



Community College Teaching & Learning Competencies

Professional Development Vision Statement



In the NC Community College System, our students and their success are our highest priorities, and excellence in teaching and learning is integral to ensuring access, equity, significant learning, and completion for the people and the communities we serve. As educators, we are committed to a collaborative community of practice with colleagues as we pursue continuous, intentional, and relevant professional development within and across our disciplines, about and with our students, and about the practice of teaching and learning. The following competencies guide our ongoing professional development as community college educators:

1. Discipline Knowledge and Expertise

Instructors demonstrate up-to-date, contextual discipline knowledge and expertise.

2. Effective Teaching and Learning Practice

Instructors demonstrate best practices in learning and teaching methods that reflect current research.

3. A Culturally Inclusive and Enriched Learning Environment

Instructors demonstrate the creation of culturally inclusive and enriched learning environments that ensure equal opportunities for all students to excel.

4. Student Advising, Development, and Mentoring

Instructors serve as effective academic advisors (when applicable) and demonstrate use of effective strategies for helping students develop learning and life skills, personal growth, intercultural understanding, and career/workplace competencies.

5. Improved Learning Outcomes

Instructors demonstrate evidence of improved student, program, and college learning outcomes.

6. The Scholarship of Teaching and Learning

Instructors demonstrate engagement in the scholarship of teaching and learning as self-reflective practitioners in a collaborative community of educators.

7. Commitment to Professionalism, Excellence, Collegiality, and Service

Instructors demonstrate commitment to creating a work and learning environment characterized by professionalism, excellence, collegiality, and a spirit of service in the classroom, extra-curricular activities, work teams and committees, and the community.

For more information, contact
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Teaching & Learning Competencies: Sources Consulted

What the Best College Teachers Do by Ken Bain (2004) Harvard UP
Becoming a Critically Reflective Teacher by Stephen Brookfield (1995) Jossey-Bass
Creating Significant Learning Experiences by Dee Fink (2013) Jossey-Bass
The Scholarship of Teaching and Learning Reconsidered by Pat Hutchings, et al (2011) Jossey-Bass
A Learning-Centered Community College for the 21st Century by Terry O'Banion (1997) AACC/Oryx
Learner-Centered Teaching by Maryellen Weimer (2013) Jossey-Bass

Changing Course: A Guide to Increasing Student Completion in Community Colleges (2014)
www.completionbydesign.org

The Heart of Success: Teaching, Learning, and College Completion (2010)
http://www.ccsse.org/center/resources/docs/publications/2010_National_Report.pdf

Essential Competencies of Valencia Educator/Valencia College
http://valenciacollege.edu/faculty/development/tla/Candidate/tla_competencies_LCF.cfm

The Learning College

The learning college places learning first and provides educational experiences for learners any way, any place, any time.

A Learning College for the 21st Century (1997)
Terry O'Banion

The learning college is based on six key principles:

1. The learning college creates substantive change in individual learners.
2. The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.
3. The learning college creates and offers as many options for learning as possible.
4. The learning college assists learners in forming and participating in collaborative learning activities.
5. The learning college defines the roles of learning facilitators by the needs of the learners.
6. The learning college and its learning facilitators succeed only when improved learning can be documented for its learners.