



TILT Faculty Needs Assessment Survey

Assessment Report: Spring 2025

During Spring 2025, The Institute for Learning and Teaching (TILT) administered a faculty needs assessment survey open to all CSU faculty to inform strategy and direction of our teaching development efforts. Combined with participation data and program evaluation data, these survey findings are intended to align faculty development efforts to faculty need, in support of TILT's mission and broader CSU goals and priorities.

Key Highlights

- One hundred and sixteen faculty (tenure-track, CCA, and staff who teach credit-bearing courses) completed a survey about their teaching development needs and TILT's current faculty development efforts.
- Most respondents reported a positive overall perception of TILT (76%) and believe TILT's current faculty development offerings are of good or excellent quality (75%).
- Respondents' highest priorities for their teaching development were 1) creating an inclusive classroom environment, 2) supporting students through active learning strategies, and 3) supporting student engagement and motivation.
- Respondents prefer to go to TILT for teaching support followed closely by their colleagues and professional networks. Respondents look least often to their college for teaching support.
- Faculty shared a preference for shorter, flexible faculty development formats, reflecting the challenges of time constraints and competing priorities.
- Time and ability to prioritize teaching development, monetary incentives, and university structures that value and reward teaching are needed to increase faculty engagement in teaching development efforts.

Survey Methodology

The needs assessment survey had two primary goals. First, to better understand how well current TILT programming and services are meeting faculty needs, and second, to receive faculty input about needs and preferences for future content and delivery method of TILT faculty teaching professional development. The survey was developed by TILT Directors and informed by an internal benchmarking study of peer institutions' centers for teaching and learning, published needs assessments (e.g., [Behar-Horenstein, 2020](#)), and peer faculty needs assessment surveys gathered through a national listserv for university assessment professionals.

Survey Administration

The survey was administered in May 2025 through a Qualtrics survey link distributed through faculty council, a CSU SOURCE article, and in an email sent by TILT's Executive Director to the faculty listserv. The survey remained open for two weeks. The survey was anonymous, with no personally identifying information collected or tied to responses (e.g., IP addresses, CSU ID or email). Data were securely stored on OneDrive and only accessible to TILT's Director of Assessment.

Eligibility

Any CSU faculty (tenure-track and CCA) or staff members with a current teaching responsibility were eligible to complete the survey. Graduate students and CSU staff members without teaching responsibilities were excluded from the survey. As such, the term "faculty" was explicitly stated in the survey to broadly refer to individuals teaching credit-bearing courses at CSU and is used similarly throughout this report. Both faculty who frequently interact with TILT, and those who do not, were encouraged to participate.

Survey Participants

After removing non-eligible respondents (seven responses; see eligibility above) and responses that did not progress past the demographic questions (12 responses), 116 responses were included in the final analysis. Limited employee data was gathered to allow us to disaggregate and assess faculty needs by college, employee group and teaching appointment. These data are included in detail at the end of this report.

While the responses represent approximately 5% of faculty, responses were distributed across all colleges and ranks, suggesting cross-campus relevance of the findings.

TILT Involvement

We asked respondents to self-report their current level of involvement with faculty development activities at TILT. About two-thirds of respondents reported participating in TILT opportunities between one and four times per year (67%, Table 1).

Table 1. Self-reported participation in TILT faculty development

Participation level	n	%
None	22	19%
Low (1-2 times per year)	44	38%
Some (3-4 times per year)	34	29%
Frequent (5 or more times per year)	16	14%

Overall Perceptions of TILT

Survey respondents generally reported positive overall perceptions about TILT. Seventy-six percent of respondents reported their overall perception of TILT as ‘very positive’ or ‘somewhat positive,’ while only 13% reported a negative perception (Table 2).

There was a moderately positive correlation between overall perceptions of TILT and self-reported participation in TILT faculty professional development opportunities ($r_s = 0.56$; $p < .001$). Respondents with more frequent TILT participation reported a greater overall perception of TILT, while those with lower frequency of participation reported lower overall perceptions.

Table 2. Reported overall perception of TILT (n = 103)

Rating	n	%
Very positive	57	55%
Somewhat positive	22	21%
Neutral	11	11%
Somewhat negative	11	11%
Very negative	2	2%

What is influencing perceptions of TILT?

Respondents were asked to provide open-ended feedback about what is influencing their perception of TILT. Several themes emerged from these responses:

Positive Perceptions

Respondents overwhelmingly attributed their positive perceptions of TILT to their **favorable views of the TILT professional staff**. Respondents shared that they found the TILT staff to be supportive and welcoming, knowledgeable about teaching and learning, and committed to improving teaching and learning at CSU. As one respondent shared, ***“I feel that all TILT staff are my teammates – supportive and on my side in pursuit of being an excellent teacher.”***

The next most salient theme influencing positive perceptions of TILT was the belief that TILT services and resources are high quality. Respondents shared that the resources and services were immediately applicable to their work, responsive to their needs, and that as an outcome of accessing these services, they gained knowledge and improved their teaching. Respondents specifically noted the Best Practices in Teaching courses, Communities of Practice, Teaching Effectiveness Network (formerly MTI Program), Summer Conference, and the Teaching Effectiveness Framework as high-quality programs and resources that influenced them to think positively of TILT.

Negative Perceptions

While much smaller in number, the negative perceptions stemmed primarily from beliefs that TILT does not adequately address systemic challenges faculty face in their teaching, that the university places too great an emphasis on teaching as an R1 institution, and that TILT programs/services are low impact or low value, along with several one-off factors.

Several of the reasons provided for why a respondent held a negative perception about TILT were based on university programs or initiatives misattributed to TILT by the responder (e.g., course teaching evaluation survey).

Current TILT Faculty Development Opportunities

Quality of Programs and Services

Respondents rated the quality of current faculty development programming favorably, with 75% of respondents rating the quality as ‘excellent,’ ‘very good,’ or ‘good’ (Table 3). As with overall perceptions of TILT, there was a moderately positive correlation between ratings of quality and self-reported participation with TILT ($r_s = 0.46, p < .001$). Respondents with more frequent TILT participation rated the quality of TILT’s faculty development programming higher than those with lower frequency of participation.

Table 3. Ratings of the quality of TILT’s current faculty development opportunities (n = 116)

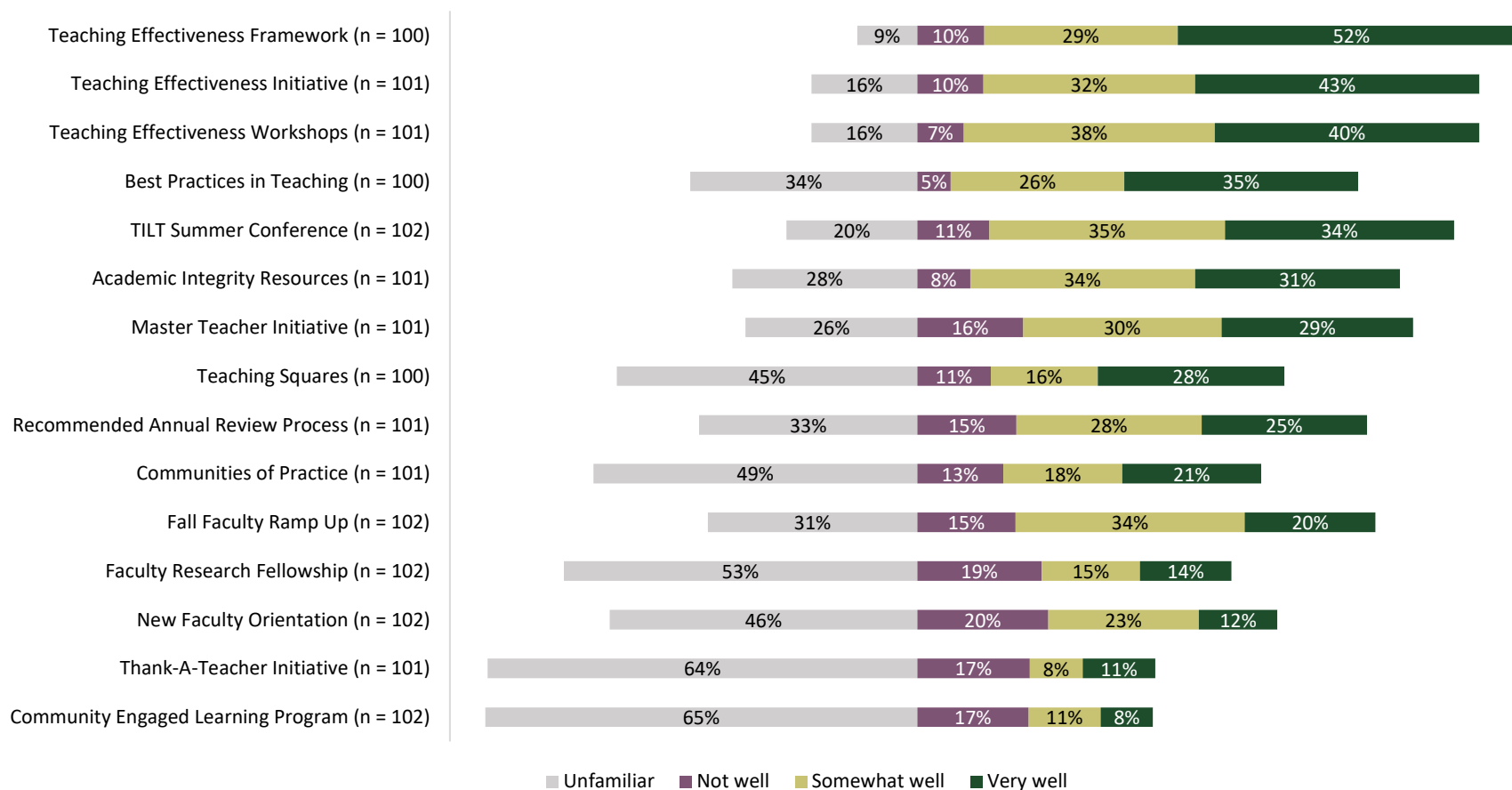
Rating	n	%
Excellent	23	20%
Very Good	41	35%
Good	23	20%
Fair	8	7%
Poor	6	5%
Unsure	15	13%

Meeting Faculty Teaching Development Needs

Respondents were asked to rate a list of TILT professional development services, programs and resources offered during Academic Year 2024-2025 based on how well they felt it was meeting their current teaching development needs. Response options were ‘very well,’ ‘somewhat well,’ or ‘not well.’ If they felt they did not have enough familiarity with the program/service to provide a rating, respondents could instead indicate that they were unfamiliar with the service.

Based on these ratings, respondents identified the Teaching Effectiveness Framework, the Teaching Effectiveness Initiative, and Teaching Effectiveness Workshops as the top three initiatives currently serving their teaching development needs very well (Figure 1). The two programs with the lowest proportion of respondents indicating it serves them well (Thank-A-Teacher and Community Engaged Learning) were both also the ones with the highest level of unfamiliarity. These programs may have been lower ranked due to this lack of awareness rather than their effectiveness. Several notable new initiatives have been launched since this survey (e.g., Course Design Institute, Early Career Teaching Fellows Program) that are not represented in these data.

Figure 1. Ratings of how well current TILT programming serve faculty's teaching development needs



Priorities and Needs for PD

The second half of the survey focused on identifying priorities and preferences for faculty teaching development to help align TILT's offerings to faculty needs and expectations for teaching support.

Preferred Professional Development Provider

Respondents were asked to rank order where they prefer to go for teaching support from the following list of options: programming or services offered by TILT, programming or services offered by my department, programming or services offered by my college, my colleagues at CSU, professional networks outside of CSU, online resources provided by TILT, other online teaching resources, and other.

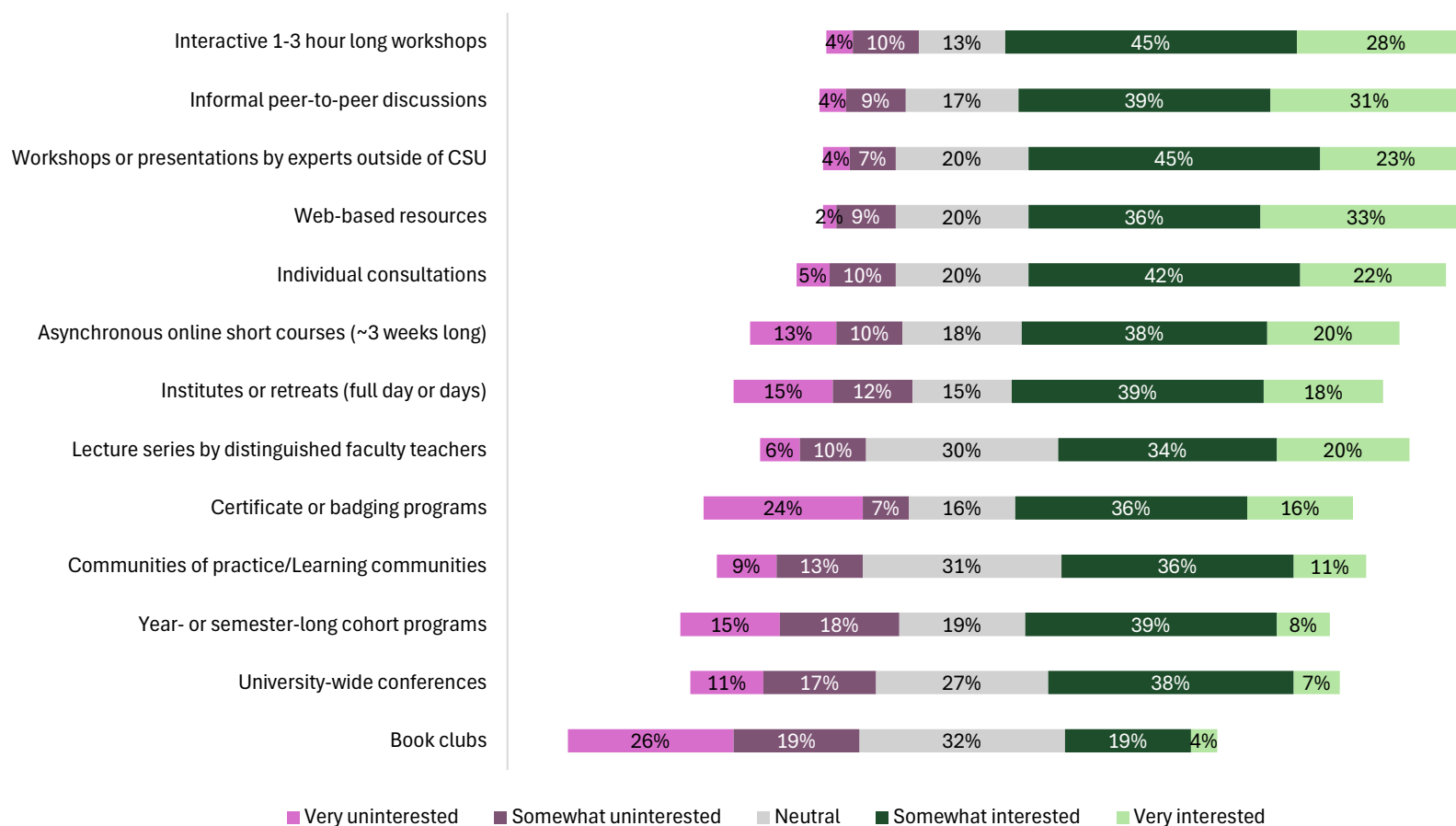
TILT was most frequently ranked as respondents' number one preferred place to go for teaching support (31%), followed by colleagues at CSU (28%) and then professional networks outside of CSU (15%). Other online resources and programming and services offered through colleges were the lowest ranked preference among respondents.

Preferred Professional Development Method

To better understand which professional development delivery models best meet faculty needs, we provided respondents with a list of professional development methods compiled based on TILT's current offerings and an internal benchmarking study of common offerings among our peer centers for teaching and learning. Respondents rated their preference for each on a Likert scale ranging from 'very uninterested' to 'very interested.'

The five delivery methods with the greatest interest were 1) interactive 1-3 hour-long workshops, 2) informal peer-to-peer discussions about teaching, 3) workshops or presentation by experts outside of CSU, 4) web-based resources, and 5) individual consultations about teaching. Methods with the greatest disinterest include 1) book clubs, 2) year- or semester-long cohort programs, and 3) certificate or badging programs (Figure 2).

Figure 2. Faculty interest in various professional development delivery modes (n = 98)



Priority Knowledge and Skills for Faculty Teaching Development

Guided by the Teaching Effectiveness Framework and peer benchmarking study, we created a list of knowledge and skills related to teaching and learning and asked respondents to indicate how high a priority (low, medium, or high) each area was for their own teaching development.

The items most frequently rated as high priority were 1) creating an inclusive classroom environment (80%), 2) supporting students through active learning strategies (78%), and 3) supporting student engagement and motivation (78%). The items most frequently rated as a low priority were 1) engaging in research on teaching and learning (45%), 2) supporting undergraduate researchers (40%), and 3) using artificial intelligence in the classroom (37%; Table 4).

Table 4. Priority knowledge and skills for faculty members' teaching development (n = 99)

Knowledge or Skill	Low Priority		Medium Priority		High Priority	
	n	%	n	%	n	%
Creating an inclusive classroom environment	9	9%	11	11%	79	80%
Supporting students through active learning strategies	4	4%	18	18%	77	78%
Supporting student engagement and motivation	4	4%	18	18%	77	78%
Using a variety of instructional strategies to engage a variety of learners	4	4%	22	22%	73	74%
Providing constructive feedback to students	5	5%	25	25%	69	70%
Effectively assessing student learning	8	8%	22	22%	68	69%
Ensuring course materials are accessible to all students	9	9%	22	22%	68	69%
Creating an inclusive curriculum	11	11%	23	23%	65	66%
Selecting appropriate instructional methods	8	8%	33	33%	58	59%
Aligning course content, assignments, and assessments	13	13%	32	32%	54	55%
Supporting students in productive communication and group work	15	15%	34	34%	50	51%
Addressing academic integrity	12	12%	39	40%	47	48%
Using Canvas to effectively support students	14	14%	40	40%	45	45%
Incorporating student writing development into your course	24	24%	40	40%	35	35%
Addressing difficult or challenging moments in the classroom	25	25%	40	40%	34	34%
Developing and using rubrics	27	27%	40	40%	32	32%
Developing course syllabi	29	29%	39	39%	31	31%
Engaging students in community engaged learning	34	35%	35	36%	29	30%
Using emerging technology in the classroom	25	25%	49	49%	25	25%
Supporting undergraduate researchers	40	40%	34	34%	25	25%
Using artificial intelligence (AI) in the classroom	37	37%	38	38%	24	24%
Writing course learning outcomes	33	33%	45	45%	21	21%
Engaging in research on teaching and learning (SoTL) in my classroom	45	45%	34	34%	20	20%

Recommendations for Additional Support

In addition to asking respondents to rate their teaching development priorities from the pre-set list above, we asked them to share what additional support they would like to have available from TILT to benefit teaching and learning at CSU. Most responses to this question were one-off suggestions for new offerings or suggested changes to current offerings.

Several recommendations were heard across three or four responses, including:

- Need for disciplinary-specific pedagogical training, especially in the arts
- Create formal system for requesting individual teaching consultations
- Provide more opportunities for community-building
- Provide training and support for conducting research on teaching (SoTL/DBER)
- Assist faculty student disability accommodations and addressing accessibility needs within their courses
- Balance messaging around faculty and student responsibility for learning

Recommendations heard across two responses include:

- Offer instructional design services and Canvas support
- Provide more certificates/badging opportunities
- Increased responsiveness to/acknowledgement of academic integrity violations
- Support for academic integrity issues arising from generative AI

Motivating Factors

Lastly, to better understand how to motivate faculty participation in TILT faculty development opportunities, we asked faculty what would motivate them to engage with TILT more frequently in an open-ended question.

The most common themes among responses was **more time**, including that other job and personal responsibilities often must take precedence over prioritizing teaching development, and shifting the **scheduling and availability of TILT offerings** to better fit in with these other responsibilities (e.g., scheduling conflicts with teaching responsibilities, shorter workshops/talks, lower time-intense offerings, more online offerings).

The next most prevalent theme was to provide faculty with **incentives for participation**, including both monetary incentives and recognition in the form of certificates.

And lastly, respondents noted that **structural changes at the university level** would motivate them to engage more with TILT, including protected time for teaching development from departments, equal recognition of the importance of teaching and research for annual review and promotion and tenure, scholarship and pedagogy designated as an official workload category, and generally better compensation by the university.

Respondents also gave one-off insights into specific topics they would recommend adding, or changes they would recommend making, to current TILT offerings that would make them more likely to engage, such as providing food, adding case studies to current content, and supporting field teachers.

Summary

Overall, survey findings show that faculty generally view TILT as a trusted, quality partner in advancing teaching excellence at CSU. Faculty report positive perceptions of TILT and high confidence in the quality of TILT programs and services. Notably, faculty name TILT as their preferred source of teaching support over their department or college. Current offerings are largely meeting faculty needs, although professional development delivery models could be better aligned with the time commitment faculty can make towards their teaching development while balancing competing priorities.

While current offerings are largely meeting faculty needs, demand for support continues to grow in both scope and complexity. Faculty are requesting more individualized consultations, disciplinary-specific pedagogical support, accessibility and disability accommodation guidance, instructional design and Canvas support, among others. Additionally, faculty consistently indicated that greater participation in teaching development depends on institutional structures that provide protected time, meaningful incentives, and clearer recognition of teaching excellence in annual review and promotion processes.

Taken together, these findings suggest both current success and future opportunity. TILT is well-positioned to lead faculty development efforts at CSU, but meeting the breadth and depth of identified needs will require expanded capacity. Strategic investment in additional staffing, instructional design expertise, consultation infrastructure, and scalable delivery models will be essential to sustain quality while increasing reach. Further, institutional alignment around incentives, workload recognition, and protected time for teaching development will significantly enhance faculty engagement and impact.

Faculty development needs at CSU are broad and varied. These data, along with emerging priorities within the field of teaching and learning and those identified by university leadership, help TILT clarify and unify its core mission and central activities. Through sustained investment and partnerships, TILT is well-positioned to continue advancing CSU's commitment to teaching excellence and student success.

Appendix

Participant Employment Information

Table 5. Responses by college (n = 116)

College	n	%	College Faculty N	% College Faculty
Liberal Arts	34	29%	526	6%
Natural Sciences	19	16%	264	7%
Health and Human Sciences	15	13%	257	6%
Engineering	9	8%	166	5%
Agricultural Sciences	8	7%	162	5%
Vet Med & Biomedical Sciences	7	6%	272	3%
Natural Resources	6	5%	118	5%
Business	3	3%	152	2%
Other Administrative Unit	2	2%	--	--
Intra-university	1	<1%	--	--
Did not respond	12	10%	--	--

Table 6. Responses by faculty rank/employment group (n = 116)

Rank/Employment Group	n	%	Rank/Group N	% of Rank/Group
Professor	26	22%	557	5%
Associate Professor	33	28%	467	7%
Assistant Professor	28	24%	378	7%
Master Instructor	5	4%	44	11%
Senior Instructor	8	7%	105	8%
Instructor	10	9%	411	2%
Administrative Professional	4	3%	--	--
University/College/Dept Leadership	2	2%	--	--

Table 7. Responses by percent teaching appointment (n = 116)

