

Report on Faculty Needs Assessment

Center for Excellence in
Teaching, Learning, and
Leadership (CETLL)

Summer 2026

Executive Summary

In Fall 2025, CETLL conducted a needs assessment—combining a college-wide faculty survey (303 responses) and thirty 1:1 interviews with deans, chairs, and faculty—to understand what QC faculty need to teach effectively and to guide CETLL’s short- and long-term planning. This summary highlights the findings and recommendations that emerged through this process.

Three broad findings emerged:

1. Teaching has become more complex, as faculty balance foundational skill-building, rapidly changing technology, evolving assessment practices, and growing attention to student engagement and career preparation.
2. Faculty consistently want more opportunities to learn with and from one another, through peer mentoring, interdisciplinary collaboration, and sustained communities of practice.
3. Meaningful change requires institutional investment: faculty need protected time, recognition, and structural support—not just more programming—to sustain teaching innovation and scholarship.

Within these broad findings, **generative AI, supporting student skills development, and experiential/active learning** stood out as the most urgent priorities, alongside strong interest in assessment practices, intentional course design, instructional technology, and support for scholarship—especially mentorship for new, pre-tenure, and adjunct faculty.

Based on these findings, this report recommends that QC and CETLL:

- Incorporate these findings into QC’s next strategic plan
- Implement strategies that expand faculty time, recognition, and support to ease workload barriers to teaching innovation and scholarship, especially for new, pre-tenure/CCE, and adjunct faculty
- Develop focused programming on top priority areas-- especially generative AI, student skills development, and experiential/active learning-- with both institution-wide guidance and discipline specific support
- Continue and expand peer-based learning and interdisciplinary collaboration
- Improve outreach so more faculty are aware of and can access existing CETLL offerings

Introduction

In Fall 2025, in partnership with QC's Office of Institutional Effectiveness (OIE), CETLL conducted a needs assessment to gather input from faculty about their priorities for training and resources, to support CETLL's short- and long-term planning to be responsive to QC faculty across divisions, disciplines, roles, and titles. All QC faculty were invited to participate in an online survey and/or a 1:1 virtual interview with CETLL's Director of Learning and Development.^[1] CETLL conducted outreach through the CETLL Director's email messages to every Division Dean and Department Chair, email messages from OIE, CETLL mailers through the Socrates listserv, and mailers through QC e-communication channels.

The invitation open rate was 43.2%, and the online survey closed with 303 responses for a response rate of 13.6%. Of these responses, 216 are complete (as opposed to partial). According to OIE, the open rate and response rate are typical and indicate that faculty who engaged with the invitation found the survey relevant enough to act on. Additionally, the margin of error for the survey was about 5.2 at a 95% confidence level, which means the sample size is statistically robust.^[2]

For CETLL, these rates can be interpreted as indicative of the reach and engagement of this project. CETLL's goal was not necessarily to secure a statistically representative sample that would lead to generalizable claims about what most faculty need, but to learn more about the range and depth of the needs expressed by faculty. Our goal is to interpret the survey results, with attention to who did/did not participate (e.g. adjuncts are underrepresented; there is modest underrepresentation of MNS and SS faculty), to inform our short- and long-term planning to be meaningful and equitable for QC faculty.

Survey Respondent Profile

Division	Percentage of Respondents
Arts and Humanities	37%
Mathematics and Natural Sciences	25%
Social Sciences	19%
Education	16%
Business	3%

Roles (multiple responses possible)	Percentage of Respondents
Tenured professorial faculty	38%
Adjunct Faculty	35%
Pre-tenured faculty	18%
Lecturers (pre- and post- CCE)	11%
Other instructional roles	4%
Other administrative roles	28%

In addition to surveys, **thirty (30) faculty participated in 1:1 interviews**, including 2 division deans, 13 department chairs, and 15 faculty members. Most of the interviewees held full-time positions, with almost equal representation across tenured, tenure-track, and lecturer roles, along with one part-time instructor.

Summary of Data

Faculty who participated in this needs assessment offered thoughtful, substantive, and critical observations, suggestions, and questions for CETLL to consider about the current state and future possibilities of faculty development at QC. OIE's [Report on the 2025 Faculty Development Survey](#) provides a more detailed look into the response data as well as the survey instrument. This report states that:

[w]hat unifies [faculty] concerns is a desire for coherence. Faculty repeatedly ask for **shared frameworks, better integration of systems, sustained structures, and practical, discipline-sensitive guidance.** Faculty are actively rethinking teaching in response to technological disruption, shifting student needs, and evolving institutional pressures. They are not asking whether to adapt; they are asking how to adapt sustainably and cohesively. The central challenge, therefore, is structural.... [T]he survey results reveal **a faculty prepared to undertake thoughtful, collective change, provided that institutional structures make such change viable."** (17)

Summary of Survey Responses

Overview of Priorities and Comments from Survey Responses

Area	% named "high priority"	% of open-ended comments	Representative Comments
Pedagogy			
Supporting Skills Development	75%	55%	"Supporting student skill development should be emphasized so students don't graduate with only a minimum level of writing skill."
Culturally Responsive Teaching	50%	38%	"During these politically charged times, productive ways to have discussions with students about the state of the world."
Intentional Course Design	49%	34%	"Intentional course design: provide professional development on backward design strategies." "There is a lot of confusion about learning objectives—what is 'required' by departments."
Teaching With/About Generative AI	47%	58%	"AI is here to stay, and students must learn to use it responsibly... My goal is to give them the tools to harness AI thoughtfully, ethically, and transparently." "Focus on teaching students to use AI appropriately, integrating it into coursework and instruction and shifting focus away from all-consuming concern with cheating."
Inclusive Teaching/ Universal Design for Learning	40%	38%	"UDL and inclusive teaching beyond compliance with the ADA."

Area	% named "high priority"	% of open-ended comments	Representative Comments
Teaching Hybrid/Online Classes	40%	31%	"Hybrid courses that maximize in-person time while preserving flexibility." "I need support making my online class better. I don't really know what students expect."
Teaching Large/Jumbo/First-Year Classes	--	42%	"How to create impactful assignments for large classes that don't require a million hours of grading." "In larger classes (30+), my most urgent concern is that students seem less prepared, less engaged, and cheat more."
Student Engagement			
Experiential Learning	66%	56%	"A holistic shift from compliance-based participation to authentic, purpose-driven engagement."
Active Learning	61%	56%	"Active learning, focusing on metacognition/reflection, and research engagement would be good ways to ignite intellectual curiosity."
Student Metacognition	60%	44%	"Metacognition and reflection...help students become skilled learners who can direct their own learning."
Student Mental Health/Wellbeing	--	48%	"Students cannot be fully engaged when they are disconnected emotionally or struggling silently." "I am not a trained counselor, and I shouldn't be asked to front mental health issues."

Area	% named "high priority"	% of open-ended comments	Representative Comments
Integrating Campus Resources into Teaching	--	41%	"Guidance on embedding resources like the library and Makerspace into courses." "I would like a comprehensive overview of campus resources beyond the library."
Beyond the Classroom			
Community-based Learning	58%	49%	"I would like to help my students actualize the idea of activist civic education." "Anything that has a community service component interests me."
Connecting Learning to Careers	55%	64%	"If we are going to maintain majors and attract students today, we NEED to develop internships and career-based learning across the campus." "Demonstrating career success with degrees in English, philosophy, history, languages, etc. would be fantastic."
Institutional Infrastructure	--	42%	"I'm not sure how that would work without funding/resources." "Departments struggle to promote their events... I wonder how these learning opportunities could be more holistically supported."

Area	% named "high priority"	% of open-ended comments	Representative Comments
Learning Assessment			
Concern for Integrity in the Age of AI	66%	61%	"It's not clear to me how we can assign research papers any more when students are using AI to write them." "The most important thing for me to understand right now is how to teach in the world of AI."
Student Use of Feedback	57%	32%	"How to grade assignments efficiently and give effective feedback for large classes."
Alternative Approaches to Grading	40%	49%	"Alternative grading approaches... often seem to promote deeper learning." "I am hesitant to reintroduce specifications grading due to academic unit dynamics."
Assignment Design, Scaffolding, and Measuring Student Understanding	--	44%	"Arranging assignments such that they capture the most of the students' understanding." "I haven't figured out how to keep low-stakes assignments low-stakes while maintaining accountability."

Area	% named "high priority"	% of open-ended comments	Representative Comments
Technology Needs			
Brightspace	49%	57%	"I would like to better understand the full range of what can be done in Brightspace." "Just...how to make Brightspace easier for students to use." "Advanced Brightspace capabilities."
AI as an Instructional Tool	49%	51%	"I'm concerned both by its impact on students' learning as well as its environmental impact." "I think we should stop fooling ourselves about how AI can help students learn."
Multimedia to Support Learning	43%	41%	"A course on video editing." "I would enjoy the opportunity to develop new multimedia tools for my classes."
QC Navigate	--	46%	"Navigate is a pain but I should be using it for advising." "Every time I've tried to use it, nothing really happens."
Other Faculty Development			
Resources Supporting Scholarship [**]	60%	62%	"There is simply too little support in all ways for faculty research."
Support for Writing and Publication	51%	62%	"Support for faculty research is always helpful."

Area	% named "high priority"	% of open-ended comments	Representative Comments
Cross-disciplinary and Community-building initiatives [**]	41%	46%	"Getting us out of our department silos!" "Community-building events! Morale is low."
Time/Workload/Structural Barriers to Scholarship	--	55%	"Queens essentially punishes folks who conduct research." "Everything else is just an empty gesture without resources."
Mentorship for New/Pre-tenure/Adjunct Faculty	--	49%	"I felt left adrift when I was hired." "Working as an adjunct can be very lonely."

Note: [] Also identified as a priority in the [Recommendations of the Coache Working Group Final Report 2024](#)**

The open-ended comments generally added both specificity and nuance to the faculty priorities indicated by the survey. **However, the comments also revealed other faculty priorities, concerns, and questions not indicated by the quantitative data, including:**

- Teaching Large/Jumbo/First-Year Classes
- Student Mental Health/Wellbeing
- Integrating Campus Resources into Teaching
- Institutional Infrastructure (in the context of career-connected learning/learning beyond the classroom)
- Assignment Design, Scaffolding, and Measuring Student Understanding
- Time/Workload/Structural Barriers to Scholarship
- Mentorship for New/Pre-tenure/Adjunct Faculty
- Leadership Development/Admin Training
- QC Navigate

Summary of Interview Responses

Overall, the interview responses aligned with the findings from the survey, with some notable patterns:

- Generative AI came up in almost every faculty interview, with many faculty prioritizing **AI use as part of teaching and learning AND student use of AI**
- In addition to student skills development (especially writing) and effective hybrid/online learning as pedagogical priorities, interviewees identified wanting **opportunities for interdisciplinary teaching** and **support to strengthen different modes for teaching** (e.g. lecture vs. seminar, in discipline-specific contexts) as priorities.
- The interviews revealed **additional priorities for student engagement**, including:
 - » Basic teaching/student engagement skills
 - » Engaging/serving students with disabilities
 - » MNS faculty shared concerns about engaging students who are taking class as pre-req/non-majors, because of high fail rate

Discussion

Across survey responses, open-ended comments, and interviews, faculty generally expressed deep commitment to teaching and to their students and are engaged in creative and rigorous pedagogical strategies. Faculty described the ways that teaching, scholarship, student learning, technology, and institutional conditions are deeply interconnected.

Three broad findings emerged across this needs assessment:

- **Teaching has become more complex.** Across disciplines, respondents reported balancing foundational skill development, rapidly changing technologies, evolving assessment practices, and increasing attention to student engagement and career preparation.
- **Faculty consistently expressed interest in learning with and from one another.** While many instructional challenges are shared across the institution, respondents also emphasized the importance of discipline-specific expertise, peer mentoring, interdisciplinary collaboration, and sustained communities of practice.
- **Meaningful change requires institutional investment.** Adequate time, institutional support, collaboration, and recognition are necessary for teaching innovation, scholarship, and student-centered initiatives. Effective faculty development is less about programming and more about the cultivation of an institutional culture of continuous learning with support.

The following sections organize the findings into themes that emerged from this needs assessment. However, it is important to note that faculty responses frequently crossed multiple areas, underscoring that effective faculty development requires an integrated approach.

Together, these themes illustrate how teaching, student learning, instructional technology, scholarship, and institutional conditions are interconnected.

Themes

- 1. Generative AI.** Generative AI emerged as a catalyst for broader conversations about teaching, learning, and assessment. Faculty responses ranged from interest in integrating AI into their teaching to questions about ethical use and concerns about critical thinking, student learning, and academic integrity. Many described uncertainty about authorship, diminished confidence in take-home writing assignments, and the lack of institutional guidance, particularly in hybrid and online courses. **Faculty responses point to the need for both institution-wide guidance and discipline-specific opportunities to explore thoughtful and responsible uses of AI.**
- 2. Supporting Students Skills Development.** Across disciplines, faculty described increasing responsibility for helping students develop foundational academic skills, including writing, reading comprehension, analytical reasoning, quantitative reasoning, and study strategies. Many characterized their teaching as increasingly “compensatory,” requiring attention to foundational skills before students can fully engage with disciplinary content. Faculty also emphasized metacognitive practices, reflection, and helping students recognize the transferability of their learning to future careers. **Collectively, these responses underscore the expanding role of faculty in supporting students’ academic and professional development alongside disciplinary learning.**
- 3. Experiential and Active Learning Strategies.** Community-based and career-connected learning represented one of the strongest areas of consensus among faculty. Respondents consistently described learning beyond the classroom as central—not peripheral—to student engagement, motivation, retention, and helping students recognize the value of their education. Service learning, fieldwork, undergraduate research, internships, and community-

engaged projects were viewed as opportunities for students to apply their learning while developing professional competencies. At the same time, sustaining these opportunities requires institutional infrastructure, administrative coordination, funding, and partnerships beyond individual faculty effort. **These findings position experiential and active learning as a pedagogical priority that requires institutional commitment.**

4. Assessment of Student Learning. Assessment was described as one of the areas most affected by changes in technology, student preparation, and grading practices. Beyond concerns about AI, faculty expressed strong interest in feedback-rich, scaffolded assignments, authentic assessment, peer assessment, effective rubrics, and alternative grading approaches that promote rigor, transparency, equity, and student motivation. **This pattern reflects a growing interest in assessment as an evolving area of pedagogical practice.**

5. Intentional Course Design Across Modalities. Faculty emphasized the importance of aligning learning objectives, instructional strategies, assignments, and assessment across face-to-face, hybrid, and online courses. Several respondents identified backward design as a useful framework for creating more coherent learning experiences. They also noted that redesigning courses and adapting instruction across modalities requires time, collaboration, and institutional support. **These findings reinforce the importance of intentional course design as a foundation for effective teaching across instructional modalities.**

6. Instructional Technology and Digital Teaching. While faculty continue to value foundational support in Brightspace and other instructional technologies, they expressed growing interest in advanced features, discipline-specific tools, and practical applications grounded in authentic teaching. **Respondents emphasized technology that enhances engagement, communication, assessment, and learning across instructional modalities.**

7. Support for Writing, Publication, and Research. Faculty consistently identified the need for sustained structures to support writing, publication, and research productivity. Heavy

teaching and service responsibilities, limited course releases, fragmented support, and misaligned incentive structures were described as barriers to scholarship and contributors to burnout. Respondents emphasized that meaningful support requires protected time, writing communities, mentorship, grant development, and collaborative research opportunities, noting that isolated workshops cannot address these structural challenges. **Ultimately, faculty responses suggest that supporting scholarship is an essential component of faculty development and depends on broader institutional investment in the conditions that enable faculty to thrive.**

Suggestions for CETLL Programming

The findings from this needs assessment suggest opportunities to strengthen faculty development through both continued investment in existing initiatives and expanded collaboration across the college. The following matrix summarizes how the identified priorities align with current CETLL programming, suggestions and feedback offered through the survey and interviews for future programming, and potential campus partnerships.

Current Offerings and Suggestions for Future Possibilities

Faculty Development Area	Current Offerings	Opportunities for Growth	Current/Potential Campus Partners
Generative AI	Teaching and Learning Showcases; Faculty Fellows Program; Pedagogies of Writing workshop	Support division/discipline-specific efforts; offer focused guidance and trainings to build faculty skills and understanding	Writing at Queens; Provost's Office; ITS; Committee on Academic Technology (Senate); Deans/Chairs
Supporting Student Skills Development	Pedagogies of Writing workshops and Faculty Fellows Program; Pedagogy Pop-Ups; New Faculty Orientation	Create opportunities for faculty to learn more about student-facing campus resources; Writing in the Disciplines.	Gen Ed Council; Writing at Queens; Writing Center; Learning Commons; Makerspace

Faculty Development Area	Current Offerings	Opportunities for Growth	Current/Potential Campus Partners
Experiential and Active Learning Strategies	Pedagogies of Place workshop; Faculty Fellows Program; Pedagogy Pop-Ups	Facilitate Internship/ Service Learning Coordinator hub; Support faculty to build relationships with campus resources including media/ promotion of majors/fields (Why study X?)	Experiential Education; Center for Career Engagement and Internships; Career Fellows; QC Alumni Affairs; QC Communications
Assessment of Student Learning	Teaching and Learning Showcases	Peer-led workshops to share strategies; training on alternative grading approaches; academic integrity guidelines	OIE, FLEA, Department Chairs
Intentional Course Design, Across Modalities	Best Practices for Teaching Online (CUNY asynch course)	Training for new teachers on course design basics and student engagement; expand/revisit BPTO to grow support for hybrid/ online teaching	ITS, Writing at Queens, Gen Ed Council; CUNY
Instructional Technology and Digital Accessibility	Brightspace workshops; UDL/BrS workshop; Drop-in Hours	Grow offerings to support faculty around accessibility	ITS; Committee on Academic Technology (Senate)
Supporting Scholarship and Faculty Work	Workshops to support Tenure and Promotion; New Faculty Orientation	Offer workshops on areas of faculty life, such as: Scholarship on Teaching and Learning; how to do peer observations and give feedback to faculty; how to write recommendation letters for students; how to write reviewer letters for faculty peers for tenure and promotion; training on how to serve as a mentor, how to make use of a mentor	Provost's Office; Sit N Write Program

Faculty Development Area	Current Offerings	Opportunities for Growth	Current/Potential Campus Partners
Other	Resource Guides; Website as a resource	Faculty learning communities; "open teaching week;" "difficult dialogues"	OER, CERRU

Additional suggestions for CETLL that emerged through this process include:

- **Continue CETLL's programs that already meet faculty development priorities, specifically:**
 - » Pedagogy-focused offerings (Teaching and Learning Showcases; Pedagogy Pop-Ups, collaborations with Writing at Queens e.g.)
 - » Experiential Learning (Career-Connected Learning seminar; Pedagogy Pop-ups; Pedagogies of Place workshop)
 - » Accessibility across digital and in-person learning (UDL/Brightspace workshops e.g.)
 - » "Leadership" development, or workshops that support faculty to succeed in different areas of their work
- **Improve CETLL's outreach and accessibility:** There is a gap between CETLL's offerings and faculty participation in them. This is rooted in workload issues and the limits on faculty capacity to engage in additional programs, but this also has to do with communication. For example, although CETLL offers regular drop-in hours and 1:1 support on Brightspace, many faculty expressed not knowing how to use Brightspace or how to get help. CETLL can raise the visibility of its offerings through many strategies, including:
 - » Pitch programs with a clear objective (e.g. come to X to learn how to do Y)
 - » Bring CETLL to faculty by requesting time at department meetings to share information, conduct a small workshop
 - » Vary the days/times that programs are held, including evening options (particularly for PT faculty)
 - » Print flyers and distribute them to departments
 - » Work with the Faculty Advisory Board to support dissemination of materials across campus; Ask presenters to engage in outreach to their departments and other colleagues to support more participation in these events.
 - » Offer incentives (e.g., stipends, course releases, devices, food) for participation.
 - » Add a social component to programs (e.g., reception, a meal) as an incentive.

Recommendations for Next Steps

Findings and Key Takeaways	Strategies
Meaningful change requires institutional investment.	▪ Incorporate findings from this needs assessment into QC's next strategic plan ▪ Develop opportunities that offer faculty time, recognition, and other substantive support for their work (including strategies to ease their workloads) ▪ Expand structured mentorship training and programs for new, pre-tenure, and adjunct faculty
Teaching has become more complex.	▪ Develop focused programming on 2-3 priority areas above (e.g. student skills development, experiential/ active learning strategies, assessment) ▪ Create opportunities for faculty to share their experiences, problem-solve, and reflect upon their pedagogical challenges, including through supporting scholarship on teaching and learning ▪ Invite teaching award winners and other faculty to share their pedagogical strategies with the campus
Faculty consistently expressed interest in learning with and from one another.	▪ Continue to provide opportunities for peer-based learning and feedback, including the Teaching and Learning Showcase ▪ Support interdisciplinary collaborations, including co-teaching opportunities
CETLL's offerings aren't reaching all the faculty who could benefit.	▪ Vary program days/times, including evening options, particularly for part-time faculty ▪ Partner with Department Chairs and the Faculty Advisory Board to disseminate offerings, and pitch programs around clear, concrete outcomes
Generative AI is reshaping teaching, learning, and assessment across every discipline.	▪ Offer discipline-specific workshops that build faculty skills and confidence, building on existing offerings ▪ Develop institution-wide guidance on responsible AI use, in partnership with the Provost's Office, ITS, and the Committee on Academic Technology

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^[1]Interviews were conducted by Elena Sigman, CETLL's Director of Learning and Development. The interview guide asked the same questions as the survey, with additional tailored questions to learn more from Chairs and Deans about specific trainings offered to faculty in their departments and divisions.

^[2]This information was shared by Lizandra Friedland (OIE) through email communication with CETLL Director Soniya Munshi on July 14-15, 2026.

^[3]Many priorities were shared across divisions and notable differences also emerged through the quantitative data collection:

- **Supporting student skills development was one of the top pedagogical priorities across all divisions**, particularly MNS (81%) and SOCSCI (83%).
- Strategies to support **engagement beyond the classroom** (e.g. career-connected learning and community-based learning) emerged as shared priorities across divisions.
- Strategies to improve **student engagement** were a shared priority, but ARTHU and EDUC emphasized experiential learning and metacognition, while MNS and SOCSCI emphasized student research.
- **Teaching with and about generative AI ranked highly** in EDUC (68%) and as one of the top three pedagogical concerns in MNS and SOCSCI.
- **Learning assessment concerns around AI integrity were consistently high** across all divisions, especially in EDUC (79%).
- **Culturally responsive teaching** was the second-place high-priority area overall; however, it was not in the top three areas for two out of four QC divisions.
- Similarly, **intentional course design** was the third-place high-priority area overall, but it was not in the top three areas for two out of four QC divisions.
- **Technology needs varied by division**, with EDUC reporting high interest in AI as an instructional tool (78%), and ARTHU prioritizing multimedia to support learning (55%).
- Unlike other divisions, **teaching first year-year students** is one of the top three pedagogical priorities in SOCSCI.
- **Students mental health needs** were named as a top student engagement priority in ARTHU.