



THE INSTITUTE FOR
LEARNING AND TEACHING
COLORADO STATE UNIVERSITY

TILT Strategic Plan

2025 - 2030

Our Mission

The Institute for Learning and Teaching (TILT) at Colorado State University promotes innovative, inclusive teaching practices. We engage the CSU community through faculty professional development and support for student learning and academic success.

Our Vision

The Institute for Learning and Teaching (TILT) seeks to empower every instructor and student to teach, learn, and excel to their fullest potential, in and out of the classroom.

Core Activities

Faculty and graduate student development and undergraduate student engagement in learning, scholarships and fellowships, and research and artistry.

Strategic Plan Overview

This strategic plan will guide TILT's efforts from January 2025 through December 2030. The plan is comprised of four goals and related strategic objectives. Each strategic objective is further aligned with a set of action steps that outline how we intend to achieve the goals and objectives set forth by the plan. All goals are intended to further TILT's mission and vision and to align with the Colorado University Strategic Plan's priority for student success and access.

Goal 1

Prioritize workplace climate and culture

Goal 2

Situate TILT as a hub and thought leader

Goal 3

Foster inclusive teaching and learning

Goal 4

Leverage resources to meet campus needs

Goal 1: Prioritize workplace climate, inclusive culture, and staff wellbeing for both professional staff and student staff, becoming a campus model of positive workplace climate and culture.

1.1. Establish foundational structures for Multicultural Organizational Development (MCOD) work in TILT.

Action Steps:

- Form an Inclusive Change Team that works closely with TILT directors and includes student-staff representatives.
- Conduct a Comprehensive Cultural Audit of TILT systems and practices. Conduct this audit every three years to measure progress and adjust strategic planning.
- Promote participation in CSU Climate Survey among TILT staff and use disaggregated TILT data to inform our development as a multicultural organization.
- Revisit MCOD-level work as a unit at least once per year.
- Identify promising practices in this work and use what we learn to model and support inclusive workplace climate, staff, well-being, and professional development for staff and faculty across campus.

1.2. Implement MCOD Level 1 actions with Inclusive Change Team and participation from all of TILT.

Action Steps:

- Follow MCOD guidelines to identify areas where discrimination and harassment occur.
- Follow MCOD guidelines to eliminate practices, policies, and actions that are exclusionary, harassing, and discriminating.
- Follow MCOD guidelines to implement policies, practices, and accountability structures to ensure the physical and psychological safety of members.

1.3. Develop the lattice approach to professional development so that TILT personnel can grow and flourish.

Action Step:

- Create a long-term professional staffing plan for TILT.
- Seek opportunities for TILT personnel and teaching and learning innovators across campus to attend and present at national professional association meetings.

- Engage in ongoing discussions with all TILT staff about long-term career goals and help identify and encourage participation in professional development opportunities available on campus, locally and remotely.
- Encourage staff to utilize their employee study privilege to pursue professional certifications and degree programs.

Goal 2: Situate TILT as a campus hub for teaching and learning at CSU and as a thought leader in the field of teaching and learning.

2.1. Situate TILT as the central coordinating and leadership unit for faculty professional development (PD) on teaching and learning at CSU, per the Execute Faculty Professional Development Subcommittee Report and Recommendations.

Action Steps:

- Increase tracking of instructors' participation in pedagogy-related PD across campus through existing frameworks (e.g. MyLearning, TILT, and Interfolio).
- Lead institutional efforts to define PD and ground it in a particular theoretical framework (self-efficacy, self-determination, belonging, teaching for transfer, etc.) Conduct a campus-wide survey of department heads to determine current uptake of TEF (both numbers and sentiment).
- Implement assessments to measure effectiveness of PD programs (student learning surveys, instructor surveys, etc.).
- Support individual units or programs (All-University Core Curriculum, colleges, departments) to create innovative and discipline-specific professional-development opportunities.
- Create a centralized platform for faculty to learn about and access PD opportunities across campus (i.e. MyLearning).
- Identify, map, and intentionally connect with existing faculty development programs in each college.

2.2. Situate TILT as the central coordinating and leadership unit for peer education across campus.

Action Step:

- Create and coordinate a centralized peer-educator training program for campus with input from campus partners.
- Coordinate a Community of Practice (CoP) for peer academic support program coordinators.
- Lead collaborative efforts toward centralized data tracking and assessment of peer education programs.
- Coordinate and consult with departments and faculty about implementing models of peer education.

2.3. Affirm Office for Undergraduate Research and Artistry (OURA) as a central coordinating agency to promote, document and report on research experiences of undergraduate students at CSU, per recommendations from the Equity in Undergraduate Research Taskforce.

Action Steps:

- Support students in seeking research opportunities by connecting them to research professional development.
- Improve asynchronous learning opportunities via the Mentored Research and Artistry Distinction (MRAD) program, so students can learn and be in community with OURA staff and other students in research (e.g., OURA Ambassadors).
- Support students in seeking research opportunities by amplifying existing research opportunities on campus.
- Amplify existing training for research mentors and expand training specifically geared toward graduate students as mentors.
- Coordinate with colleges and the Office for the Vice President for Research to expand research opportunities and increase visibility of existing opportunities to expand access (e.g., Work with departments to go after REU supplements and similar).
- Celebrate the accomplishments of our research students.
- In collaboration with Institutional Research, lead centralized tracking of undergraduate research engagement on campus.
- Develop and deploy tools for assessing the impact of undergraduate research and engagement within TILT and across the campus.

2.4. Establish TILT as a regional and national thought leader in discussions of teaching and learning beyond campus.

Action Steps:

- Explore potential for developing and sponsoring a teaching and learning journal, managed by faculty and maintained on CSU's WAC Clearinghouse platform.
- Explore convening a regional and CSU System-level centers for teaching and learning discussion.
- Invite and host nationally and internationally acclaimed speakers including faculty, teaching and learning scholars, policymakers, and thought leaders on matters related to teaching and learning.
- Continue to support faculty-driven Scholarship of Teaching and Learning (SoTL) through TILT-sponsored grants.
- Circulate TILT original work via presentations at national conferences, speaking series/podcasts, and other mechanisms.
- Work with campus partners to implement the CUR Characteristic of Excellence in Undergraduate Research for CSU and apply for CURs Campus-Wide Award for Undergraduate Research Accomplishments (AURA).
- Encourage TILT staff who are interested in developing SoEd (Scholarship of Education), SoTL and other research projects and publish results in nationally circulated journals and collections.

- Invite faculty to join for teaching and learning posters, presentations, and conference presentations.
- Develop strategic plan for TILT staff engagement in national professional service and representation of TILT in leadership roles that shape broader conversations about higher education teaching and learning (e.g., by serving on editorial boards of peer-reviewed journals, participating in cross-institutional committees and working groups).

2.5. Communicate regularly with the Provost's Office and Faculty Council on Innovations.

Action Steps:

- TILT Executive Director regularly meet with campus leadership (Provost, Vice Provost for Faculty Affairs, Vice Provost for Undergraduate Affairs, Vice President for Student Success).
- Take advantage of strategic opportunities as they present themselves to share our work with campus leadership (e.g., Council of Deans, Faculty Council, Provost Leadership Council).
- Publish an annual report.

Goal 3: Foster a campus community that values the practice and scholarship of inclusive teaching and learning for a diverse student body.

3.1. Create a curriculum of education development opportunities to expand inclusive teaching practices and equitable learning environments.

Action Steps:

- Continue TEF annual review and promotion and tenure workshops and consultations.
- Grow Teaching Effectiveness Initiative (TEI) Ambassadors Program to promote TEF and provide opportunities for peer mentorship on its use for promotion and tenure (P&T).
- Provide framework and infrastructure for Learning Communities (e.g., on inclusive teaching practices, community-engaged learning) and facilitate faculty in creating their own Communities of Practice and Book Clubs on topics of interest.
- Explore additional strategies and tactics for education development guided by the needs assessment.

3.2. Support ongoing and emerging campus-wide initiatives supporting student success and inclusion.

Action Steps:

- Identify opportunities where TILT can support new and ongoing initiatives (e.g. Emerging HSI, Electronic Accessibility, First Scholars Initiative, Rural Initiative, Career Readiness, expanded measures of student learning and student success outcomes, certificate programs, AUCC changes, etc.).

3.3. Support ongoing campus-wide initiatives supporting faculty success.

Action Step:

- Advocate for connecting inclusive teaching, learning and mentoring to faculty reward and recognition systems (e.g., teaching tenure).
- Partner with the Faculty Success Initiative on shared goals and strategic initiatives, and to reimagine faculty onboarding and early career support (e.g. New Faculty Orientation) to support faculty retention across campus.

Goal 4: Intentionally leverage TILT resources to serve and meet the changing needs of the campus community.

4.1. Develop interactive participant dashboards using PowerBI to better understand who TILT is (and is not) serving through its services.

Action Steps:

- Finalize processes for gathering and storing accurate participant data for all TILT programming and services.
- Create database of all TILT program participants.
- Partner with IR to develop interactive dashboards in PowerBI that link TILT participant data to university administrative data.
- Assess participation patterns and use it to inform programs, marketing, and outreach.

4.2. Establish firmer relationships with college- and department-level leadership to explore ways TILT can better meet faculty-development and peer-academic needs (e.g., incentivize faculty participation in PD, how to center teaching within the colleges/department, expand peer-education offerings).

Action Steps:

- Renew the Master Teacher Initiative (MTI) Program to establish TILT's presence in the colleges.
- Communicate with colleges/depts on peer education and faculty development initiatives.

- Conduct ongoing needs assessments to seek information about how TILT can support faculty and students; be responsive to current and changing needs.

4.3. Develop and deploy a marketing plan to raise awareness of TILT's programs and services and engage people we don't typically reach.

Action Steps:

- Submit semesterly updates on TILT's work to the Provost newsletter.
- Use data to inform TILT-wide marketing plan

4.4. Invite faculty across the CSU System (CSU-Pueblo, CSU Spur, CSU-Global) to engage in TILT programming.

Action Steps:

- Explore the structures needed to facilitate collaborations as feasible - (e.g., MyLearning, Canvas, collaborations with system leadership).

4.5. Utilize data to strategically expand on existing programming in all areas of Student Engagement.

Identify areas of excellence and areas for growth/improvement.

Action Steps:

- Grow expertise and performance in Office of Scholarships and Fellowship Advising (OSFA), specifically in STEM areas.
- Expand OURa programs to ensure we are serving all disciplines (Ambassador program, MRAD, OURa Lab, CURC).
- Utilize data to expand database of Community Engaged Learning (CEL) at CSU to improve transparency of and collaboration between engagement activities across campus.

4.6. Grow the number of graduate teaching assistants and post-doctoral fellows who participate in TILT programming.

Action Steps:

- Create a Post-doc Teaching Certificate of Completion.
- Support graduate students in their development as research mentors of undergraduate students.
- Find ways to promote the GSTCC and other TILT professional-development programs at Graduate School/graduate student events.