Teaching and Learning Environment at NWIC - Spring 2011

SurveyMonkey

1. Please indicate which of the descriptions in the pull down list best describes your position at NWIC.

		Response Percent	Response Count
Full Time Faculty		**78.6%**	**22**
Pro Rata Faculty (<100% FT)		10.7%	3
Administrator with no teaching duties		0.0%	0
Administrator teaching fewer than 6 credits per academic year		0.0%	0
Administrator teaching 6 or more credits per academic year		0.0%	0
Other (please specify below)		10.7%	3
		answered question	**28**
		skipped question	**0**

2. How long have you worked at NWIC?

		Response Percent	Response Count
Less than 1 year		21.4%	6
1 to 5 years		25.0%	7
5 to 10 years		**28.6%**	**8**
over 10 years		25.0%	7
		answered question	**28**
		skipped question	**0**

3. Which academic or program committees have you participated in since September 2009?

	Response Percent	Response Count
Curriculum Committee	**39.3%**	**11**
Academic Standards	10.7%	3
First Year Experience	10.7%	3
Teaching and Learning Committee	3.6%	1
None	10.7%	3
Other (list in comment space below)	25.0%	7
list additional committees below. Separate each committee name with a comma.		15
	answered question	**28**
	skipped question	**0**

4. Have you participated in developing any new academic programs at NWIC since September 2007?

		Response Percent	Response Count
Yes		50.0%	14
No		50.0%	14
	How have you participated?		14
		answered question	28
		skipped question	0

5. To what extent does the faculty believe that NWIC has established a teaching and learning philosophy?

	Response Percent	Response Count
0 (I'm not sure)	25.0%	7
1 (not at all)	0.0%	0
2	0.0%	0
3 (somewhat)	35.7%	10
4	**39.3%**	**11**
5 (to a great extent)	0.0%	0
please comment on strengths of the current situation and suggestions for improvement.		7
answered question		**28**
skipped question		**0**

6. To what extent does the faculty believe that NWIC faculty and administration have a shared teaching and learning philosophy?

		Response Percent	Response Count
0 (I'm not sure)		28.6%	8
1 (not at all)		0.0%	0
2		7.1%	2
3 (somewhat)		**53.6%**	**15**
4		10.7%	3
5 (to a great extent)		0.0%	0
	please comment on strengths of the current situation and suggestions for improvement.		7

answered question	**28**
skipped question	**0**

7. To what extent does the administration believe that NWIC faculty and administration have a shared teaching and learning philosophy?

		Response Percent	Response Count
0 (I'm not sure)		**53.6%**	**15**
1 (not at all)		0.0%	0
2		7.1%	2
3 (somewhat)		21.4%	6
4		14.3%	4
5 (to a great extent)		3.6%	1
	please comment on strengths of the current situation and suggestions for improvement.		5

answered question	**28**
skipped question	**0**

8. To what extent does the faculty see a connection between the implementation of the assessment plan and improving teaching and learning at NWIC?

		Response Percent	Response Count
0 (I'm not sure)		28.6%	8
1 (not at all)		3.6%	1
2		3.6%	1
3 (somewhat)		25.0%	7
4		**32.1%**	**9**
5 (to a great extent)		7.1%	2
	please comment on strengths of the current situation and suggestions for improvement.		6

answered question	**28**
skipped question	**0**

9. To what extent does the faculty have access to the cultural knowledge and tools necessary to teach at NWIC?

	Response Percent	Response Count
0 (I'm not sure)	14.3%	4
1 (not at all)	3.6%	1
2	21.4%	6
3 (somewhat)	**46.4%**	**13**
4	7.1%	2
5 (to a great extent)	7.1%	2
Please describe the cultural knowledge and tools that would aid faculty in teaching at NWIC		11
answered question		**28**
skipped question		**0**

10. To what extent does the faculty have access to the general teaching and learning knowledge and tools necessary to teach at NWIC?

	Response Percent	Response Count
0 (I'm not sure)	21.4%	6
1 (not at all)	0.0%	0
2	3.6%	1
3 (somewhat)	35.7%	10
4	**39.3%**	**11**
5 (to a great extent)	0.0%	0
Please describe the general teaching and learning knowledge and tools that would aid faculty in teaching at NWIC		8
	answered question	**28**
	skipped question	**0**

11. To what extent does the faculty at NWIC believe that it is involved in teaching and learning decisions?

		Response Percent	Response Count
0 (I'm not sure)		17.9%	5
1 (not at all)		0.0%	0
2		0.0%	0
3 (somewhat)		**42.9%**	**12**
4		32.1%	9
5 (to a great extent)		7.1%	2
	please comment on strengths of the current situation and suggestions for improvement.		7

answered question	**28**
skipped question	**0**

12. To what extent do you feel confident in your skills in creating and implementing course assessments? Please answer this question from your own perspective.

		Response Percent	Response Count
0 (I'm not sure)		17.9%	5
1 (not at all)		0.0%	0
2		3.6%	1
3 (somewhat)		21.4%	6
4		**32.1%**	**9**
5 (to a great extent)		25.0%	7
	Please describe tools and supports that would help you feel more confident		5
		answered question	**28**
		skipped question	**0**

13. How much do you believe that each of the following factors influence faculty when developing course content? Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count
* improvement of student academic success	0.0% (0)	0.0% (0)	8.0% (2)	32.0% (8)	**60.0% (15)**	4.52	25
* affirmation of students' tribal identity	0.0% (0)	8.0% (2)	28.0% (7)	28.0% (7)	**36.0% (9)**	3.92	25
* inclusion of content that interests students	0.0% (0)	0.0% (0)	20.0% (5)	28.0% (7)	**52.0% (13)**	4.32	25
* inclusion of content that interests the instructor	0.0% (0)	0.0% (0)	28.0% (7)	16.0% (4)	**56.0% (14)**	4.28	25
* inclusion of content that relates tribal examples to academic content	0.0% (0)	4.0% (1)	20.0% (5)	32.0% (8)	**44.0% (11)**	4.16	25
* other (describe below)	0.0% (0)	14.3% (1)	0.0% (0)	14.3% (1)	**71.4% (5)**	4.43	7
					other influences or additional comments.		8
					answered question		**25**
					skipped question		**3**

14. How much do you believe that each of the following factors influence faculty when deciding what content to teach and what methods to use in teaching courses at NWIC? Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count
* prior academic knowledge	0.0% (0)	0.0% (0)	16.0% (4)	**44.0% (11)**	40.0% (10)	4.24	25
* knowledge about NWIC student interests and how they learn	0.0% (0)	0.0% (0)	28.0% (7)	**44.0% (11)**	28.0% (7)	4.00	25
* academic standards comparable to those used at non-tribal higher education institutions	0.0% (0)	16.0% (4)	28.0% (7)	**32.0% (8)**	24.0% (6)	3.64	25
* program outcomes developed at NWIC	0.0% (0)	16.0% (4)	8.0% (2)	**48.0% (12)**	28.0% (7)	3.88	25
* how well they address the NWIC institutional mission	0.0% (0)	8.0% (2)	28.0% (7)	**32.0% (8)**	**32.0% (8)**	3.88	25
* other (describe below)	0.0% (0)	0.0% (0)	**100.0% (2)**	0.0% (0)	0.0% (0)	3.00	2
					other influences or addititonal comments		1

answered question	**25**
skipped question	**3**

15. To what extent do you believe that each of the following factors influence faculty in finding out about and determining what native content to teach in courses? Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count
* asking native students	0.0% (0)	4.0% (1)	28.0% (7)	32.0% (8)	**36.0% (9)**	4.00	25
* asking native faculty or staff	8.0% (2)	12.0% (3)	20.0% (5)	**40.0% (10)**	20.0% (5)	3.52	25
* asking community members	4.0% (1)	16.0% (4)	**36.0% (9)**	32.0% (8)	12.0% (3)	3.32	25
* attending professional meetings that contain native content	8.0% (2)	8.0% (2)	**44.0% (11)**	32.0% (8)	8.0% (2)	3.24	25
* reading literature with native content	4.0% (1)	4.0% (1)	24.0% (6)	**44.0% (11)**	24.0% (6)	3.80	25
* other (describe below)	0.0% (0)	**50.0% (1)**	**50.0% (1)**	0.0% (0)	0.0% (0)	2.50	2
					other influences or additional comments.		4
					answered question		**25**
					skipped question		**3**

16. How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC? Please rate each item from 1 to 5, where 1 means that the item would not influence teaching and learning at NWIC at all up to 5, which means that the factor would influence teaching and learning at NWIC greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count
* creation of a physical teaching and learning center	12.0% (3)	**28.0% (7)**	20.0% (5)	20.0% (5)	20.0% (5)	3.08	25
* working with native education specialists	0.0% (0)	8.0% (2)	20.0% (5)	**40.0% (10)**	32.0% (8)	3.96	25
* development of bibliographies of useful teaching and learning tools and information	4.0% (1)	8.0% (2)	24.0% (6)	**40.0% (10)**	24.0% (6)	3.72	25
* development of a faculty learning community, which could include regularly scheduled faculty dialogues	4.0% (1)	8.0% (2)	20.0% (5)	**40.0% (10)**	28.0% (7)	3.80	25
* working with teaching and learning initiatives at other higher education institutions	0.0% (0)	4.0% (1)	**44.0% (11)**	32.0% (8)	20.0% (5)	3.68	25
* other (describe below)	0.0% (0)	**33.3% (1)**	0.0% (0)	**33.3% (1)**	**33.3% (1)**	3.67	3
			describe other endeavors that would benefit teaching and learning at NWIC or expound on the items above				4

answered question	**25**
skipped question	**3**

17. Please comment on any other aspects of the teaching and learning environment at NWIC that you think are important to mention.

	Response Count
	4

answered question	4
skipped question	24

Page 1, Q1. Please indicate which of the descriptions in the pull down list best describes your position at NWIC.

1	support staff for faculty and student science projects.	Jun 20, 2011 10:01 AM
2	part time	Jun 13, 2011 3:15 PM
3	Teaching Assistant and Part time teacher	Jun 13, 2011 11:26 AM

Page 1, Q3. Which academic or program committees have you participated in since September 2009?		
1	Retention Committee,ISL Advisory, Tribal Leadership Conference	Jul 6, 2011 3:54 PM
2	NES internship, sustainability committee, Environmental teachers assistant	Jun 20, 2011 10:01 AM
3	all of the above	Jun 17, 2011 12:56 PM
4	BSNES,	Jun 15, 2011 2:53 PM
5	Service Learning	Jun 13, 2011 11:38 AM
6	Graduation, retention, accreditation	Jun 13, 2011 11:31 AM
7	Sustainable and Library	Jun 13, 2011 11:26 AM
8	Service Learning	Jun 13, 2011 9:21 AM
9	Wal Mart Grant	Jun 6, 2011 11:37 AM
10	Sustainability committee, Service learning committee	Jun 5, 2011 6:08 PM
11	teaching and learning committee	Jun 4, 2011 10:14 AM
12	Retention	Jun 3, 2011 2:56 PM
13	T&L Institute Planning	Jun 3, 2011 2:43 PM
14	Teaching and Learning Committee, Internship Selection Committee	Jun 2, 2011 10:01 PM
15	Sustainability Committee, Achieving the Dream group, Science Meetings	Jun 2, 2011 10:47 AM

Page 1, Q4. Have you participated in developing any new academic programs at NWIC since September 2007?		
1	As a Program Coordinator	Jul 6, 2011 3:54 PM
2	Assisted a Lummi faculty with a Stream assessment class.	Jun 20, 2011 10:01 AM
3	Worked with others to develop and re-activate AA in Business and Entrepreneurship.	Jun 17, 2011 10:16 AM
4	Developing new courses	Jun 16, 2011 1:48 PM
5	Env. Science Four Year Degree	Jun 16, 2011 10:13 AM
6	I've worked on implementing the BSNES degree	Jun 15, 2011 2:53 PM
7	Providing input and developing outcomes	Jun 13, 2011 12:52 PM
8	Course development	Jun 13, 2011 11:31 AM
9	Participating in discussions of the new Native Studies four year degree	Jun 13, 2011 9:21 AM
10	attending meetings at main campus	Jun 6, 2011 11:37 AM
11	implemented	Jun 3, 2011 2:56 PM
12	Curriculum Committee	Jun 2, 2011 10:01 PM
13	Redesigned IT program	May 31, 2011 1:56 PM
14	Created curriculum for business occupations courses	May 31, 2011 1:43 PM

Page 1, Q5. To what extent does the faculty believe that NWIC has established a teaching and learning philosophy?		
1	It would be most beneficial if the Teaching and Learning Institute were held mandatory for all faculty to attend. This is an opportunity for the faculty to learn more about T&L.	Jul 6, 2011 3:54 PM
2	I feel faculty, on the whole, remains entrenched in some outmoded styles of teaching, particularly in the online modality. I don;t think there is enough emphasis on learning styles	Jun 15, 2011 2:53 PM
3	I think that it is in the early stages of development.	Jun 13, 2011 1:51 PM
4	we have been working on a philosophy steadily. but I sense that there is not complete buy-in from some of the faculty. I would say that we need to spend more time within each academic discipline to establish more community and partnership in learning across the curriculum. Especially in terms of skills that students should master in each course so skills can be built on. As long as we are each so "siloed" in our practice, I feel that students are not able to maximize their experience. For such a small school, we should be able to assume that students learn certain things from taking and passing previous courses, but I don't think this is the case. It has been my experience that students are not able to articulate what they have learned (or should have learned) from passing other classes. So I would like to work towards fixing that by mapping out and sequencing the learning progression of skills throughout the programs. I have also heard a lot of talk about "native" philosophy in teaching and learning. But to me that's about as far as it goes. We must incorporate "native"critical thinking and analytical skills - but I still am not sure what those are. As a non-native I have a "sense" of what they are from my personal experiences, but as far as "knowing" exactly how and what we should specifically be doing, I am still wondering what exactly I am supposed to be doing.	Jun 13, 2011 12:52 PM
5	I think that this varies by department and a clear vision for student personal growth and development is needed for the entire college community.	Jun 13, 2011 11:38 AM
6	Faculty members should be able to assist in comments about teaching philosophies and about curriculum	Jun 6, 2011 11:37 AM
7	Strength: When Cheryl drafted the T&L Philosophy drawing from her work with faculty, that act clarified that we do have such a philosophy. Most faculty are aware of that. Suggestion: publish on website, similar to how we publish our mission statement.	Jun 3, 2011 2:43 PM

Page 1, Q6. To what extent does the faculty believe that NWIC faculty and administration have a shared teaching and learning philosophy?		
1	moreface to face communication	Jun 20, 2011 10:01 AM
2	I'm not even sure what this question is asking.....	Jun 15, 2011 2:53 PM
3	The administration is supportive of the faculty generally, but I think that most administrators have little knowledge of what goes on in the classroom.	Jun 13, 2011 1:51 PM
4	It feels like there is a philosophy so I guess I say yes. But to the degree that it is shared, I am not so sure. I think we could go a long way in looking at ways to implement the philosophy by having real concrete guidance by elders who will come in and teach us how. Right now I feel there is a lot of talk and agreement about the talk, but we need more in terms of the walk	Jun 13, 2011 12:52 PM
5	I can not speak for the faculty.	Jun 13, 2011 11:26 AM
6	There needs to be more communication between faculty and administration as it relates to teaching	Jun 6, 2011 11:37 AM
7	Strength: Cheryl's leadership in drafting such a well-thought out succinct, and thorough T&L philosophy helped faculty and administration share it. Also, the fact that this spring, faculty contracts were distributed early (in April!! Congratulations, Admin and HR!) went a long way toward giving faculty a sense of shared philosophy with Admin. And finally, the fact that administration did not do anything that looked like capricious RIF-ing of faculty helped to convey the idea that administration values teaching and learning. Thank you very much for those actions!	Jun 3, 2011 2:43 PM

Page 1, Q7. To what extent does the administration believe that NWIC faculty and administration have a shared teaching and learning philosophy?		
1	Ditto	Jun 15, 2011 2:53 PM
2	It seems like the admin. thinks that we have a shared philosophy. Again, I would like to see more input from elders who can lead us in implementing the philosophy so that it is more than words.	Jun 13, 2011 12:52 PM
3	I can not speak for Administration.	Jun 13, 2011 11:26 AM
4	See comments, in #6.	Jun 3, 2011 2:43 PM
5	I'm not sure who is considered part of the "administration"	May 31, 2011 6:15 PM

Page 1, Q8. To what extent does the faculty see a connection between the implementation of the assessment plan and improving teaching and learning at NWIC?		
1	faculty are involved with assessment plan development	Jun 20, 2011 10:01 AM
2	It is a good process, and I think we have accomplished a lot, but I think that the college should hire someone that has the expertise to take us to the next step. It feels like we are bogged down.	Jun 13, 2011 1:51 PM
3	Too new to comment.	Jun 13, 2011 11:38 AM
4	See #6.	Jun 13, 2011 11:26 AM
5	I think that this connection is growing stronger for all faculty, whether long-time employees or new to the faculty.	Jun 3, 2011 2:43 PM
6	SOME faculty undoubtedly see the big picture. but many of the part-time faculty, or people at the sites, probably don't, and I would imagine that there are several people in my situation, which is to say that we are aware of the existence of the assessment plan, that we perhaps understand its purpose, but it seems disconnected from daily classroom interactions.	May 31, 2011 6:15 PM

Page 1, Q9. To what extent does the faculty have access to the cultural knowledge and tools necessary to teach at NWIC?		
1	Non-native faculty could benefit from additional cultural knowledge and tools for implementing in their teaching environment.	Jul 6, 2011 3:54 PM
2	library resources, salish institute could supply some TA for classes.	Jun 20, 2011 10:01 AM
3	Most cultural knowledge is not accessable to the general faculty.	Jun 13, 2011 1:51 PM
4	This is where we need so much more input from elders in the community - and neighboring communities with students whom we serve	Jun 13, 2011 12:52 PM
5	I think that more of an orientation and peer mentoring is needed from time of hiring.	Jun 13, 2011 11:38 AM
6	See #6.	Jun 13, 2011 11:26 AM
7	It depends on what you mean by having access to. I think we have native staff/faculty here who can teach the cultural aspects of classes here. If we dont have access to certain aspects of what we want to teach we have connections to elders in the community or outside the community who are willing to come be guest speakers.	Jun 13, 2011 9:21 AM
8	There definitely needs to be more with the native faculty to the non native faculty and to the adminstration as well	Jun 6, 2011 11:37 AM
9	Most faculty here try to see things in a cultural way. However, no matter how hard they try, they are never going to have a complete understanding unless they grew up in an Indian culture. There are things or feelings that there are no words in English that convey them. I do give our faculty an A for effort in cultural knowledge though.	Jun 3, 2011 2:56 PM
10	I am able to access some content online and using our library and by asking others, but when I asked the director of the Coastal Salish Institute for more information, I was told that their files/books/data was in a state of disarray due to remodeling and moving and so I couldn't directly access the material. When I asked for information directly from the director, she couldn't think of anything to help me in my classes. Therefore, it would be great if there was a searchable catalog of information from the Coastal Salish Institute to allow faculty to look for the information themselves. Books, publications, videos, stories, narratives, interviews etc. are supposedly being accumulated but there is no direct access to this information other than the library.	Jun 2, 2011 10:47 AM
11	Having ACCESS is one thing. having time and support to actually engage the cultural knowledge is quite another thing. And the same observation should be made about part-time faculty, esp. at the sites.	May 31, 2011 6:15 PM

Page 1, Q10. To what extent does the faculty have access to the general teaching and learning knowledge and tools necessary to teach at NWIC?		
1	It is available to faculty on the moodles website, which is helpful.	Jul 6, 2011 3:54 PM
2	I wonder if mandated workshops would allow faculty to improve skills. In other institutions, participation in a certain modest number of workshops is required.	Jun 15, 2011 2:53 PM
3	The summer activities are optional, so many opt out. Many feel that the Tuesday/Friday activities could be more focused on this.	Jun 13, 2011 1:51 PM
4	i really don't know. I am not sure what it means to "access." for example, if it means getting access from the coast salish institute, I don't see any of that ever happening or do I feel welcome in asking for anything.	Jun 13, 2011 12:52 PM
5	See #6.	Jun 13, 2011 11:26 AM
6	There needs to be more collaboration in sharing tools especially as it pertains to cultural knowledge etc.	Jun 6, 2011 11:37 AM
7	Implementation of the Assessment Plan is building my knowledge of teaching and learning. I think this is true for other faculty as well, even if they don't realize it yet. The tool that will aid me is the one you gave us from Sitting Bull to help with figuring out in what courses to do assessment and determining for myself what assessment tools to use. I should be working on that right now, but i am filling out this survey :) That is a little tongue in cheek, but it is what happens a lot. I would so very much like to dive into that work, but there are so many distractions.	Jun 3, 2011 2:43 PM
8	I think that there are probably some generic "teaching and learning" tools, but there is much more that is discipline specific, and i don't know that all faculty have access to discipline-specific prof. dev.	May 31, 2011 6:15 PM

Page 1, Q11. To what extent does the faculty at NWIC believe that it is involved in teaching and learning decisions?		
1	weekly science meetings	Jun 20, 2011 10:01 AM
2	I feel a great deal of autonomy in that area	Jun 15, 2011 2:53 PM
3	My site facilitates regular faculty meetings where needs are expressed and attended to efficiently.	Jun 13, 2011 3:42 PM
4	This is good, and we get support from Justin and Bernice.	Jun 13, 2011 1:51 PM
5	See #6.	Jun 13, 2011 11:26 AM

Page 1, Q11. To what extent does the faculty at NWIC believe that it is involved in teaching and learning decisions?		
6	I have been contacted about this several times.	Jun 13, 2011 9:21 AM
7	I would like to beleive I have some influence on these decision especially in my discipline	Jun 6, 2011 11:37 AM

Page 1, Q12. To what extent do you feel confident in your skills in creating and implementing course assessments? Please answer this question from your own perspective.		
1	I feel OK about summative assessments. I would like more skills and knowledge about what works with our students for more formative assessments.	Jun 13, 2011 12:52 PM
2	I do not understand the process, it is not part of my standard working plan.	Jun 13, 2011 11:26 AM
3	I am always learning more about assessment.	Jun 13, 2011 9:21 AM
4	I am getting much better at creating and implementing course assessments. To do so requires time, however, so please keep requiring me to do these things, and then giving me an hour or two to get started. (I may be unusually slow, but it really takes me a good bit of time to do this stuff)	Jun 3, 2011 2:43 PM
5	If I had more time, I could experiment, expand and refine my current use of course assessments...	May 31, 2011 6:15 PM

Page 2, Q13. How much do you believe that each of the following factors influence faculty when developing course content?

Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

1	I based my answers on my own experience as an instructor for my program. I do believe most instructors at this institution do their best to keep students interested and engaged.	Jul 6, 2011 4:00 PM
2	Field trips and out door labs on their land base, and local environmental issues	Jun 20, 2011 10:06 AM
3	Grounded in Place	Jun 16, 2011 10:20 AM
4	These questions would be easier to answer if I were giving my own influences. I can only guess what motivates other faculty.	Jun 15, 2011 2:56 PM
5	current events taking place in the world that applies the content	Jun 13, 2011 1:00 PM
6	It is all dependent on the individual faculty.	Jun 13, 2011 11:31 AM
7	Inclusion of the Goldilocks amount of content, assignments, and reading --you know--not too much, no too little, but JUST right--I am personally always trying to figure that out.	Jun 3, 2011 3:06 PM
8	Affirming a students' tribal identity/relates content to tribal examples is easier and more appropriate in certain disciplines than others.	May 31, 2011 6:20 PM

Page 2, Q14. How much do you believe that each of the following factors influence faculty when deciding what content to teach and what methods to use in teaching courses at NWIC?

Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that ...

1	It is all dependent on the individual faculty.	Jun 13, 2011 11:31 AM

Page 2, Q15. To what extent do you believe that each of the following factors influence faculty in finding out about and determining what native content to teach in courses?

Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the f...

1	this is what we need more work on. many of us do not have informants or people with whom we are comfortable asking for native content that we "should" be teaching. To me this is where our system is in dire need of communication.	Jun 13, 2011 1:00 PM
2	It is all dependent on the individual faculty.	Jun 13, 2011 11:31 AM
3	When there are professional meetings that contain Native content, I think faculty use them. That is not always available in all disciplines, however.	Jun 3, 2011 3:06 PM
4	"faculty" is vague. i would imagine that different faculty members, in their different disciplines, use all of the resources above - some more than others in any particular area.	May 31, 2011 6:20 PM

Page 2, Q16. How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC?

Please rate each item from 1 to 5, where 1 means that the item would not influence teaching and learning at NWIC at all up to 5, which means that the factor would influenc...

1	working with elders to learn content or at least learn about content. ways of knowing and how to explain things in native country is different that in the other world. I would like to know more about what I don't know. And as we always say "we don't know what we don't know" We may be messing up big time in teaching, but students aren't necessarily going to say anything to us our of respect. So then we are destined to repeat mistakes.	Jun 13, 2011 1:00 PM
2	It is all dependent on the individual faculty.	Jun 13, 2011 11:31 AM
3	Getting to work together has been very good for us as a faculty. The more time we have to hash out the T&L things together, the more commitment we seem to have to teaching and learning. Faculty Roundtable has increasingly become a time to look at what is next, and how do we get the resources to do what we need to do with these outcomes, assessment and so on.	Jun 3, 2011 3:06 PM
4	It would be helpful if there were spaces specifically designed for subjects: the computer lab is used well for English classes, and now there's a science building, but using space in a similar way for math would be beneficial.	May 31, 2011 6:20 PM

Page 2, Q17. Please comment on any other aspects of the teaching and learning environment at NWIC that you think are important to mention.		
1	Strong leadership within departments and clear departmental and program outcomes would help faculty develop relevant coursework and experiential learning activities. Also, establishing clear writing, reading, critical thinking and personal reflection goals for students in beginning years would strengthen their experience and ability to engage in upper level coursework.	Jun 13, 2011 11:43 AM
2	An integrated calender of events that affect students. Better scheduling of faculty meetings so that it does not affect encouraging student attendance at educational functions.	Jun 13, 2011 11:31 AM
3	The technology that we use can help or hinder the T&L environment very directly and immediately. Investing in ITV equipment, investing in DVD/VCR players that can be activated with the throw of a switch, those would be great!	Jun 3, 2011 3:06 PM
4	We need more intra faculty discussions regarding T&L. There is plenty to talk about and resolve.	May 31, 2011 1:59 PM