

How Student Involvement Can Support CTLs in Navigating a Changing Educational Landscape

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In this article we describe various approaches to meaningfully engage students in CTL initiatives amidst an evolving higher education landscape. The conceptual framework behind these approaches is student-staff partnership as applied to the context of a CTL. While there are many possibilities for student engagement, here we describe four specific types based on our experiences: advisory committee membership, administrative support, special projects and initiatives, and pedagogical partnerships. These involvements can support the various CTL domains of practice and further centers in advancing teaching and learning efforts at their respective colleges and universities. We highlight sample initiatives for each type of student engagement and provide additional references to support CTLs in considering additional possibilities.

Introduction

Centers for teaching and learning (CTLs) are integral academic units within many institutions that provide centralized support to advance teaching and learning efforts. Some centers provide direct academic support, while others are mostly instructor-facing, focusing mostly on educational development (Wright, 2023, p. 118-119). CTLs with academic support units may employ students as tutors, learning assistants, and additional roles to support or lead instruction. Here we describe how CTLs can engage students in meaningful employment as critical partners beyond such positions. We focus on four specific types of student employment based on our experiences: advisory committee membership, administrative support, special projects and initiatives, and pedagogical partnerships.

Depending on the institutional context and the nature of the work, students involved in CTLs may be at any level of education—undergraduate, graduate, or professional level. Most of the examples we describe involved undergraduate students with the exception of one graduate student position. Student employees may also be from a diversity of majors and disciplines, and vary in their motivations for working in a CTL. In our experiences, student employees often have a general interest in furthering the center’s mission. Many have been invested in creating more effective, inclusive, and equitable learning experiences. Our student employees have also participated in various on-campus leadership capacities through athletics, student groups, and student government, and a number have earned awards or have been nominated for their leadership abilities after working in the center. Students have been diverse with regards to their identities with many from groups historically minoritized. Such recognitions are reflective of their internal drive and also the opportunity afforded to them by working in the center, highlighting the reciprocity of their engagement.

All employment types described were paid opportunities, with the exclusion of: (1) an unpaid internship facilitated through an outside graduate program with a campus partner, and (2) student advisory board membership. The initiatives were short-term or long-term and involved student engagement in the work of the center to varying degrees. We were intentional in how we recruited and hired students for each of these roles which we also describe subsequently. We also present several outcomes of the most intensive engagements.

Conceptual Frameworks & Domains of Practice

Undergirding the engagement of students in CTL work are student-staff partnership frameworks, which are conceptually complex and diverse. Bovill (2019) highlights such complexity by describing the numerous definitions of student-staff partnership in the literature and their areas of focus such as the outcomes of the partnership or student agency. As examples, some partnerships may focus on outcomes such as classroom observation feedback that supports effective teaching, well-designed curricula, or resources, while others might emphasize listening to student

voices, giving learners meaningful roles through the disruption of hierarchies. Bovill (2019) shares three leading models: Theoretical model for students as change agents (Dunne & Zandstra, 2011), Students as partners in teaching and learning in higher education (Healey et al., 2014), and Student roles in cocreation of learning and teaching (Bovill et al., 2016). The student employment positions we discuss also illustrate this variation given that they are grounded in different models.

We also utilize the three domains of practice of CTLs characterized by the American Council on Education and Professional and Organizational Development Network in Higher Education (2018): (a) organizational structure, (b) resource allocation and infrastructure, and (c) programs and services. The organizational structure domain describes a CTL's mission, vision, and values, leadership, expertise, partnerships, and operational procedures. Resource allocation and infrastructure focuses on budgets, location, space, staffing, online resources, communication, and reputation. Elements critical to CTL programs and services are scope, target audience, content, approach, reach, and impact. We describe how students can engage with centers within several of these domains of practice in mutually beneficial ways.

Examples of Student Involvement

Students as CTL Advisory Board Members

Centers may have an established advisory board that serves various functions such as advocacy and consultation. Depending on the CTL's mission, vision, values, and audience(s), the advisory board might consist of instructors across disciplines, staff members who are key CTL collaborators, as well as students. Given that the mission of many CTLs is to improve the learning experiences of students, student voice (undergraduate, graduate, and professional, as relevant) on the advisory board supports the strategic work of a center especially when navigating future, new, and uncertain spaces. After forming an initial advisory board composed entirely of instructors, we shifted to the model of also inviting students as well as staff members given their essential partnerships with the center. Typically we appointed student members to the advisory board for one-year terms with

an option to renew as was mutually agreeable. With regards to student-CTL partnership, this role focused on listening to student voices to shape the direction of the CTL. The boards typically met between two to four times during the academic year, and the CTL director also consulted with members on various issues throughout the year outside of the formal meetings on an as-needed basis. The committee was formally recognized as a provost-appointed committee.

Advisory board membership was well-suited for students interested in improving the campus learning environment and in education more broadly. Ideally, multiple students of varying levels serving on the board allows for a greater diversity of perspectives and peer mentorship. Since our CTL was mostly faculty-facing we spent time making sure we were explicit about the center's mission and initiatives with all student members so that they could grasp and better understand our work. We recruited student members to the board by soliciting nominations from campus partners and instructors, and considering students who were previously or currently engaged in the work of the center who might have a deeper initial understanding of the CTL's work, as well as directly reaching out to students who had not been employed by the center who may have interest.

Membership to the CTL advisory board provided students with a leadership opportunity and the potential to contribute to the future directions of the center. All board members had the capacity to consult across the three CTL domains of practice, and student members were well-suited to respond to the following questions, supporting the CTL's programs and services:

- What are critical teaching and learning issues facing students today of which the CTL might develop new initiatives?
- How are students grappling with the emerging issue, X?
- We are interested in facilitating initiative X. What might we consider and what pitfalls should we avoid with regard to students' experiences in their courses?
- With whom might we partner on this initiative to engage more students, or what actions might we take?

Special Considerations: CTLs may find it difficult to recruit students to their advisory board. We typically provided opportunities for students who

had held significant roles in the CTL such as a pedagogical partner since they had better knowledge of our initiatives given that CTLs are often faculty-facing. If student advisory board roles are voluntary or expectations are not set, they may be less committed to the role limiting their engagement. A recommendation is for this role to be a paid opportunity and that expectations for engagement are made clear. Additionally, when we started integrating students into the advisory board, one student who was a fourth-year provided helpful feedback that it would be best to have at least two student members, at different times in their undergraduate careers serve simultaneously to allow for peer mentoring and consistency when one graduates

Positive Outcomes: Student advisory board members provided valuable insights that have shaped the strategic plans and initiatives of the center especially as the college has navigated change through the COVID-19 pandemic, emerging technologies, burnout and mental health challenges. As one example, a student advisory board member supported the CTL's work in trauma-informed teaching and served on a panel to bring in student voice. Such an experience was a powerful way for them to share their own personal struggles in college and how they navigated them and what support they found to be valuable. The CTL also developed additional programming and resources around trauma-informed teaching.

Students as CTL Administrative Support

Within the CTL domain of practice resource allocation and infrastructure, staffing and communication and reputation are areas where students also supported our work. Towards these ends, we developed an employment opportunity for a student to serve as administrative support (<10 hours per week) following the guidance of our advisory committee. We developed this role primarily to support various center communications needs such as center social media posts, website updates, digital content for the center's shared monitor, and flyers for initiatives. Therefore, this type of student-staff partnership was focused mostly on outcomes, or in this case products that supported the work of the center. To recruit for this position, we posted a job announcement to the institutional student employment site (see Appendix A), interviewed and identified candidates, as well as checked references.

The student worker was given structure and feedback to support their work. For example, the administrative staff member created a shared document with the student's tasks for each week which were discussed at a 1:1 meeting and provided the student with an opportunity to ask clarifying questions as well as share ideas and provide their perspective on each week's communications. Beyond the stated roles, the student worker supported the CTL by providing a helping hand at CTL events and various student-facing initiatives, among other miscellaneous jobs.

As a specific example, the student administrative assistant played a key role in engaging the student body with the Thank a Professor or Staff Member initiative. This program gave any student the opportunity to write a note of thanks to any instructor or staff member who made a positive impact on them, and was part of the center's strategic plans around care and pedagogies of kindness. Students submitted their notes digitally through a survey tool, and the CTL distributed their messages to the recipient through email and provided them with a certificate after grades were submitted at the end of the term. Department heads and program chairs were also notified of the colleagues recognized as well as the broader community. The student administrative assistant staffed a table in the student center on multiple days to actively invite their classmates to write thank you notes. They also developed engaging social media posts surrounding the initiative and shared it among student affinity groups via student-led group messaging platforms.

Additionally, the student administrative assistant played a key role in supporting the CTL's open house event. They represented student involvement by hosting an "Ask a Student" table, where they fielded attendees' questions on a variety of topics and offered valuable insights from a student perspective.

Another area in which the student administrative support played a key role is in the organization of data. For one such project, the student worker assisted in developing a system for tracking data related to campus community members reached by the CTL. They recorded data and ensured proper function of data analysis methods, continuously supporting the project over the course of a semester.

Special Considerations: Recruiting students who are reliable and can

enhance the work of the students can be a challenge, as well as ongoing training and support. We were fortunate to have the experience of a student spending multiple years in the position. However, if this is not possible, having a structured onboarding training program can be very useful for all student assistants and clear expectations. Some CTLs may also need to seek additional funding to hire student administrative assistants.

Positive Outcomes: In general, the student administrative assistant role was a positive addition to the center and provided the student with valuable professional and research experience. As specific examples:

- Their marketing efforts augmented the activity of the CTL on social media accounts through a regular schedule and advanced the CTL's Communication Plan allowing more instructors and the public to stay informed of our initiatives. Such a role can be particularly beneficial to centers that do not have a regular staff member who focuses on communications.
- As a peer they were able to support student recruitment for Thank a Professor or Staff Member and other initiatives.
- They were able to engage in miscellaneous projects of the center such as research on teaching.
- One student assistant described how rewarding it was to support teachers which aligned with co-curricular activities in which they were involved focused on acts of kindness.

Students Engaging in Special CTL Projects and Initiatives

Sometimes students contacted the center and expressed a special interest that aligned with the mission of the center, or the center considered a special project that was promising to pursue. These special projects and initiatives were diverse in form and led us to engage students in panel discussions on current teaching and learning topics, research projects to develop tools or a better understanding of the learning landscape, and resource development. Such work aligned with the creation of online resources under resource allocation and infrastructure as well as programs and services within the CTL's domains of practice.

Students as panelists

As higher education continued to evolve, we invited students to engage in CTL discussions as panelists to help better understand their perspectives on emerging issues. A main theme throughout many of these sessions was what students want instructors and staff members to know about their experiences around a particular topic or issue, with the goal of inspiring innovation or change to the learning environment, student experience, or college policy. These discussions, typically one hour in length, were held either virtually or in-person. These events were moderated with specific ground rules that facilitated constructive dialogue and included topics focused on equity and inclusion as well as mental health and well-being. For some of these initiatives students were given agency to develop the topic and coordinate the sessions. Many of the students that participated in these panel discussions were selected because they expressed interest in the topic and were previously employed or engaged with the CTL. Some were in student leadership or active in student organizations that were pertinent to the discussion topic. Prior to discussion panels, students were provided basic guidelines for civil discourse.

Panel discussions that included student voice explored topics such as: what students wanted their instructors to know, supporting student mental health, and what helps me learn during remote learning (Cook-Sather et al., 2021).

Special Considerations: At times students might need to be reminded about the goals of the panel discussion to ensure that it is a space for constructive dialogue. We made clear guidelines around not naming specific departments or instructors as this was a space to provide general reflections. Expectations should be made explicit from the start and the discussion well-moderated. In advance of the session, we shared this in a planning document also consisting of the session goals, panelist information, and an outline of activities and questions. Representation is always a concern for panels and whether or not there are a diversity of perspectives. We actively and intentionally sought this out, but realistically, it is not always possible to create participants' ideal representation given what students were available and willing to participate. To address this, we told participants that the

student panelists' experiences were not meant to be reflective of all students, but their own individual voices.

Positive Outcomes: During many of these events we heard how illuminating it was for instructors to hear the perspectives of students. As one example, during the COVID-19 pandemic and the move to remote learning, student panelists shared what helped them learn during a virtual session. Instructors had a lot of questions, many of which were submitted in advance of the session, and this event gave them insights into how to transform their instruction. As another example, we held a panel of students who identified as neurodivergent in addition to a faculty advocate and a staff member in the Disability Services Office. Hearing directly from students allowed participants to consider approaches that most supported them and within particular contexts such as STEM courses. Sample student panelist initiatives related to this work can be found in Cook-Sather et al (2021).

Student as researchers

CTLs are a prime unit on campus to support and conduct educational research and the scholarship of teaching and learning. Student researchers can be a part of such work in meaningful ways which can support their skill development and allow them to disseminate their work through presentation and publication. Two sample research projects in which we involved students were the development and measurement of the reliability of a classroom observation protocol (Addy et al., 2022a) and data analysis for a research study focused on students' perspectives on emerging technologies (Addy et al., 2023).

Special Considerations: In order to participate in a research study, students must have Human Subject Training. Many institutional review boards require training through CITI or another approved program which is generally virtual and takes a few hours to complete. The CTL should plan for all students to complete this training and then add them to any research protocols before they serve as research assistants. Students might also require additional training to help them be successful in conducting the work such as data collection methods, data analysis or whichever aspects of the project in which they engage. The CTL staff will need to work with them to determine appropriate scope and expectations.

Positive Outcomes: The protocol has since been used in hundreds of classroom observations within and beyond the institution. The survey informed the subsequent center efforts around emerging technologies. In each of these instances students completed human subjects training and were included on research protocols approved through the Institutional Review Board. These were more intensive engagements with CTL work and the students were already engaged in the center either administratively or within pedagogical partnerships (described in a subsequent section). These specific opportunities allowed us to develop a tool that has had a lasting impact on teaching at the institution as well as gather critical information that informed the work of the CTL and teaching efforts of instructors. Student researchers were able to be published authors and contribute to the literature, develop their research skills, and engage in meaningful work that could help them in their future studies or careers.

Students as resource creators or co-creators

In several instances students expressed a teaching and learning interest that led to the creation of a sustainable digital resource for students or instructors. In one instance a graduate student intern with expertise in educational technology supported the development of a resource focused on digital accessibility. In another, a student with interests in socioemotional learning developed a guide for instructors (Addy et al., 2022b). Another example was a student assisting in the development of a resource focused on students' responsible usage of generative artificial intelligence tools. CTL staff provided constructive feedback and support throughout the development process.

Special Considerations: Depending on the project, students may need a variety of scaffolds and supports to help them in resource creation. If there is an expectation to develop resources with certain content or format and examples are available, that can be of use. Regular check-in meetings and feedback also were important to consider. In addition, having a clear timeline, milestones, and expected deliverables can set these projects up for success. Being mindful of students' busiest times of semester when setting the timeline is also of importance.

Positive Outcomes: While difficult to measure the specific impacts of

specific resources we know that these types of resources were appreciated by instructors. We have heard a lot of testimonials from instructors who said that they used particular resources or regularly went to our website when they had a question about teaching.

The involvement of students increased the number and types of resources that we could provide and allowed students to play an important role in their co-creation.

Students as Pedagogical Partners

As we continued to expand student involvement in the work of our center, we launched a student-instructor pedagogical partnership program (Cook-Sather et al., 2019). These partnerships were embedded within existing programming, initially an academy focused on inclusion for individual faculty and staff members (Addy et al., 2022c) or departments and later for new faculty, as well as through an ad-hoc request system, which typically was used a handful of times each academic year for individual consultations or classroom observations. The academy pairings involved more student-faculty-staff engagement with typically at least 3 to 4 observations a semester as well as included 3 to 4 pre-observation and post-observation meetings. The partnerships provided an opportunity for instructors to obtain feedback in real-time as they navigated various teaching scenarios. They typically involved the CTL pairing instructors with a trained student pedagogical partner who provided feedback on their instruction or course design. We recruited student pedagogical partners through recommendation as well as the posting of the position on the student employment portal to provide opportunities for students of diverse backgrounds to apply. This comprehensive recruitment strategy successfully attracted student pedagogical partners from a variety of majors, including STEM and the humanities. It also attracted student athletes, international students, and individuals representing a diverse range of gender identities, ethnicities, and races. Student partners were hired for at least one term often with the option of being reappointed depending on program needs. After this program became established we developed a waitlist of student partners that we could reach out to based on future center needs. A sample job announcement for student partner positions can be found in Appendix B and an

expectations sheet in Appendix C.

Student partners regularly met with center staff for training purposes more frequently at the beginning of the semester for three or four one-hour training sessions for new student partners, and roughly every few weeks thereafter for check-ins or to contribute to special projects.

Student partner training typically included the following:

- Understanding their roles as student pedagogical partners,
- Learning recommended practices for giving observational feedback, and
- Using the Transparency in Learning and Teaching framework (TILT) (TILT Higher Ed, n.d.),
- Conducting observations using the Protocol for Advancing Inclusive Teaching Efforts (Addy et al., 2022a), Classroom Observation Protocol for Undergraduate STEM (Smith et al., 2013), or Equity Quantified in Participation (EQUIP) app (EQUIP App, n.d.).

Special Considerations: We entrusted student partners to fulfill the responsibilities of their roles. To promote their success, there were guardrails. We created a shared document to help students and instructor and staff participants to stay on track with their observations and gave deadlines. We held regular check-in sessions with student partners to touch base as well as faculty or staff partners. If any issues arose, we provided guidance and would step in if needed.

Positive Outcomes: We obtained feedback from both student and faculty/staff partners for the student pedagogical partnership program at the end of each term through a brief, anonymous survey. This information was used for internal assessment purposes and was generally quite positive. To examine longer-term outcomes of the academy focused on inclusion, we conducted a study of past participants one to two years after completion (representing five small cohorts). For this study we anonymously surveyed 22 participants using Qualtrics software, and responses were received from 13 representing a 59% response rate. Two past participants were not contacted because they were no longer teaching at the institution. This research was approved by the Institutional Review Board.

Ten of eleven respondents (91%) who were still teaching indicated that

they were still implementing the approaches in their courses either one or two years after the Academy. While respondents were asked to comment on a variety of additional items, we specifically inquired about their experiences with a student pedagogical partner. Of the ten respondents, nine (90%) reported positive benefits of working with a student partner during the academy. The participant who did not report such indicated that their student partner was unable to provide constructive feedback that they could use because the student partner felt the instructor had been doing everything well. Participants described a variety of benefits of working with a student partner including hearing more student perspectives outside of course evaluations, giving recommendations for incorporating more diverse content, enabling more open communication in the course, feeling less judgment, receiving analyses of teaching, and obtaining feedback on course materials. The most commonly reported benefit of working with a student partner was being able to hear a student's perspective. Below are a few representative comments from the question, "What impacts, if any, did working with a student partner have on your implementation of inclusive teaching approaches?"

Thinking more about what students have to contribute to evaluating my teaching practices outside of student evaluations.

The student partnership was essential. My student partner provided helpful insight on student perceptions of diversity in course content and allowed for greater and more open communication between the students and the instructor.

It was very helpful to have a student partner visit my classes and do a time analysis about how I spend my class time. I also benefited from hearing from the students' perspective on how to engage students in online learning.

Managing Student Workers

The management of student workers was carried out by support staff, center leadership, or both depending on the nature of the students' roles and CTL staffing. Special projects and initiatives (e.g. student panelists, research, resource creation) as well as engagement with students in the advisory board

outside of scheduling were primarily managed by center leadership. Management of the student administrative assistant and the coordination of student payroll were primarily performed by CTL administrative support staff. Intensive, impactful initiatives with long-term impacts such as the student pedagogical partnership programs necessitated more coordination and support from administrative support staff for scheduling. Depending on the organizational structure and size of the center these tasks could be accomplished by other members of the CTL team.

Reflections

The increased integration of student engagement in our CTL's work was positively viewed by CTL staff, the students themselves, and the members of the college community who partnered with them. Such increased involvement of students was particularly critical in obtaining student voice and feedback during times of rapid change and uncertainty, but can be beneficial at any time. Students involved in a variety of projects provided input that shaped the direction of the center.

There have been mutualistic benefits regarding student engagement in the center during these times where higher education has been directly impacted by shifting student demographics, social injustice, a pandemic, political division, global wars, questions about the value of a college education, and generative artificial intelligence. Examples include:

- Increased insight into the student experience to drive change. The CTL's partnership with students led to the creation of outlets where dialogues could occur across our campus. Challenges of equity and inclusion were shared by students from racial and ethnic groups historically minoritized, international students, students identifying as neurodivergent, and their advocates. The CTL could extend these conversations and share effective teaching practices, and
- Meaningful employment opportunities for students allowing them to positively impact change teaching and learning environments as well as develop various skills that they can take with them later.

We chose to start gradually and increase student involvement over time and to adapt to the changing needs on our campus. We note that there are other ways that students can engage in the work of the center that we did

not discuss here but could be beneficial to CTLs. In general, centers can reflect on their contexts with regards to involving students by asking themselves the following questions:

- Which student voice initiatives have the potential to enhance the CTL's offerings as aligned with our mission, vision, values, and strategic plans?
- What voices are we missing that we should hear from considering student backgrounds, experiences, and perspectives?
- Realistically, what resources with regards to staffing and finances would these initiatives require?
- Should we pilot a few initiatives involving students on a small scale to get a sense of their efficacy before establishing larger programs?

Concluding Remarks

We have shared various ways that our center intentionally involved students to advance teaching and learning initiatives while navigating the changing landscape in higher education. Such engagement was mutually beneficial and furthered our domains of practice (ACE & POD Network, 2018). We recommend more research be conducted on student involvement in CTLs.

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Chenoa Gillette has a rich professional background in non-profit and human services, previously working with Pennsylvania CareerLink and America Reads, as well as programs within the local community college and Pennsylvania Intermediate Unit. Currently, she is Project Coordinator for the Center for the Integration of Teaching, Learning, and Scholarship at Lafayette College where she supports overall operations along with individual initiatives.

**Appendix A. Sample Call for Student Administrative Support
Position**

Posting Date: ASAP

Posting Expiration: May 2030

Openings Available: 1

The CTL has an opening for a student assistant position. We are looking for students who are dependable and enjoy engaging in a variety of activities.

Location: [location] (in-person)

Hours/Week: 3 (May vary occasionally depending on center activities)

Required Work Schedule: Consistent weekly schedule established at the beginning of the semester depending on students' class schedule

Rate of Pay: [rate]

Responsibilities:

- Attend weekly CTL team meetings (preferred) or weekly meetings with the project coordinator if unavailable for team meetings.
- Is flexible to engage in a variety of center tasks including, but not limited to, the following:
 - Create flyers and other digital media
 - Advertise CTL events
 - Contribute to resources and website updates/posts

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- Draft social media content that is posted by the director
- Keep the CTL center calendar up to date
- Support scheduling for various center programs
- Add books to the CTL library
- Support CTL events as relevant

Start Date: January 2027

How to Apply: To apply, send CTL an email at [\[email address\]](#) indicating interest, your resume, and contact information for 1-2 staff or faculty members who can serve as references.

Appendix B. Sample Call for Student Partner Position

Job description:

The CTL is looking for students who are passionate about inclusion and scholarship to be fellows for the Center during the Fall 2027 semester with potential of continuance in Spring 2028. This position is a semester-long fellowship that is paid a stipend over bi-weekly payments during the academic year.

Fellows will participate in various projects and initiatives that the Center offers such as [add name of initiative]. [Name of initiative] immerses participants in a semester-long experience focused on inclusive teaching to advance instructional excellence at the College. CTL student fellows play important roles by providing feedback to and collaborating with faculty partners on inclusive teaching strategies.

Student fellows must be able to commit to an orientation with CTL staff just prior to the Fall semester, schedule, meet, observe, attend, and debrief on meetings with faculty partners throughout the semester, and participate in sessions with CTL on a bi-weekly basis. CTL fellows will also learn various research methods and have the capacity to work with faculty who conduct scholarship on teaching and learning. Student fellows might also have opportunities to contribute to CTL online teaching resources as well

as other scholarly projects. Overall, they will learn valuable skills by participating as a fellow.

Instructions for how to apply:

Students who are interested in applying should contact the CTL at [email address] with a statement sharing their interest for applying and attach their most recent resume.

Desired skills and/or additional qualifications (if applicable):

Students who have a desire to make an impact on inclusive teaching at [institution name]. This fellowship is also recommended for students who have an interest in educational research.

Hours per week: Varies

Required work schedule (if applicable): Varies

Required start date (if applicable): 8/28/2027

How many students do you expect to hire? 2-3

Paid or unpaid?: Paid

Can this job be done remotely? Some

Appendix C. Sample Student Partner Expectations Sheet

Expectations for Student Partners

The CTL is delighted to partner with you to advance inclusive instruction! Below is an overview of your roles and responsibilities during the semester as a student fellow. Please note that we often use the terms student fellow and student partner interchangeably. If you have any questions please do not hesitate to ask.

Professionalism

As a student partner you agree to:

- Engage in regular, responsive communication with CTL staff and your faculty or staff partner(s).
 - CTL Sessions - If you are sick or have an emergency and cannot attend one of the CTL Student Partner sessions you will let the CTL know in advance, and make plans for an individual makeup session.
 - Observations & Debriefings - If you need to change an appointment because of unforeseen circumstances, you will communicate this change in advance to both your faculty or staff partner and the CTL so that we are aware.

You will communicate with both parties regarding when it is rescheduled.

- Demonstrate professional behavior and collegiality with CTL staff, faculty and staff partners, students in classes, and fellow student partners.
- Accept calendar invitations for sessions in advance to confirm receipt.
- Keep observations and other feedback confidential.
- Follow any College protocols.
- Be willing to observe 8 am and Friday courses if needed to make the scheduling work if you do not have a class conflict.

Responsibilities

- **Stipend Pay** - You will be paid a stipend each semester broken down evenly across 5 pay periods throughout the semester. You will be given the payroll schedule at the beginning of the semester. You are expected to complete your online timesheets on time for each of the identified pay periods. Payroll cannot process late timesheets, so please be sure to submit them on time. The CTL project coordinator will manage your timesheets. If you have any questions you are welcome to reach out to them.

- **Scheduling & time commitment** - This will depend upon both your schedule and the schedules of participating faculty and staff. You will be paired with faculty and/or staff partner(s) and be expected to schedule all observations and debriefings at the start of the semester. The time commitment will vary each week depending on this schedule, but you can expect an average of 3.5 hours per week. This estimate includes scheduled observations & debriefings, CTL sessions, and administrative (scheduling/prep) time.
- **Spaces or Google Drive sites** - Access the relevant shared folders or sites for information about the program.
- **Meetings** - Attend program events and meetings scheduled initially every week and later in the semester roughly every 2 weeks with CTL staff.
- **Resource creation** - Support the development of online resources for faculty by providing student voice. These generally will be put together during meetings with CTL staff.
- **Working with your faculty or staff partner** - Discuss your faculty or staff partner's 2 - 3 major goals. Conduct a minimum of 3 classroom observations + 3 debriefings [name of initiative]

or do a TILT observation + 2 observations + 2 debriefings [name of initiative] of your faculty or staff partner Support your faculty or staff partner as agreed upon for mid-semester feedback.

Schedule debriefings with your faculty or staff partner no more than 1-2 weeks after the initial observations.

- **Working with faculty outside of center programming** - Float at times during the semester and work with faculty and staff members outside of the academy (Estimate: ~0-3 times). Faculty and staff members can request student partner feedback through our Request Form. The CTL will forward the request to student partners whose class schedules align. Student partners are expected to keep track of email requests and reply to faculty members by copying [email address] on the initial message so that the CTL is aware that the request received a response. After that, the student partner need not copy the CTL.

We look forward to working with you!