flexday.php
- Friday, January 9th: Due December 5th, 2025
- Thursday, April 16th: Due March 13th, 2026
- August 2026: Due May 15th, 2026

AB 1705 Updates

Formalize the "faculty-nominated tutor" model
- Create a simple process where, by the end of each term, faculty submit a short list of strong students who could serve as in-class or embedded tutors the following semester.

Standardize workshop visibility in Canvas (Math Jam / Writing workshops)
- Develop a common Canvas homepage block or template so that all relevant courses display workshop schedules (Math Jam, Writing Center, etc.) prominently, with clear instructions and extra-credit options.

Build a two-year data study on workshops + tutoring
- Have Jason (and the Writing Center) consistently track attendance by course/section, then work with IR to examine correlations with retention, completion, and success rates over multiple semesters.

Showcase Sumathi's active-learning practices in PD
- Schedule Sumathi (and possibly Jason) to present at PDPC or Flex: in-class tutor use, standing/active learning strategies, real-world story problems, and short student-engagement video clips.

Strengthen department–Learning Center/Writing Center liaison roles
- Name formal liaisons (e.g., department coordinator + center coordinator + one instructional aide) and set an expectation they attend regular meetings (MathPod, English retreats, etc.) to co-plan topics, timing, and communication to both full-time and adjunct faculty.

Next meeting

- January 13, 2026
- February 10, 2026
- March 10, 2026
- April 14, 2026
- [May 12, 2026](May 12, 2026)