

St Cloud Technical and Community College Center for Teaching and Learning

Framework

The American Council on Education (ACE) and the Professional and Organizational Development (POD) Network created a framework for the structure and evaluation of effective teaching and learning centers in postsecondary education. This framework identifies three domains of practice as outlined below: *Organizational Structure, Resource Allocation and Infrastructure, Programs and Services* (Center for Teaching and Learning Matrix, 2018). In addition to this framework, aspects of this organizational document have been implemented using the structure provided by South Central College Center for Teaching and Learning Excellence (SCC CTLE Organization, 2020)

<p>Organizational Structure <i>The organizational structure of the teaching and learning center reveals institutional commitment to educational development, teaching, and student learning.</i></p> <ul style="list-style-type: none"> • Mission, vision, goals • Leadership • Staff expertise and preparation • Institutional placement • Collaborations • Operational procedures and archives 	<p>Resource Allocation and Infrastructure <i>The degree to which an institution funds and locates teaching development, and the ways in which a teaching and learning center designs programming for the campus, indicates its centrality. Depending upon institutional mission, size, and Carnegie classification, some of these elements (like staffing) may be aspirational, or outside of Center scope.</i></p> <ul style="list-style-type: none"> • Budget • Location and space • Staffing • Online resources • Communication and reputation 	<p>Programs and Services <i>Teaching and learning centers develop evidence-based, mission-dependent programming based upon instructor, student, and campus need. While the domains below may be context-specific, relationships and community remain key indicators of Center viability.</i></p> <ul style="list-style-type: none"> • Scope • Target audience • Content • Approach • Reach • Impact
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The new Center for Teaching and Learning (CTL) at SCTCC will utilize this framework in its creation, while recognizing that our context may require modifications and/or additions to the general framework outlined by ACE.

Organizational Structure

The organizational structure of the CTL reveals institutional commitment to educational development, teaching, and student learning.

Mission

The SCTCC Center for Teaching and Learning supports, promotes, and enhances the growth of best practitioners in education to increase student engagement, learning, and success.

Vision

We support a culture of excellence in teaching and learning at SCTCC by fostering engagement, innovation, collaboration, and student success through the application of evidence-informed and inclusive best practices.

Equity & Inclusion Statement

The SCTCC CTL will align with the SCTCC Strategic Plan in its focus on equity and inclusion in an effort “to create an inclusive and student-ready learning environment that fosters a sense of belonging and equitable outcomes for all students” (SCTCC Strategic Planning 2026).

Center for Teaching and Learning Goals

Professional Development: Teaching is a learning profession, and the most effective college instructors continuously strive to improve the skills, abilities, and confidence to make evidence-based instructional choices. The Center for Teaching and Learning Excellence provides access to high-quality resources and learning opportunities so our faculty can become the best teachers they can be.

Innovation: The Center for Teaching and Learning embraces innovation as an iterative process of continual exploration, inquiry, and sharing in a process that is vital to instructors of all disciplines and experience levels at SCTCC.

Inclusion and Equity: Aligning with SCTCC’s shared beliefs, we believe an antiracist and antidiscrimination ethos is necessary for advancing social justice and equity (Strategic Planning 2026). One of the CTL’s goals is to encourage and inform faculty on best practices for equity within their classrooms.

Engagement: The Center for Teaching and Learning engages faculty by providing resources and opportunities that are relevant, collaborative, and that reflect current, research-informed understanding of teaching and learning.

Student Success: “Education empowers individuals and transforms generations,” thus, the CTL at SCTCC works to ensure faculty are best practitioners to engage and promote success for all students (Strategic Planning 2026).

Leadership

The CTL will be led by one faculty coordinator given 6 release credits each semester.

Staff Expertise

A CTL Working Group, composed of SCTCC faculty and administrators, will provide guidance and input on planning, activities, and evaluation.

Group members have strong backgrounds in theory and practice in order to support our priority areas:

- Course and lesson design
- Effective teaching
- Use of specific technologies
- Inclusive/learner-centered design
- Motivating and effective learning activities for culturally diverse classrooms
- Fair and equitable assessment

Institutional Placement

The CTL will be centrally located on campus to increase awareness and engagement. Center location is 1-341C.

Collaborations

Partnerships with various campus constituents are a critical part of success for the CTL. These include:

- Academic Deans to ensure relevance of faculty development activities and alignment with faculty professional development goals.
- Academic Affairs and Standards Council (AASC) for input and information sharing.
- AACAC
- Assessment Committee to collaborate on programmatic and learning assessment.
- Professional Development Committee to engage in information sharing after professional development opportunities are utilized.
- Institutional Research and Institutional Effectiveness to enhance our use of data and for support with assessments of student learning.
- Disability services to ensure our best practices align with Universal Design.
- Academic Advising Center to create awareness of student support services.
- Office of Cultural Fluency, Equity, and Inclusion to ensure that all efforts infuse principles of equity into the work and to provide support with educational development opportunities centered on inclusive teaching.
- Library staff engage with literature and resources to support faculty and student learning.
- Human Resources to partner on faculty orientation and onboarding and planning for professional development duty days, as well as to be abreast of sabbatical research.

Operational procedures and archives

- Post-Event surveys for assessment will be coded and data will be entered in a spreadsheet to assess effectiveness.
- Records of programming will be saved within the SCTCC CTL Advisory Board Teams Site for future access.

Resource Allocation and Infrastructure

The degree to which an institution funds and locates teaching development, and the ways in which a Center designs programming for the campus, indicates its centrality.

Budget

\$5,000/ Academic Year

Location and space

1-341C

Staffing

The CTL will be led by one faculty coordinator given 6 release credits each semester.

Online resources

In addition to individual consultations and various training or professional development opportunities offered through the CTL, resources will be available 24/7 in multiple ways:

1. CTL website – This website is located on the SCTCC website and features contact information, a faculty development calendar, forms to request a consultation/observation and suggest programming, blog posts, highlights of new or critical resources, current literature focused on CTL priorities, and a link to the D2L sites.
2. D2L Brightspace – The D2L page will have similar content to the CTL website but also include the opportunity to post on discussion boards and become familiar with D2L features.

Communication and Reputation

- The CTL will disseminate weekly updates in the Cyclone Spin (Friday News) featuring blog posts on the CTL website as well as upcoming CTL events.
- It is imperative that CTL foster good working relationships with faculty. To do this, the CTL will:
 - Interview 20% of faculty prior to CTL launch.
 - Collect feedback surveys after events and at in-services.
 - Seek input and advice from CTL advisory board.
 - Stay current on college, system, and national priorities and effective practices to determine offerings.

Programs and Services

Teaching and learning centers develop evidence-based, mission-dependent programming based upon instructor, student, and campus need. While the domains below may be context-specific, relationships and community remain key indicators of Center viability.

Scope

Driven by our mission to support, promote, and enhance excellent, effective, and inclusive teaching to support student engagement, learning, and success, we will focus on teaching and learning supports aligned with our core content areas, through professional development activities, consultations, and resources.

Target audience

- Faculty who are part-time or full-time, across all disciplines
- Faculty at various career milestones, including new faculty, mid-career, or seasoned faculty

- Faculty who share common interests or content areas

Content

- Course and lesson design
- Effective teaching
- Use of specific technologies
- Inclusive/learner-centered design
- Culturally Responsive Pedagogy and Equitable Teaching
- Fair and equitable assessment

Approach

Phase 1:

1. Workshop Series
 - a. Equity Series
 - b. Support Services Series
 - c. By Faculty for Faculty Series
2. Support Opportunities
 - a. Peer-to-Peer observation opportunities
 - b. Support for faculty applying for outside grants
3. Short Courses
 - a. Equity by Design Faculty Academy
4. Book Clubs
5. Online Self-Guided Resources
6. Learning Circles
 - a. OER Learning Circles
 - b. Teaching squares
 - c. New faculty institute
 - d. Faculty Mentors

Phase 2: (additionally)

1. Interest Tracks and Digital Badges/Certificates
2. Support for SoTL classroom research
3. Grow Learning Circles
4. Student feedback support
5. Round-Table Discussion Events

Reach

CTL will strive to reach:

- All new instructors through coordination of new faculty orientation and new faculty institute events
- All faculty, across all disciplines, career stages, and appointment types.
- Online faculty through expansion of supports for online teaching and learning

CTL will identify and offer incentives to participation (as possible) and provide recognition of accomplishment for faculty participation through sharing of accomplishments (such as faculty featured blog post and faculty digital badging for track completion), providing certificates of completion to participants in CTL-sponsored activities, and by sharing accomplishments with Deans and others.

Impact

Data and evidence will be collected following any CTLE activity, matching the assessment to the learning and program outcomes of each activity. This will include measurement of impact on multiple levels:

- Impact on teaching beliefs and attitudes
- Impact on teaching practices
- Impact on institutional culture to support teaching

Data and evidence will be used to improve services and program design