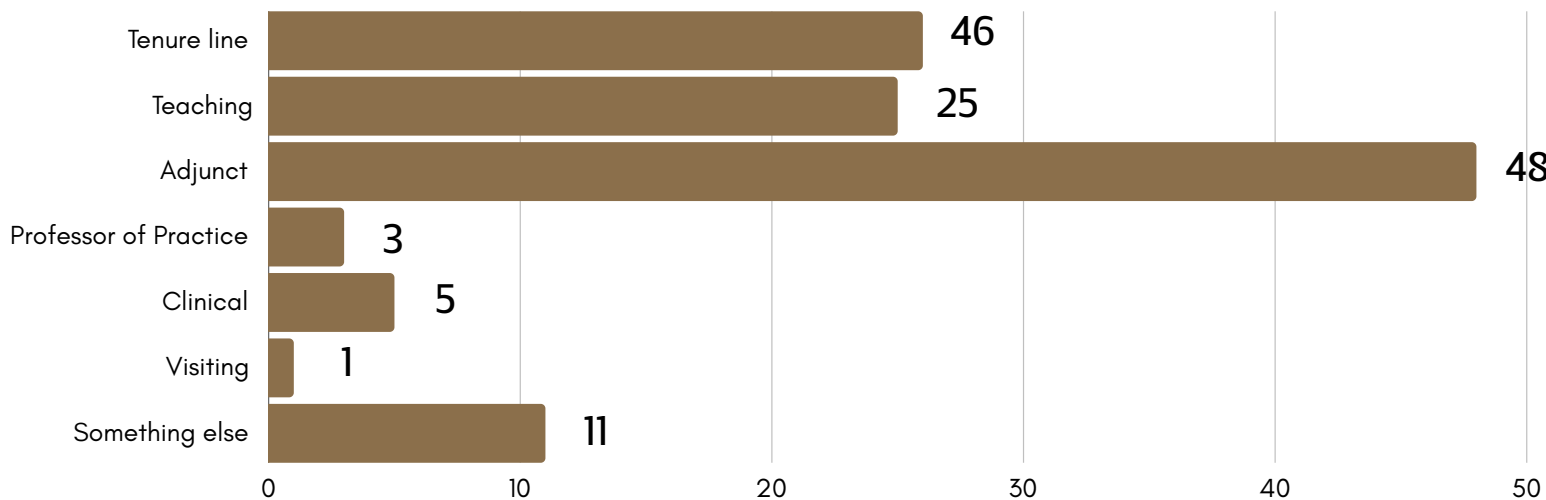




2024
**SPRING TEACHING
NEEDS
ASSESSMENT
SURVEY FINDINGS**

 Office of
Teaching & Learning

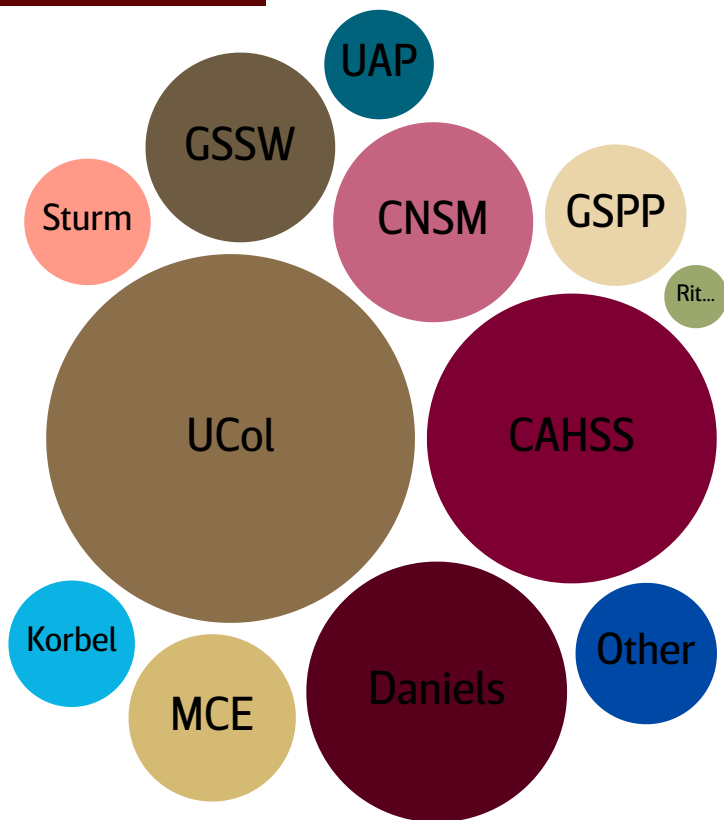
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Assistant Vice Provost & Director, Office of Teaching and Learning



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Faculty responded

ABOUT THE SURVEY

The OTL has been administering needs assessment surveys every two years since 2020. The purpose of these surveys is to understand teaching and learning support needs and ensure the OTL is responsive to the topics, preferred modalities, and suite of services desired by the 800+ appointed and 1,300+ adjuncts served by the office. This survey repeated some past questions to gather longitudinal data as well as novel questions to determine faculty familiarity with emergent issues such as AI.



PARTICIPANTS

Faculty respondents represented all academic units and series. The majority of respondents identified as adjunct followed by tenure line faculty.

- UCOL: 34
- CAHSS: 21
- Daniels: 17
- CNSM: 10
- GSSW: 9
- MCE: 7
- GSPP: 5
- Other: 5
- Sturm: 4
- Korbel: 4
- UAP: 3
- Ritchie: 1

Note--due to the frequency of adjunct and UCOL respondents, data were analyzed both with and without UCOL participants. In the few cases where there were differences between these groups, the findings most representative of appointed, full-time faculty are reported.

During the last two survey cycles we queried faculty on their preferred programs and modalities. As an office, we've been refining offerings to meet faculty needs, both in terms of types of program and the best modality for the given program. In 2022 we included hyflex as a modality option but did not provide that option in 2024. We see similar patterns in desired program types from 2022 to 2024. Workshops (called "small group workshops" in 2022) moved to the top spot, followed by custom programs or consultations (called "group/department consultations" in 2022), which held the 2nd more desired spot. Currently, faculty report preferring in-person offerings for workshops and custom programs while preferring virtual offerings for the other most-desired program types.

2022 top 5 preferred programs	2022 preferred modalities	2024 top 5 preferred programs	2024 preferred modalities
Panels or presentations	Hyflex	Workshops	In-Person
Group/Department consultations	In-person	Custom program/Consultations	In-Person
Small group workshops	In-person	1:1 Consultations	Virtual
Asynchronous resources	Virtual	Short courses	Virtual
1:1 Consultations	In-Person/Virtual tie	Workshop series	Virtual

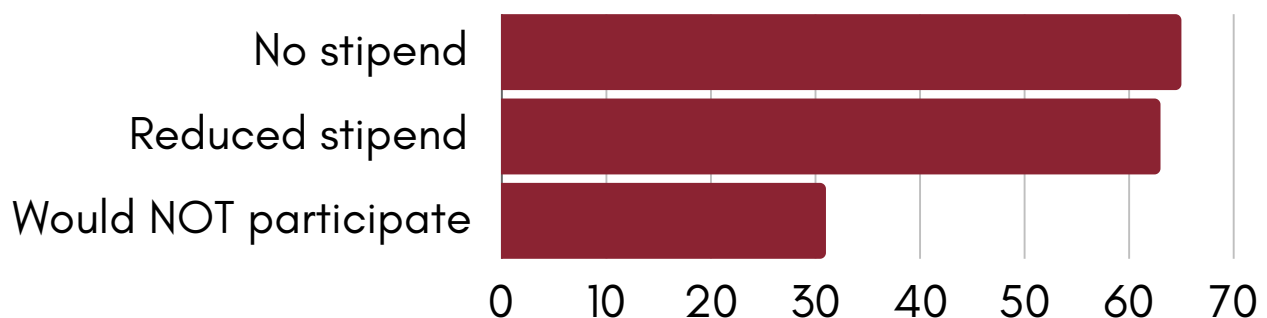
In addition to program types, we asked respondents to select their top 5 preferred topics from a list. Not in the top 5 but a close #6 was *Neurodiversity in the Classroom*.

1. ARTIFICIAL INTELLIGENCE
2. COURSE DESIGN
3. NEW EDUCATIONAL TECHNOLOGY
4. INCLUSIVE AND EQUITABLE TEACHING
5. CREATING CLASSROOM COMMUNITY

We also asked faculty to rank their motivations for attendance.

1. DEVELOPING TEACHING SKILLS
2. CONNECTING WITH DU COMMUNITY
3. EARNING A STIPEND
4. FOOD/STIPEND/DEPARTMENT BUY IN (TIES)
5. RECEIVING FOOD

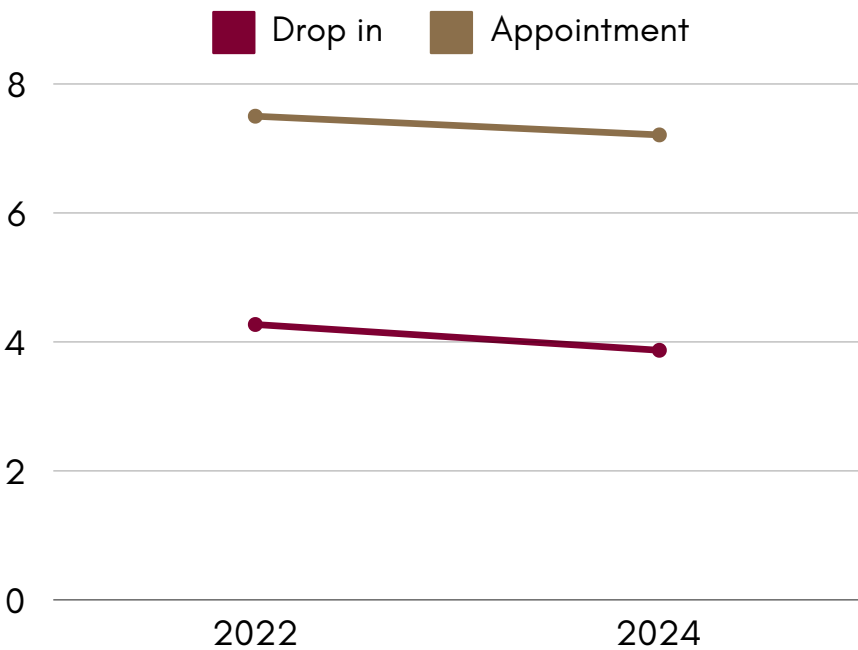
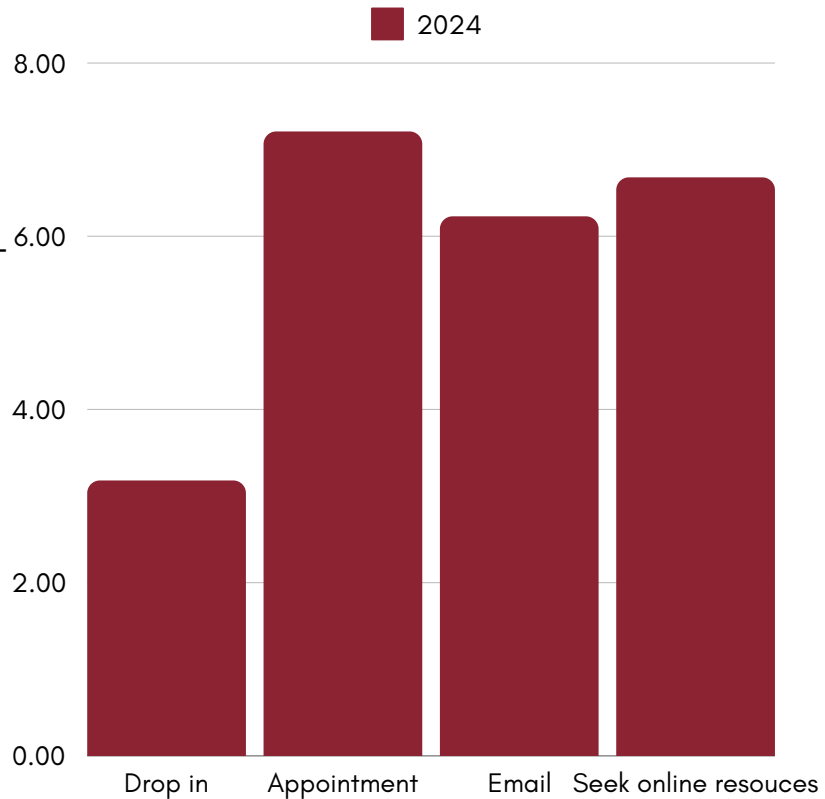
Historically, the OTL has offered stipends for certain programs. Due to ongoing budget constraints, we asked faculty **“I would still participate if there were...”**



This was a “check all that apply” item and the most frequent responses were “no stipend”, “reduced stipend”, and both together (70% of total responses).

As we continue to adapt services to post-pandemic needs, we asked about the ways in which constituents access our services. Participants rated the following prompts on a scale of 1-low to 10-high:

1. I expect to drop in at any time during normal business hours and find someone to help me.
2. I prefer to make an appointment in advance when I have questions.
3. I email otledu.edu when I need support.
4. I seek out online resources when I need support (i.e. OTL website).



Responses indicate that faculty do not expect to walk in, prefer to make appointments and tend to seek out asynchronous supports (e.g. email and our website). We asked questions 1 and 2 in 2022 and found similar results. These data point to the importance of the OTL inbox as a “front door” to the office and the need for online content creation and timely web updates.

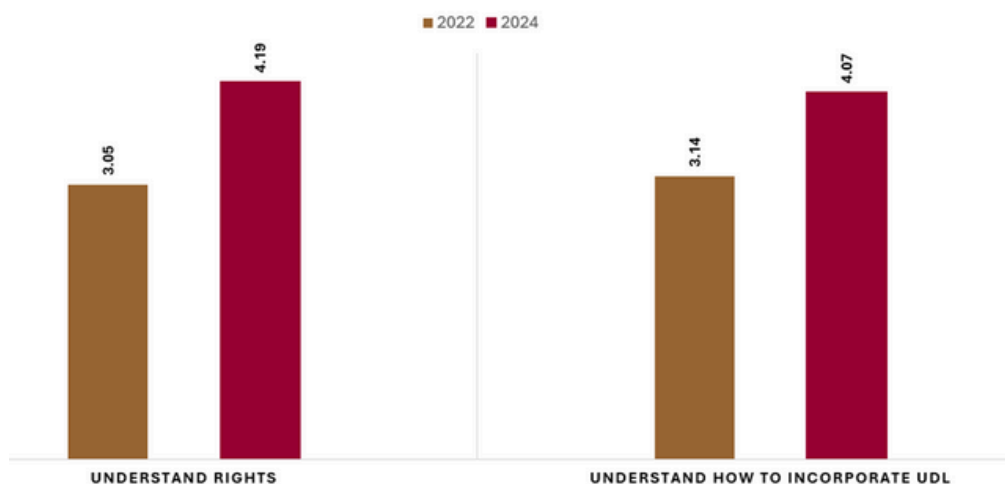
We often ask faculty to self-report on their confidence, understanding, and practices related to teaching. Because Universal Design for Learning (UDL) and inclusive teaching have been relatively new foci of our office, we asked questions about these in addition to other aspects of teaching practice (1-low; 5-high).

Item	Mean
I understand my role and rights as a faculty member in the student accommodation process	4.19
I incorporate instructional strategies that minimize the impact of disability in the academic environment such as UDL	4.07
I create an inclusive and caring classroom environment	4.48
I intentionally design my course(s) in which all components align	4.21
I intentionally adapt teaching practice based on student feedback	4.36
I intentionally choose and use meaningful educational technology	4.08
I actively reflect on my teaching practices	4.55
I participate in continuing education related to pedagogical strategies	4.11
As a result of participating in OTL programming, I feel like I have found a sense of community and belonging	3.58

The questions about UDL and accommodations appeared on a [2021-22 internal needs-assessment survey](#) administered by the faculty developer for instructional accessibility, providing longitudinal data on these two questions, indicating increases in self-reported knowledge:

“I understand my role and rights as a faculty member in the student accommodation process.”

“I incorporate instructional strategies that minimize the impact of disability in the academic environment, such as Universal Design.”



Given the emergence of readily-available large language model (LLM) writing tools on the educational scene in late 2022, we asked faculty about their understanding and needs around AI in the college classroom with the prompt, “The Office of Teaching and Learning is trying to assist faculty in understanding the role of Artificial Intelligence (A.I.) in higher education. We would like to know a little bit about your engagement with it as an instructor. When you consider A.I. (broadly defined), please rate yourself on the following statements” (1-strongly disagree; 5-strongly agree).

Item	Mean	% somewhat or strongly agree
I have an understanding of how AI can be used in higher education	3.33	56%
I have discussions with students about AI in my courses	3.45	61%
I have used AI in my own teaching, research, and professional practice	2.98	45.2%
I have students use AI in my classes	2.96	38.1%

We asked two open ended questions about AI, “Please describe how, if at all, you have used AI in your teaching and learning practices.” and “What types of support would be helpful in addressing the use of AI in teaching and learning practices?”. Representative responses are shared below.

FACULTY USE OF AI

Representative responses (spelling and grammar is unedited)

I use it to create quizzes. I also use it to research computer code.

I try to ignore it.

In certain in-class activities, I have noted and encouraged the use of AI for particular topics. I have also shared with students when I have drawn from AI for certain teaching information/activities.

Very little. I see potential -and I see much that concerns me, from an intellectual property POV. I want to learn more to develop best practices and more importantly to teach students to be prepared properly for their future

I strongly disagree with the use of AI in class due to the the ethical concerns of generative AI -- both the theft of authors' and artists' work to create LLM and similar models, and the environmental destruction that is being caused by water and energy use to produce LLMs. I think it is deeply unethical that DU is buying into these models and encouraging their use.

Research summaries, literature review, evidence discovery.

I use it with grad students to learn and understand code.

FACULTY USE OF AI

Continued

[Campus colleagues] followed up on my request and organized an AI workshop for my fsem class... The room had a computer and projector screen where [colleagues] projected some very useful and well-prepared slides (you might wanna get a copy from them?), and my students also brought their laptops for hands-on work. We learned about ChatGPT, how to use it to guide final project selections (which my students found quite helpful), and how to do some animations using Adobe Firefly.

Providing condensed feedback, letting students use GAMMA or other AI slide deck creators, using Grammarly for writing help, using CHat gpt or copilot to find out real time replies to questions, suggested prompts for tutoring help.

I have provided guidelines for AI use in the syllabus and course welcome. I have not used AI in my teaching or learning so far, and I want to get more up to speed on it as it is a growing resource, as well as to better work with students on AI and appropriate use/detection in assignments.

I use Motion.com to manage the calendar and to-do list. I use Chat CPT for research and grant writing. I use Grammarly to write better.

I teach writing. I find the use of AI unethical and detrimental to teaching how to write, but have to explore it with students so they can understand why it is counterproductive and shoddy. I'm not happy about this technology being forced on us. It is exhausting to deal with the fallout. I am also dismayed at how many faculty embrace its use in writing and assessment, which I find unethical. The message we're sending students is mixed.

I have used AI to help develop exercises, assignments and rubrics. I have also begun using it to help grade students' work.

I have conversations with them about how it can help with editing and revising essays, and how the work of prompting it can help them articulate a thesis.

SUMMARY

Faculty expressed using AI in the classroom to help students **understand the technology** and mentioned including information in their syllabi to **help students understand acceptable use**. They also mentioned discussing with students the use of AI as a **idea generator, editor, and tutor**. There were also reports of using AI to assist in their own workflow including **assignment and quiz generation, scheduling, developing rubrics and activities, and supporting their research productivity**.

Notably, there are still many faculty who reported **not using or understanding the technology** and **ethical concerns** surrounding the technology.

DESIRED SUPPORT FOR AI

Representative responses (spelling and grammar is unedited)

Understanding of using A.I. for data analysis. I would very much like a virtual course over the summer on the subject.

how to help students be critical consumers/digital literacy

I feel like a lot of discussion around AI has centered on the ethics but I think it's more helpful to me to learn about its accuracy and pitfalls a la harm reduction. If my students are going to use it regardless, I'd rather be able to address that reality.

I need to start with AI 101. Really. Even though I know about it and teach about how its advancements will better our efficiency as a society, I have never engaged AI on purpose. Some of us really need to start with a primer.

Help in keeping student work honest.

Understanding of what data can be put into a system, and who can see it, how long it's stored, what it's used for, etc.

how to talk w students about it

Continued collection of resources. I've asked at the DU level about 1. if there are any tools that faculty should actually pay for? 2. Is there anything being explored at the DU level to coordinate additional access for the "better" tools?

Individual consultations and one-off workshops. Subscriptions to AI services. Clear policies for use AI in class and assignments.

Examples assignments for teaching AI best practices in writing, preparing a presentation.

I would be curious as to how other instructors are using it, especially in terms of drafting papers.

Giving examples of how students and teachers could use AI in a helpful way that does not avoid learning, but helps both do what they need to do more successfully.

Practice by doing with support

There's been a lot of focus (rightfully) on cheating and plagiarism issues. Focusing on some of the more experimental / fun / out of the box ways to get students thinking, talking about, or teaching and learning with it might be neat.

SUMMARY

Faculty expressed desires around **basic introductions** to the technology including support for **hands-on experimentation** in addition to **opportunities to think creatively**. They expressed concerns around navigating **academic honesty, lack of central policies, and privacy**. Faculty discussed **digital literacy**, suggested specific sessions such as **creating assignments**, desires to engage via **consultations and workshops** as well as collections of **resources and sample assignments**, and opportunities to **learn from one another**.

FACULTY WANT WORKSHOPS AND GROUP CONSULTS

The most frequently cited desires for types of program are workshops and group consultations, two programming types we are continuing to offer in the 24-25 academic year. While respondents prefer both of these program types to be in-person, other top five programs (including 1:1 consultations) are preferred virtually. We continue to be thoughtful about the best modality for the program and are offering many of our workshops both in person and virtually in 24-25 to ascertain if there is alignment between self-reported preferences and actual attendance.

FACULTY WANT PROGRAMS ON AI

The most desired topic among respondents was AI in the classroom. During the 24-25 academic year, we are offering a workshop series, assessment-focused session, Faculty Learning Community, and Community of Practice on this very topic.

FACULTY ARE MOTIVATED BY LEARNING OVER STIPENDS

When asked about motivations to attend, "developing teaching skills" was the top-ranked item. In anticipation of ongoing budget constraints we also asked whether faculty would attend if stipends were smaller or discontinued. Overwhelmingly, respondents indicated stipend amount or availability is not an attendance deal-breaker. Even so, we will consider to offer stipends as possible during off-contract seasons such as summer.

ASYNCHRONOUS RESOURCES, THE OTL INBOX AND PRE-SCHEDULED MEETINGS ARE PREFERRED TO DROPPING IN

Longitudinal feedback indicates that faculty prefer to make appointments over dropping in. They are very likely to pursue asynchronous resources including sending an email to our general inbox and using our website. As we've worked to find the best solution to in-person availability despite few actual drop-ins, we've narrowed our "in person hours" to Tuesday-Thursday from 9-3pm and promoted virtual availability during normal business hours (8:30am-4:30pm, M-F). We continue to work to improve online resources and now that we have a permanent web content designer (shared with Faculty Affairs), we are better able to keep up our asynchronous footprint. Because our inbox serves as the virtual front door, we need to commit resources to this access point. The OTL will continue to ask for an administrative assistant in annual budget development requests.

GROWTH IN SKILLS AROUND UDL/ACCESSIBILITY

Faculty are rating themselves highly on questions related to teaching. Where we have longitudinal data, we see self-reported increases in the ability to deliver on accommodations and implement UDL practices. The OTL will continue to support this growth in particular in the lead up to and following the fall 2024 Provost's conference.

AI IS A GROWING EDGE

A new set of questions focused on AI this year. Faculty self-reported variations in comfort and use of AI both through quantitative and qualitative responses. There is both curiosity and concern when it comes to AI in the college classroom. As noted, the OTL is hosting several programs related to AI use both for personal teaching-related workflow and regarding implementing the technology in the classroom, syllabus, assignments, and assessment. We will continue to ensure we offer programming that answers the most pressing questions about this emerging technology and collaborate with the new director of AI initiatives to ensure robust continuing education offerings.