

Faculty Professional Development Plan

Academic Affairs | 2026–2028

I. Vision and Purpose

The California Community Colleges Chancellor's Office is committed to empowering faculty to lead in a rapidly evolving educational landscape shaped by technology, equity imperatives, and workforce needs. This comprehensive professional development plan ensures that all faculty—regardless of discipline, location, or role—have access to high-quality learning opportunities grounded in equity, innovation, and collaboration. Supporting faculty as they integrate technology and data-informed practices with inclusive teaching helps ensure that all students, particularly those historically underserved, can thrive in an increasingly digital and data-driven world. Investing in faculty as leaders of innovation and equity also strengthens California's broader goals: advancing inclusive student success and preparing a skilled workforce for the state's evolving economy.

Core Commitments to Faculty:

- Faculty across the system will have equitable access to relevant, high-quality professional development opportunities.
- Professional development will advance equity, accessibility, student success, and institutional innovation.
- Faculty leadership will shape the future of teaching and learning across all instructional contexts.
- Ethical technology use, adaptive pedagogy, and AI literacy will be recognized as core competencies, integrated with foundational practices in assessment, student engagement, and inclusive teaching.

The plan is structured around three integrated approaches: **systemwide learning**, **disciplinary domains and innovation**, and **regional responsiveness**. Together, these approaches create a professional development ecosystem that is coherent, flexible, and aligned with the realities of California's colleges. At the center of this approach is a commitment to collaboration across institutions and partners to ensure faculty are not navigating these changes alone. Together, systemwide learning, regional responsiveness, and disciplinary innovation form a coordinated professional development ecosystem that supports faculty leadership and pedagogical creativity across California's community colleges.

The Faculty Professional Development Work Group serves as the strategic convener of this plan. The group is co-chaired by the Chancellor's Office and the Academic Senate for California Community Colleges (ASCCC), and includes representatives from Chief Instructional Officers (CIOs),

Chief Student Services Officers (CSSOs), Chancellor’s Office Fellows, California Community Colleges CVC@ONE, the Vision Resource Center, ASCCC OERI, and additional experts and representative groups in accessibility, research, information literacy, and instructional design. This cross-functional body ensures that faculty are not just supported, but empowered to lead. Grounded in collaboration and consultation, the Work Group will foster a coordinated, faculty-centered ecosystem that aligns professional development with the goals of Vision 2030.

Key Strategies:

- Advance disciplinary innovation through faculty support, engagement, and community-building
- Scale and strengthen regional networks to ensure the sharing and equitable, locally relevant professional learning opportunities
- Expand access to affordable, accessible, and workforce-aligned instructional technology and tools
- Build shared infrastructure for resource curation, mentorship, and continuous improvement
- Integrate AI literacy and ethics into foundational training across roles and disciplines

By empowering faculty to lead in a changing technology landscape, as well as striking a purposeful balance between systemwide learning, regional responsiveness, and disciplinary innovation, this plan¹ creates space for both consistency and creativity to advance Vision 2030 goals of equitable access, success, and economic mobility for California’s students. Through shared leadership and aligned efforts across colleges, roles, and regions, California’s community colleges will transform professional development into a force for equity and future-ready teaching and learning.

II. Strategic Priorities

This professional development plan prioritizes seven essential areas for building a resilient, innovative, and equity-driven learning environment. While several priorities emphasize AI as a transformative change driver, the plan is anchored in foundational teaching practices that serve all students.

1. Equity-Centered and Culturally Responsive Teaching

Professional development will support educators in building inclusive, culturally responsive, and student-centered learning environments grounded in belonging and

¹ - This Faculty Professional Development Plan is aligned with the *California Community Colleges AI Work Plan* and directly supports its six strategic actions. Specifically, it advances Action 6 (AI Literacy and Ethics) through systemwide training and the AI Fellows program; Action 4 (AI for Teaching and Learning) through instructional redesign and disciplinary pilots; and Action 3 (Workforce Partnerships) by preparing faculty to lead program innovation in high-demand fields. It also reinforces broader commitments to accessibility, student support, and ethical AI integration by centering faculty in shaping inclusive, data-informed, and future-ready practices across the system.

academic excellence. Faculty will examine how teaching choices—including the integration and critique of emerging technologies—can advance or hinder student success, particularly for historically underserved populations. This priority encompasses critical pedagogy, universal design for learning (UDL), and the exploration of how AI and other tools can either support or inadvertently amplify bias.

2. Inclusive Design and Accessibility

Faculty will design proactively for accessibility and learner variability, aligned with federal accessibility standards (WCAG, ADA, Section 508) and Universal Design for Learning principles. This shift from reactive accommodation to anticipatory design serves students with disabilities, neurodiverse learners, multilingual students, and those with executive functioning challenges. Professional development will include how to leverage AI and emerging technologies to expand accessibility while maintaining human-centered, dignity-affirming practices.

3. Online Teaching and Learning

Faculty will engage with professional development designed to foster high-quality, equitable online teaching and learning—especially in Canvas LMS. From peer-led training in effective online pedagogy to systemwide efforts in Peer Online Course Review (POCR), regular substantive interaction (RSI), and accreditation standards, the system will support comprehensive professional development improving online instruction.

4. Affordability and Burden-Free Access

Faculty will expand Zero-Textbook-Cost (ZTC) pathways and increase adoption of Open Educational Resources (OER), reducing financial barriers for students. Professional development will explore how AI-assisted tools can adapt, translate, and personalize course content while maintaining instructor agency and instructional quality—driving equity-centered, affordable instruction.

5. Instructional Technology and Emerging Tools

Faculty will be supported in evaluating and integrating emerging digital tools—ranging from learning management systems and content platforms to adaptive systems and AI applications. Training will emphasize pedagogy first, ensuring technology integration is intentional, equity-minded, grounded in student learning outcomes, and aligned with institutional priorities and accessibility standards.

6. AI Literacy and Ethical Integration

Faculty will develop foundational understanding of artificial intelligence, including generative AI tools, algorithmic functions, responsible data use, and ethical implications. Training will address evaluation and deployment of AI tools in instruction, communication, and student services. Faculty will learn to integrate AI as a tool that can enhance teaching while remaining critical of its limitations, biases, and appropriate uses. This includes fostering information literacy and helping students evaluate AI-generated content across disciplines.

7. Disciplinary and Program Innovation

Faculty will engage in reflective and applied learning to explore how contemporary contexts and emergent technology are transforming their disciplines, professional roles, and curricula while responding to evolving labor market demands. Professional development

will prioritize support for disciplinary teaching and learning, helping faculty responsibly incorporate AI or emergent technology where appropriate by reimagining pedagogy, redesigning assessments, and integrating real-world applications. Faculty will also learn how to best foster industry partnerships, “climatize” curriculum, and work-based learning across high-impact sectors such as healthcare, logistics, information technology, education, public safety, and advanced manufacturing. Through this work, faculty will build leadership capacity to guide institutional change in ways that maintain disciplinary integrity and educational equity, while ensuring students develop applied skills, work-based learning experiences, and future-ready competencies in collaboration with workforce development boards and industry partners.

III. Strategic Framework for Faculty Development

The plan integrates three approaches to ensure comprehensive, responsive, and sustainable professional development.

1. Systemwide Learning: Foundational and Scalable Professional Development

Systemwide learning ensures every faculty member has access to high-quality professional development. Through the Vision Resource Center, CVC@ONE, ASCCC, and other system-wide events and programming, faculty will engage with courses, webinars, video series, and learning communities aligned to statewide goals. Topics will center on the strategic priorities outlined above.

Offerings will include accessible, modular structures and flexible engagement—including asynchronous, synchronous, and hybrid formats—with microcredentials and digital badges supporting recognition and advancement. The Vision Resource Center will serve as a centralized hub for access and collaboration, while CVC@ONE will continue to lead in digital pedagogy and the design of scalable, equity-minded learning experiences. This systemwide infrastructure ensures that professional development is consistent, inclusive, and aligned with Vision 2030 goals.

Core Functions:

- Curate and share high-quality learning modules and resources
- Deliver webinars, synchronous and asynchronous learning events
- Support digital badge and microcredential pathways
- Facilitate learning communities

2. Disciplinary Domains and Innovation: Field-Based Collaboration and Pedagogical Transformation

Disciplinary innovation strengthens teaching and learning by creating opportunities for faculty to explore how their fields are evolving and how pedagogy and assessment can adapt in response. As research advances, professional practices shift, and learning environments are reshaped by emerging technologies, faculty can benefit from structured opportunities to reflect on course design, learning experiences, and student assessment within the intellectual traditions of their disciplines.

Within this professional development framework, disciplinary domains can serve as strategic areas for alignment, exploration, and creative development across the system. Rather than functioning as standing communities requiring ongoing maintenance, these domains help organize faculty learning opportunities around shared questions: How are disciplines changing? How might teaching practices evolve while preserving the core habits of mind that define each field? And how can assessment practices continue to make student thinking visible in increasingly complex learning environments?

These domains will provide space for faculty to explore innovation in teaching and assessment within discipline-informed contexts:

- **STEM (Science, Technology, Engineering, and Mathematics)** highlights inquiry-based learning, laboratory experiences, modeling and simulation, and performance-based assessment that reflect evolving scientific practice. As computational tools, data science, and generative technologies influence research and problem-solving, opportunities emerge to strengthen how students demonstrate conceptual understanding, analytical reasoning, and methodological rigor.
- **Humanities and Social Sciences** center reading, writing, research, interpretation, and civic inquiry. In an era shaped by digital media and generative technologies, faculty engagement may explore how assignments and assessment practices continue to cultivate voice, argumentation, historical consciousness, and ethical reasoning while engaging new cultural and technological contexts.
- **Language and Communication (including English, ESL, Communication Studies, and World Languages)** focuses on authorship, multilingual communication, rhetorical awareness, and ethical participation in public discourse. As writing and translation technologies evolve, opportunities arise to refine writing processes, dialogic learning, and assessment practices that foreground revision, decision-making, and the visible development of voice.
- **Business and Career Technical Education (CTE)** emphasizes applied learning, industry-aligned curriculum, simulation environments, and performance-based evaluation. As workplaces adopt advanced technologies, faculty engagement may explore how programs cultivate professional judgment, adaptability, and collaborative problem-solving alongside technical proficiency.

- **Student Supports and Counseling** center advising, pathway clarity, career exploration, and student engagement across the educational journey. As advising systems incorporate new digital tools and analytics, opportunities to consider include how communication strategies, advising models, and assessment of student experience can be strengthened to support agency, belonging, and persistence.
- **Library and Information Science** functions as a cross-cutting intellectual partner across all domains. Librarians bring expertise in research design, information literacy, digital scholarship, and ethical engagement with information. As algorithmic search systems and generative tools reshape knowledge production, collaboration with librarians supports assignments and assessments that strengthen evaluative reasoning, research transparency, and responsible participation in knowledge ecosystems.

Together, these domains can help surface emerging issues in disciplinary teaching and learning, connect faculty with relevant examples and resources, and inspire innovation in pedagogy and assessment. By organizing professional learning around the evolving realities of disciplines, the Chancellor’s Office and Faculty Professional Development Workgroup will support a faculty-centered environment where experimentation, creativity, and evidence-informed practice continue to strengthen teaching and learning across California’s community colleges.

3. Regional Responsiveness: Collaborative Networks for Localized Innovation

Regional engagement ensures that professional learning remains relevant, equity-centered, and grounded in the lived realities of California’s colleges. While systemwide learning provides shared foundations, regional collaboration creates opportunities for faculty to connect with peers facing similar institutional contexts, student populations, and workforce landscapes.

To support this work, the Chancellor’s Office will facilitate Regional Professional Development Networks (RPDNs) aligned with the four regions of the Academic Senate for California Community Colleges (ASCCC). Aligning with these existing faculty governance regions strengthens coordination with established structures of faculty leadership and ensures that professional learning remains connected to the voices and priorities of the field.

RPDNs are intended to create opportunities to identify regional professional development needs and to support faculty engagement within regional contexts—bringing together faculty leaders, professional development coordinators, distance education coordinators, instructional designers, librarians, and others who support teaching and learning. Through regional collaboration, faculty can explore shared challenges, exchange ideas, and surface emerging needs related to course design, learning environments, and student engagement.

Regional engagement may take many forms, including workshops, institutes, collaborative discussions, and hybrid events designed to reach faculty across institutional types and geographic contexts. These opportunities are especially important for part-time faculty and rural-serving colleges, where access to sustained professional learning networks can otherwise be limited.

Regional networks can also create space for faculty to explore emerging issues shaping teaching and learning, including evolving technologies, accessibility and inclusive pedagogy, assessment

redesign, and changing disciplinary practices. By grounding these conversations in regional contexts, the system can better support experimentation, adaptation, and innovation that reflect the diversity of California's colleges. Together, these regional networks strengthen the professional learning ecosystem by connecting faculty across institutions, amplifying promising practices, and ensuring that innovation in teaching and learning remains responsive to local contexts while contributing to statewide progress.

Coordination and Planning: Faculty Professional Development Work Group

The Faculty Professional Development Work Group serves as the strategic convener for this systemwide professional development framework. Co-chaired by the Chancellor's Office Academic Affairs division and the Academic Senate for California Community Colleges (ASCCC), the group brings together faculty leaders, system partners, and subject-matter experts to help guide the continued development of a coordinated professional learning ecosystem.

Grounded in collaboration and consultation, the Work Group helps ensure that professional development efforts across the system remain aligned with Vision 2030 and responsive to the evolving needs of faculty and students. By connecting systemwide learning opportunities, regional engagement, and disciplinary exploration, the group supports a coherent approach to strengthening teaching and learning across California's community colleges.

Membership reflects the cross-functional nature of this work and includes representatives from Chief Instructional Officers (CIOs), Chief Student Services Officers (CSSOs), Chancellor's Office Fellows, CVC@ONE, the Vision Resource Center, the ASCCC Open Educational Resources Initiative (OERI), and additional experts and representative groups in accessibility, research, information literacy, and instructional design.

Core Functions

The Work Group will support alignment and coordination across the professional development ecosystem by:

- Identifying emerging priorities and opportunities for faculty professional learning aligned with Vision 2030
- Connecting systemwide initiatives, regional engagement, and disciplinary exploration
- Sharing insights, resources, and promising practices across the system
- Promoting transparency and communication with colleges, faculty leaders, and partner organizations

The group will meet regularly to exchange perspectives from across the field, identify emerging needs in faculty learning, and help ensure that faculty professional development remains collaborative, responsive, and faculty-centered.

The Work Group will also inform and provide periodic updates to the California Community Colleges Chancellor's Office Professional Development Council, helping ensure alignment between faculty professional learning initiatives and broader systemwide professional development priorities.

IV. Implementation Timeline (2026–2028)

2026: Coordination and Alignment

The initial phase focuses on establishing the professional development ecosystem and aligning existing initiatives with the framework outlined in this plan. The Chancellor's Office will convene the Faculty Professional Development Work Group to serve as the strategic convener of systemwide efforts. Early activities will focus on coordinating systemwide learning opportunities, establishing Regional Professional Development Networks aligned with ASCCC regions, and identifying priority areas for disciplinary exploration. Existing professional development resources—including those offered through CVC@ONE and the Vision Resource Center—will be aligned with the goals of Vision 2030 and the evolving needs of faculty across the system.

2027: Expansion and Innovation

During this phase, regional and disciplinary engagement will expand as faculty explore emerging issues in teaching and learning across fields. Regional networks will support locally relevant professional learning opportunities, while disciplinary domains will help surface new approaches to course design, learning experiences, and student assessment. The Faculty Professional Development Work Group will continue to identify emerging priorities, share promising practices, and strengthen coordination across systemwide initiatives. Particular attention will be given to equity-centered teaching, accessible learning environments, and the thoughtful integration of emerging technologies.

2028: Reflection and Sustainability

The final phase focuses on reflection, evaluation, and long-term sustainability. Insights from systemwide, regional, and disciplinary engagement will inform the continued evolution of the professional development ecosystem. Promising practices will be documented and shared across the system, and opportunities for sustained collaboration will be identified. The Chancellor's Office, in partnership with the Professional Development Council and system partners, will use these insights to inform future planning, policy alignment, and resource development in support of Vision 2030.

V. Conclusion

Teaching and learning within California's community colleges continue to evolve as disciplines advance, student needs change, and new technologies reshape educational environments. These shifts present both challenges and opportunities for faculty, whose creativity, expertise, and commitment remain at the center of educational innovation.

This professional development framework recognizes that meaningful growth in teaching and learning requires coordinated support across multiple levels: systemwide learning provides shared foundations and accessible resources for faculty across the state; regional engagement creates opportunities for collaboration that reflect the diverse contexts of California's colleges; and, disciplinary exploration invites faculty to examine how teaching, learning experiences, and assessment practices evolve within the intellectual traditions of their fields.

Together, these approaches form a connected professional learning ecosystem designed to support reflection, experimentation, and collaboration. Through the leadership of the Faculty Professional Development Work Group and the partnership of faculty leaders, system organizations, and institutional partners, this framework helps ensure that professional development remains responsive to emerging needs while aligned with the goals of Vision 2030.

Ultimately, the strength of this work lies in the faculty who bring their disciplinary knowledge, pedagogical insight, and commitment to student success into the classroom every day. By creating opportunities for faculty to explore new ideas, share practices, and engage evolving learning environments, California's community colleges continue to advance a tradition of innovation in teaching and learning that serves students, communities, and the future of public higher education.