



## 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 21<sup>st</sup> Century* by Terry O'Banion (1997) AACCC/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](http://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](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](http://valenciacollege.edu/faculty/development/tla/Candidate/tla_competencies_LCF.cfm)

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## The Learning College

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

*A Learning College for the 21<sup>st</sup> 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.