

NORD CENTER SURVEY REPORT

INAUGURAL YEAR, 2022-2023

The Jane B. Nord Center for Teaching and Learning (NCTL) was officially launched in July 2022 under the leadership of Dr. Kari Weaver. At the end of the first academic year, faculty and staff were asked to complete a survey to assess the efforts of the NCTL. These results are compared against a faculty needs assessment done in anticipation of the NCTL and are used to shape the strategic plan of the center. This report includes a summary of the results. Please contact Kari (keweaver@cia.edu) with any questions.

SURVEY RESPONDENTS

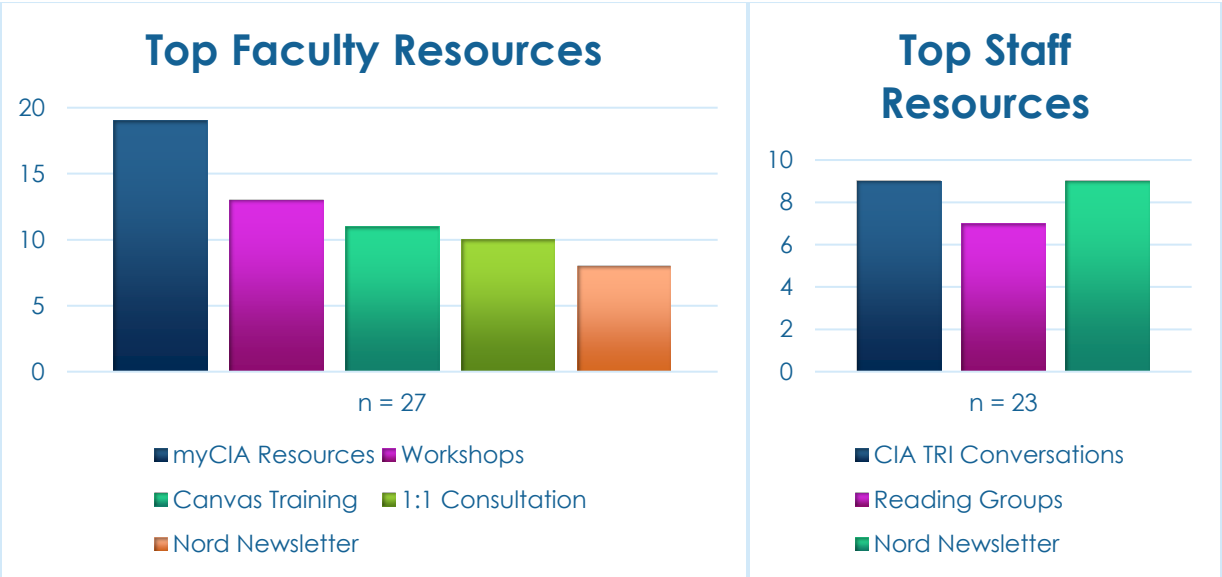
54 TOTAL RESPONSES

- **50% FACULTY** (N=27)
 - 57% RANKED (N=13)
 - 26% ADJUNCT (N=6)
 - 13% LECTURER (N=3)
 - 4% FACULTY IN RESIDENCE (N=1)
 - 4 DID NOT INDICATE FACULTY ROLE
- **43% STAFF WITHOUT TEACHING ROLE** (N=23)
- **7% STAFF WITH TEACHING ROLE** (N=4)

NCTL OFFERINGS

The NCTL offered several resources and events in 2022-23. Most respondents reported using more than one resource or attending more than one event; these respondents reported utilizing their learning in more than one area of their lives and noted several benefits of this learning.

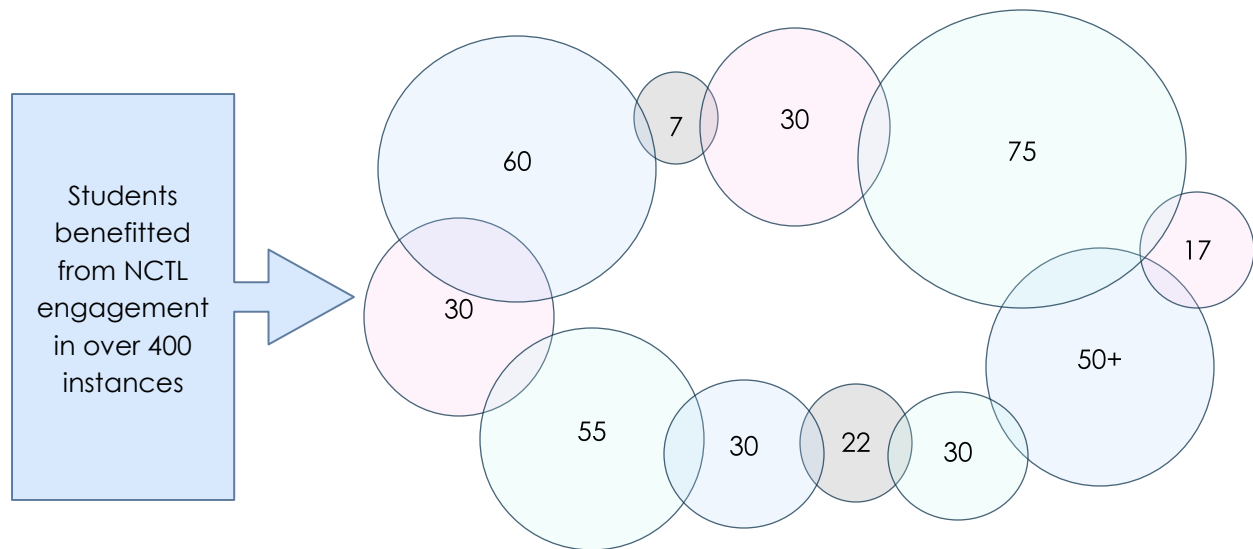
TOP RESOURCES FOR STAFF AND FACULTY



IMPORTANCE OF NCTL INVOLVEMENT

Fostering Connections Across CIA:

- Faculty noted that by attending NCTL events, they connected with faculty in their central department (13%), faculty outside of their central department (53%), and staff (33%).
- Engagement with the NCTL reached a large number of CIA students. Faculty respondents provided estimates of how many students benefitted from the application of their learning with the NCTL:



MEETING NEEDS, PAST AND FUTURE

According to the faculty needs survey done in anticipation of launching the NCTL, respondents indicated interest in programming to address 4 areas:

- Student mental health
- Anti-racist pedagogy
- Course accessibility
- Supporting 1st generation students

Respondents of the current survey were asked about the relevance of these topics and their satisfaction with the resources provided by the NCTL to address these areas. According to the responses:

- NCTL resources **met the needs** of the majority of faculty across all categories
- Faculty noted a decrease in priority of all topics except for **supporting student mental health**. 45% of respondents noted that this topic is important and needs greater support.

SUPPORTING STUDENT SUCCESS

Staff and faculty were asked to rank common barriers to student success and indicate the types of resources to support students in overcoming these barriers.

- Both staff and faculty indicated that student **mental health, resilience and coping skills**, and **underdeveloped emotional intelligence** were the biggest current barriers to student success.
- Faculty ranked **time management** as the greatest barrier to student success.
- Both staff and faculty indicated that they did not feel that student disability needs or behavioral issues presented major barriers to success at CIA.

Staff and faculty indicated an interest in multifaceted approaches to supporting student success, including:

- College 101 curricular programming
- Dialogue across departments to promote greater understanding and collaboration
- Workshops for faculty, students, and staff on these topics
- Increased access to mental health care

NEURODIVERSITY & PROGRAMMING

Neurodivergent students (e.g. being on the autism spectrum, having ADHD, dyslexia, dyspraxia, dyscalculia) can comprise a large percentage of the student body (studies indicate the percentage is easily between 11- 30%). These students bring unique strengths to the classroom, and they also face unique challenges that can be hard for both them and faculty to understand and navigate. During the upcoming academic year, the Nord Center will offer specific programming addressing understanding and support for neurodivergence. Faculty and staff were asked to indicate their preferred type of resources and programming.

- Both faculty and staff wanted **clear and practical guides** that summarize research and practice to support neurodivergent students, and **departmental conversations** on neurodivergence.
- Staff indicated an interest in an **external speaker** with expertise on neurodiversity.
- Faculty indicated an interest in **workshops on teaching and course design** led by an expert on neurodivergence.

These indicated areas of interest in the format of programming (guides, workshops, and opportunities for discussion) aligned with the stated preferences of staff and faculty for future programming of the NCTL across all topics.

THANK YOU

Thank you to all of those involved in bringing the NCTL into fruition, including those who worked to establish and support the center, those who have engaged with the center in its inaugural year, and those who took the time to provide this valuable feedback. This quote from the survey feedback is a testament to these efforts: "I appreciate the care that was given to providing this center and programming for us. I feel connected to others and hearing stories in other practices helps me to understand my approach as a teacher."