Rochester Institute of Technology
Institute Effective Teaching Committee (IETC)
2009-10 Annual Report

Submitted June 3, 2010

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POLICY ON EFFECTIVE TEACHING COMMITTEE

1. The Academic Senate and the chief academic officer shall create a standing committee of the Academic Senate called Institute Effective Teaching Committee (I.E.T.C.).

a. The committee shall be composed of the Provost or his or her delegate, one academic dean appointed by the Provost, and one faculty member per college appointed by the Executive Committee of Academic Senate. The faculty members should be those whose major responsibility is teaching, and if possible, past recipients of the Eisenhart Awards. The Executive Committee may appoint additional members.

b. The term of office shall be two years on a rotating basis at the end of spring quarter. The committee shall annually select its own chair from among its faculty members.

c. The I.E.T.C. will work for the faculty and with the Institute academic administration to foster quality teaching at the Institute. The committee will report by April 30 each year to the chief academic officer and to the Academic Senate. This report will include:

- evaluation of the current Institute efforts in promoting effective teaching
- projection of needs forward for two years

The committee will receive its charge, which will reflect the evaluative report from the previous year, from the Academic Senate in September.

d. The chair of the committee may have up to one-third release time from normal teaching activities depending upon the charge identified by the Academic Senate and the chief academic officer. Clerical support will be provided to the committee. Professional assistance will be provided to the committee when needed by the appropriate RIT staff. The operating budget will be determined on the basis of the charge.

2. The I.E.T.C. shall have the following specific responsibilities:

- to identify development needs related to quality teaching
- to foster collegiality and mentorship among faculty.

Executive Summary

The work of the IETC has included surveys administered through Clipboard, faculty coffee "hours", and a speed-networking session at FITL. We have impacted nearly 250 faculty members during 2009-10. Over the course of this year, we have collected and shared information and tips between faculty members related to time-saving teaching tips, surviving Week 11, use of myCourses, classroom mishaps and lessons learned, and calendar change ideas. We have gathered information related to summer session, FITL, and tips to share at New Faculty Orientation, along with ideas for future IETC work. Further findings are outlined in this report, and the full results will be submitted to the RIT Digital Media Library for archiving along with this report. The IETC plans to continue this same work next year while refining our data collection methods, creating an archive where faculty can browse past survey results any time, and promoting discussion related to survey topics in an online forum.

Goals, Objectives, and Activities

The IETC has spent the past year collecting information from faculty members across campus and developing ideas for activities to help meet our goals and objectives, as defined below. A mapping of our activities to these goals and objectives is provided in Table 1. Each event contributed to at least one objective and each objective had at least one activity contributing to it, so the committee is on track for meeting its goals with appropriate choices of activities.

Goal 1: Identify development needs related to quality teaching.

Associated Objectives:
1. Determine level of faculty awareness of current RIT resources related to teaching
2. Make faculty aware of current RIT resources related to teaching
3. Determine additional resources faculty need or want on campus to improve and maintain high-quality teaching
4. Gather feedback from faculty across campus on issues related to teaching

Goal 2: Foster collegiality and mentorship among faculty.

Associated Objectives:
1. Create opportunities for faculty from across campus to come together for casual conversation
2. Create opportunities for faculty from across campus to come together for teaching-related discussion
3. Create opportunities for faculty from across campus to work together on teaching-related activities

During 2008-09, the IETC has performed the following activities:
1. Conducted 11 institute-wide surveys to collect data on various topics related to effective teaching
2. Offered coffee "hours" where faculty could gather informally
3. Shared various tips and survey observations with the faculty via email

4. Facilitated a faculty speed-networking session at FITL 2010

Table 1. Contribution of IETC activities to goals and objectives

	Surveys	Coffee "Hours"	e-mail Share	FITL presentation
Goal 1: Identify development needs related to quality teaching.				
Determine level of faculty awareness	X			
Make faculty aware of resources	X		X	
Determine additional resources needed	X			
Gather feedback from faculty	X			
Goal 2: Foster collegiality and mentorship among faculty.				
Opportunities for casual conversation		X		X
Opportunities for teaching-related discussion		X		X
Opportunities for faculty to collaborate			X	X

Survey Results
A summary of survey responses is included here. Full survey responses, along with any summaries distributed back to the faculty, are being submitted along with this report to the RIT Digital Medial Library.

Who responded?
Response rates for the surveys ranged from 57 to 131, with an average n of 100 (Figure 1), and a total of 243 people participated over the course of the year. We received input from faculty across all colleges, at all ranks, and all years of experience (Figures 2-4), although across all surveys, more than half of respondents were tenured and more than half had less than 10 years of service at RIT.
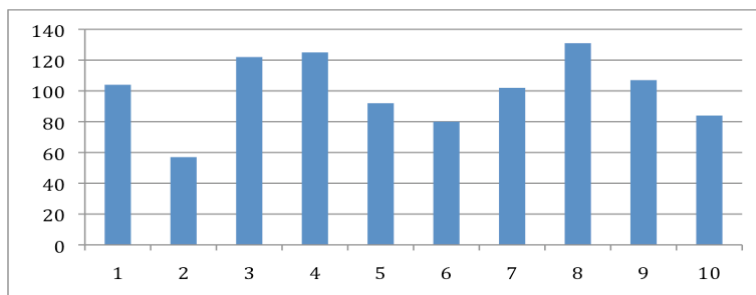

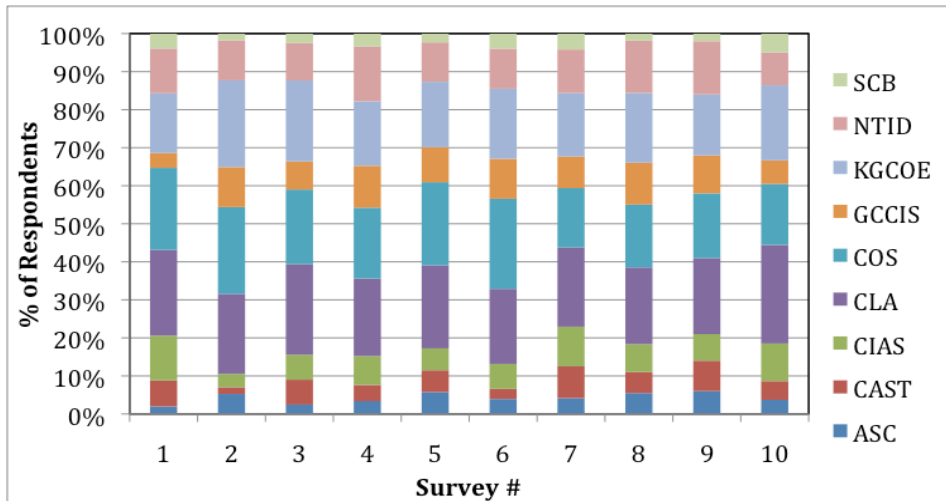Figure 1: Number of responses by survey
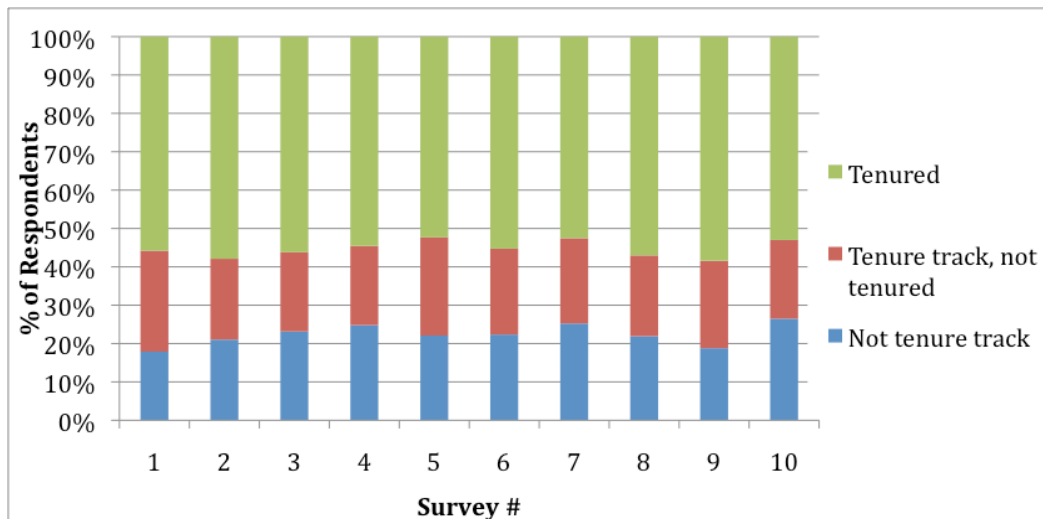
Figure 2: Respondents by college
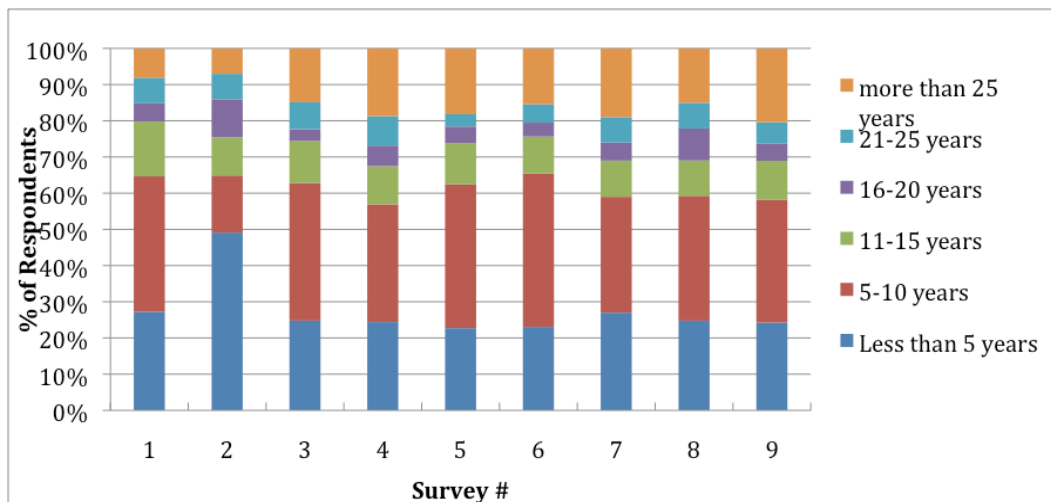

Figure 3: Respondents by faculty status

Figure 4: Respondents by years of service

Survey 1: Time-saving tips for the classroom (n=104)

Participants were asked to share one time-saving tip that they use to teach more effectively, and to add any other ideas or questions related to time-saving strategies and teaching. Responses were categorized and distributed back to the faculty. A summary of response categories and example responses is included here

- Course content online (27 responses): faculty use myCourses (or other online resource) to post handouts and homeworks, hold office hours, get information to interpreters ahead of time, and post grades
- Grading (16 responses): use rubrics, use peer review for first-draft or low-stakes editing, don't nitpick points
- Classroom Management (24 responses): start class with an outline, start on time, let students present what they learned, use the visuals that some textbook publishers supply
- Staying Organized (14 responses): only touch each email/paper once, leverage resources on campus rather than doing everything yourself, make notes as you go through class in preparation for the next time you teach the course
- Plus 13 other responses

Survey 2: Summer session activity (n=57)

Participants were asked to provide some input on summer session at RIT, to provide some insight to what might make people more likely to remain active and connected during summer quarter. Participants were asked four questions related to summer quarter:

1. What activities have you been pursuing during summer sessions, up to and including the 2009 summer quarter? (# responses for each provided)
- Conducting research or other scholarly activities (45)
- Developing/updating courses for upcoming quarters (40)
- Teaching courses (24)
- Supervising student research assistants (21)
- Engaging in service activities (i.e. Kids on Campus, Colleges and Careers) (19)
- Nothing - I prefer to take the summer quarter off (3)
- Other responses (4)
  - Working with undergraduate research students
  - Directing Study Abroad Program in Italy
  - Supervising masters capstone projects/theses
  - Produce artwork for exhibition/Summer Vestibule Program

2. What activities would you like to pursue during the 2010 summer session? (# responses for each provided)
- Conduct research or other scholarly activities (44)

- Develop new courses or improve old courses for future quarters (27)
- Supervise student research assistants (21)
- Teach 1 or 2 courses (14)
- Engage in service activities (e.g., Kids on Campus, Colleges and Careers) (12)
- Teach one or more online courses (7)
- Nothing - I prefer to take the summer quarter off (6)
- Teach more than 2 courses (1)
- Other responses (6)
  - Working with undergraduate and graduate research students
  - Directing 2 Study Abroad Programs in Italy
  - and have a vacation!
  - Teach a seminar course in the Aegean University in Greece
  - But I need a break from long Fall/Winter/Spring workweeks, too!
  - Produce artwork for exhibition/Summer Vestibule Program

3. What might entice you to participate more actively during summer session? (# responses for each provided)
- More time for research, field work, or other scholarly commitments during the rest of the academic year (31)
- Adequate supplemental compensation for teaching, research, or service activities (27)
- The ability to take your "summer" during a different quarter (22)
- Appointment on a 12 month contract (12)
- Nothing - I am satisfied with my current level of summer session activity (11)
- Help with child care for school aged children (5)
- Nothing - I prefer to take the summer session off (4)
- Did not answer (1)
- Other responses (3)
  - Appointment to a 9 month contract (from 9.5) in order to create more summer opportunities.
  - At this point I am doing as much (or more) than I want to do during summer while I have small children. Unless I get time off somewhere else during the year I'm done committing to summer work.
  - Being able to take "vacation" during the summer, which you can't do if you are having your summer salary funded through grants.

4. How do you stay connected during summer session? (# responses for each provided)
- Check email (49)
- Come to campus 3 times per week or more (35)
- Attend retreats, meetings, or other departmental functions (26)
- Come to campus, but fewer than 3 times per week (14)
- Did not answer (1)
- Other responses (5)
  - be with my students in Italy for summer quarter is a strong connection:)
  - check email once every six weeks
  - go to conferences, etc.
  - Library

- Research meetings and social gatherings

Survey 3: Surviving Week 11 (n=122)

The most popular week 11 activities according to our results are in-class, cumulative final exams (70/122 respondents) and project submissions (43/122 respondents).

Other tests (non-cumulative and/or take-home), papers, and critiques were also common responses. Several of you also indicated that you have some sort of discussion with students, either individually, online, or as a class.

In addition to asking about the type of week 11 activity each of you holds for your classes, we also asked you to share tips for making week 11 grading more painless and suggestions for creating a week 11 activity that balances an ideal assessment method with the reality of 2-hour scheduled blocks and a limited time for grading after the exam period.

Some common themes among grading tips were:
- Don't save all grading until the last minute
- Design at least part of an exam to be easy to grade
- Use rubrics or a clear exam key
- Work with a grader
- 28 respondents also said we just need more time to grade.
- 11 of you offered invaluable additional advice ranging from trips to the gym, to wine at a restaurant in the Finger Lakes, to music selections for grading!

Some tips for good week 11 activities were submitted related to:
- Timing of activities
- Presentations and projects
- Types of questions to pose on exams
- Essays and papers
- Different exam formats (take home, online, open book)
- …and a series of other alternative week 11 activities.

Survey 4: FITL Suggestions (n=125)

The goal of this survey was to collect input from faculty on what they would like to see at the Faculty Institute on Teaching and Learning (FITL) and what might have kept them from attending in the past. Eighty-two of the respondents had attended FITL in the past.

The aspects of FITL that were enjoyed by the most respondents were:
- Keynote speakers (59 responses)
- 1-hour sessions (59 responses)
- New ideas (59 responses)
- Camaraderie – catching up with colleagues (50 responses)

People indicated that they were prevented from attending FITL because:
- It conflicted with an RIT-related commitment (such as a department retreat) (21 responses)
- They were just not interested (20 responses)
- They weren't at RIT previously (20 responses)
- Other (36 responses), with the most common typed-in responses being:
    - Bad time of year: burned out from three quarters of teaching, travel commitments, busy trying to prep for summer classes, etc. (13 responses)
    - Not enough time in general (11 responses)
    - FITL quality: same topics, not inspired by speakers

Faculty were also able to indicate interest in a variety of general topics, as well as provide their own suggestions. The most common responses were:
- Today's student (51 responses)
- Technology in the classroom (48 responses)
- Active learning in class (60 responses)
- Active learning online (45 responses)
- Engaging your students (67 responses)
- Collaborative courses (42 responses)

Survey 5: myCourses tips (n=92)

This survey focused on respondents' favorite features of myCourses, as well as the aspects considered most frustrating. Respondents were also asked to share a general tip for using myCourses. When the results were distributed back to the faculty, some links to online myCourses resources were also included (documentation and tutorials, workshops and webinars, live support, and individual training) to help educate faculty about more of the resources offered by the Wallace Center.

The majority of faculty preferred the administrative features of myCourses best (Grades - 35%, Content – 34%, and Dropbox – 16%). The collaborative features ranked next with Email at 19% and Discussions at 10%. The Assessment category had the least amount of votes with Quizzes at 10%. Table 2 summarizes the results of this survey.

- 95% of respondents currently use or have used myCourses in the past.
- 62% of respondents felt they could move their course entirely online for a period of time due to an extended illness or other absence
- 61% of respondents were from College of Science, Liberal Arts, or Engineering

Although the Grades and Content features of myCourses were considered the most popular features, they were also cited as being the most frustrating. The common theme in the comments was that most aspects of the myCourses system are not intuitive. Routine tasks either take too many steps or don't offer the desired functionality. However, many faculty acknowledged that they seldom have time to attend training or read the documentation. In fact, the number one tip from faculty was to seek assistance and attend training sessions.

Table 2: Summary of myCourses results

Favorite Feature			Most Frustrating Feature	#	%
Communication/Collaboration	#	%	Grades	21	24%
Email/Classlist	18	19%	Content	19	22%
Discussions	9	10%	Dropbox	4	4%
News	5	5%	Quizzes	3	3%
Groups	4	4%	All others	<2	<2%
Blog	0	0%	**Most Frustrating Aspect**	**#**	**%**
Course Management	#	%	Not Intuitive	36	42%
Grades	33	35%	Too many steps/clicks	18	21%
Content	32	34%	Lack of Particular Feature	18	21%
Dropbox	15	16%	Performance	2	2%
Calendar	3	3%	All others	<1	<1%
Assessment	#	%	**Most Popular Tips**	**#**	**%**
Quizzes	9	10%	Seek Assistance/Training	20	29%
User Progress and Attendance	1	1%	Use myCourses Regularly	13	19%
Surveys	0	0%	Master basic features first	9	13%
Self-Assessments	0	0%	Customize your course	2	3%
Competencies and Rubrics	0	0%	Copy from existing courses	2	3%
Intelligent Agents	0	0%	All others	<1	<1%

Survey 6: Classroom mishaps (n=80) and Survey 8: Favorite classroom mishaps (n=131)

Faculty were asked to share a story about something they tried in the classroom that didn't quite go as planned, along with lessons learned and tips for others looking to try new things. We also asked about comfort level with trying new ideas. Most respondents (53/80) indicated that they'll try something new if they're fairly confident that it will succeed and be an improvement, while another 21/80 indicated that they'll try anything.

The stories submitted fell into seven broad categories:
- Student-led Activities (10)
- Group Work (9)
- Tools/Technology/Textbook (10)
- Inside and Outside the Classroom (4)
- Instructor Faux Pas (6)
- Student Autonomy (11)
- Experiments/Demonstrations/Simulations (6)

The top vote-getters, and corresponding lessons-learned were decided during Survey 8. Three of the top vote-getters were brave enough to enter their names and contact information, and were recognized with Java Wally's tokens. Congratulations to Andy Herbert (CLA), Gail Rothman-Marshall (CLA) and Jenny Liedkie (COS)! All of the winning entries, anonymous or not, are presented here

- <u>Oops</u>: group work - having discussions/group projects the first time I didn't worry about group size - it turns out to be one critical factor - I allowed one 'supergroup' in a class
    - <u>Lesson Learned</u>: Don't allow large groups! For most projects 3 to 4 students is the ideal number.

- <u>Oops</u>: I tried to help the students know where to put items after a lab was finished. I wrote 18" x 10" signs and stood them on pedestals to help them see where items should be placed. Few students read the signs...and even did exactly OPPOSITE what the sign indicated. It never did resolve through the whole quarter. We are still trying to solve the issue. It really relates to their understanding of the class and the techniques they are supposed to be learning in this class
    - <u>Lesson Learned</u>: students are NOT being instructed to be aware of the signs in their environment. International students are the main culprit from our experience. Sometimes even a personal request does not elicit the appropriate response. We are concerned that the students are NOT learning proper techniques from this class from our observations of their activities. We have actually contacted our Dept. Head who is going to begin a new lab training session for the incoming freshman because of our concerns and observations of their behavior.

- <u>Oops</u>: Field trip - even though I'd scouted the location and prepared questions (for Eastman House), it turned out an exhibit had closed in the intervening week! That screwed things up.
    - <u>Lesson Learned</u>: Scout locations very close to the time of one's visit to a site.

- <u>Oops</u>: As an ice breaker on the first day in a class on professional communications, I have each student pair up with another student, interview each other and then present the other person to the rest of the class. The first time I tried this I decided to match the students up by giving each one an index card with a black word on the front and a different red word on the back. I told them that they were the black word, and their goal was to find the person in the room whose black word matched their red word. It was a disaster because it didn't occur to me while creating the cards that the black/red words on one card had to match the red/black words on another card - the words were just randomly placed on cards. So instead of them all interviewing each other at once, most students had to wait for another interview to finish before they could begin. Needless to say, after 2 hours most had not finished interviewing, and they didn't get a chance to introduce their partner to the rest of the class. It also made me look like an idiot to the students (on the first day of class!)
    - <u>Lesson Learned</u>: Make sure cards match. It works great now.

- <u>Oops</u>: I tried an in class activity to demonstrate the Primacy and Recency effects during a class on memory and graphed the results on the white board. Unfortunately, students remembered many words from right in the middle of the list and not necessarily more words at the beginning (primacy) or end (recency) of the list -- the opposite of what would be expected. Also, because I "graphed" the results on the white board, it took more time than I expected for lousy results!
    - <u>Lesson Learned</u>: I think I may have hurried through the activity or shown a list that was too short, in order to fit the activity into the class. I also should have prepared an overhead if a blank graph that was set up to illustrate the class results.

What I learned is if you're going to do something to prove a point, then make sure you are thoroughly prepared and don't hurry through it. If it's important enough to demonstrate, take the time to do it right.

- Oops: I tried to do an in-class experiment to demonstrate conservation of momentum using a 2x6, a shipping & receiving cart, a cinder block, and lots of clamps. I measured coefficients of friction and rolling resistance, tried the experiment out a few times on my own, and thought everything was ready to go. In class, nothing worked as planned. Couldn't get the same cart, the clamps kept slipping, I was nervous and kicked the whole setup so it didn't start out at rest - all the calculations I had the students do to try to predict what would happen ended up being way off.
    - Lesson Learned: I started frantically trying to figure out what went wrong and was talking out loud, and the class started chiming in - later on, I found out that most of the class thought they learned a lot from it (this was from a SGID done later in the semester). So now I know that if a demo goes wrong, it's OK to engage the class in a troubleshooting discussion and highlight all the questionable assumptions that I made, along with changes in the environment that might have led to the problems, and the differences between the ideals modeled in an equation and the reality of real stuff in real life.

The tips for trying out new activities covered a wide range of ideas, but the most common responses were:
- Plan ahead/practice
- Go slowly (pilot or incremental implementation)
- Be patient if it doesn't work the first time
- Just do it!

Survey 7: Tips for new faculty (n=102)

Survey 7 was an effort to gather information to share with new faculty. Respondents were asked to share a single tip for incoming faculty members and to tell us about one thing that a new faculty member shouldn't miss out on after they start working here. These tips will be shared at the IETC display at New Faculty Orientation in August 2010, and results sorted by college are being forwarded on to the individual in each college responsible for their new faculty orientation.

Tips were submitted in the broad areas of:
- Time management/organization
- Getting involved and making connections
- Seek help and use resources available on campus
- Use technology
- Publishing and scholarship
- Interaction with students
- …and a variety of miscellaneous other responses

The "don't miss it" suggestions, not surprisingly, often focused on hockey, but also included graduation, Better Me/SLC offerings, and, of course, free coffee at Java Wally's. A list of these items will also be shared at the New Faculty Orientation.

Survey 9: New opportunities with calendar change (n=107)

This survey asked faculty to think about the positive opportunities associated with the upcoming calendar change. We asked faculty to identify where they thought they would have the best opportunity to improve their teaching and/or courses. This was multiple choice, with pre-suggested responses, but faculty also had the opportunity to elaborate further on any of the available options or enter their own response under "Other". The aspect with the highest response rate by far (45/107 respondents) was the opportunity to revamp/update current course offerings. A summary of responses is included below.

- Revamp/update current course offerings (45 responses)
- Try a significant new activity in a class (16 responses)
- Develop new multidisciplinary course content (14 responses)
- 3-week intersession: TEACH a short course (13 responses)
- Take advantage of community resources: field trips, plan visits, speakers, etc. (8 responses)
- 3-week intersession: TAKE a short course/other professional development (4 responses)
- Other (7 responses)

Survey 10: End-of-year wrap-up, feedback (n=84)

In our final survey, we gathered feedback on our activities for the year and solicited input on what topics faculty would be interested in discussing next year. The highlights of this survey are:
- Two-thirds of respondents indicated that they have either already taken on an idea that came out of an IETC survey or plan to do so in the future (14 have, 42 plan to).
- 73 respondents favor email as the best format to share information
- If the IETC hosts an online discussion of teaching topics, the most likely ways of drawing people to the discussions are relevant topics (52/84), linking participation to coffee coupons (31/84), and potential to meet collaborators (27/84).

When asked to identify the most useful thing(s) that an IETC survey prompted them to think about, faculty responded as follows (n=53):
- 16 of 53 (32%) identified the classroom bloopers survey set as the most useful piece of information gained from an IETC survey
- 10 of 53 respondents (19%) indicated that it was generally helpful to read what others had responded
- 3 people indicated that the most useful thing they gained was the opportunity to think about and articulate something about their own teaching style.
- The remaining responses were either unrelated ("None", "can't remember") or were related to a very specific topic (e.g., grading techniques, active learning techniques, myCourses tips)

The following common themes arose in response to a request for ideas for next year's surveys (n=38):
- Topics related to calendar conversion (6)
- Active learning/keeping things interesting in the classroom (5)
- Technology/clickers (4)
- Collaboration/community (3)
- Writing (3)
- Advising (3)
- Assessment (3)
- Blended learning (2)

FITL: Faculty Speed-Networking

At the 2010 FITL, the IETC facilitated a faculty speed-networking session:

> When it comes to the IETC, you SHOULD talk to strangers! Join us for a 50 minute faculty networking session. Come prepared with 10 business cards or other means of leaving your relevant contact information with the colleagues you meet, and plan to spend 2 minutes describing who you are, what you do, and how you like to (or would like to) actively engage students during your classes. The first 40 minutes will consist of 5-minute (timed) one-on-one discussions and the last 10 minutes will be free for open conversation. This event is open to all attendees, not just RIT faculty.

The event was a success, with 16 people participating in addition to four IETC members. While formal feedback from FITL is not available yet, informal comments indicate that participants had fun and made some good connections with other faculty.

Expenditures

The IETC began the year with a $2500 budget. Expenditures for free coffee events are given in Table 3. The average cost of each coffee event was $264.21. This broke down to an average of $2.86 per drink or $2.89 per survey response (higher due to duplicate submissions). We did exceeded our original planned budget, due in part to higher-than-expected response rates and in part due to duplicate submissions and high-priced drink totals. To alleviate this, in the future, we plan to limit the participation incentive to a maximum dollar amount per survey response. This will also simplify bookkeeping for the staff at Java Wally's.

Date	Cost	# drinks	# survey responses
30-Sep-09	$240.05	83	104
16-Oct-09	$132.45	47	57
12-Nov-09	$296.40	99	122
17-Dec-09	$315.50	115	N/A
14-Jan-10	$291.90	106	125

29-Jan-10	$291.95	87	92
17-Feb-10	$219.10	80	80
30-Mar-10	$346.85	120	102
15-Apr-10	$293.40	116	131
29-Apr-10	$288.95	96	107
14-May-10	$189.75	67	84
Recognition	$30.00	*(for 3 winners of "oops" poll)*	
Total	**$2,936.30**	(average: 92)	(average: 100)

Summary

The IETC has now spent two years pursuing this path of action. Overall, this has been a successful venture, and we can now focus more effort on refining the means by which we collect and share information and developing surveys that are useful and timely.

Major accomplishments this year include:
- Structuring most surveys so that we were collecting information that could be shared back with the faculty.
- Refining survey format so that less work is required to break down open-ended responses into a form that can be distributed and understood.
- Collecting information to help with FITL development and to share with incoming faculty in August 2010.
- Impacting nearly 250 faculty members over the course of the year. For some this meant thought-provoking ideas about teaching, for others it meant feeling like part of a community, and for others it just meant buying a cup of coffee once in a while.

Over the course of the year, in addition to feedback we solicit in our end-of-year wrap-up survey, we have received a number of unsolicited comments. A few of those:
- I wanted to send you an email thanking you and the IETC team for recently distributing the "Tips for surviving Week 11" summary comments. I found many of the comments interesting (and several entertaining) as to how different faculty members deal with week 11 issues.
- Thanks for gathering all this info—it is helpful and interesting.
- Someone did a bunch of work to put all this together. Thanks for sharing.
- I could only attend a few [events] because of class schedules, however, your email reminders were a source of being connected to the larger Institute. I felt part of the whole.
- I enjoyed reading your "oops" and "lessons learned." Haven't had such a delightful and rewarding swim in the Sea of Reflections on teaching for many years. Congratulations on a job well-done and on the dissemination of such an easy-to-read "front lines" perspective. Good job!

Recommendations

Based on the feedback that we've gotten on our work over the past two years, we are recommending that this committee continue its role in facilitating the sharing of information

between faculty at RIT and the discussion of teaching-related topics among people across campus. In addition to the current survey-and-free-coffee-coupon format, the committee would like to work toward encouraging faculty to discuss these ideas on their own, in addition to the IETC's efforts to collect and distribute these ideas. In the fall, the committee will create an online forum where results of past coffee hour surveys can be accessed at any time, and where faculty can have discussions on these same topics.

As noted above, we are also recommending making the coffee coupons worth a fixed dollar amount, rather than the price of any free beverage. This will make it easier to manage the committee budget and billing from Java Wally's.

2010-11 Plan of Work and Budget

The committee plans to continue in its role of facilitating teaching discussion among the faculty. The group will decide on a list of survey topics for the year in the fall, but based on the results of our final poll, we are suggesting the following topics as a starting point for 2010-11:
* Suggestions for modifying courses/curricula as part of the calendar conversion
* Ways to incorporate writing into courses
* Active learning
* Keeping your old course interesting
* Writing and measuring achievement of course learning outcomes
* Technology usage in the classroom
* Advising
* Another FITL networking session

If additional charges come from the Academic Senate in the fall, they will be mapped onto our current plan of work to gather input and ideas from faculty related to particular topics, share that information back to the faculty, and encourage discussion.

Since the committee's activities will remain largely the same, we are requesting the same budget ($2500) for 2010-11. At this time, we anticipate continuing this work with the same requested budget into 2010-11 as well.

IETC membership for 2010-11 will be:

Laurie Brewer – Dean's Council
Sarah Cass – Provost's Office
Jeanne Christman (co-chair) – CAST
Donna Dickson – Provost's Office
Keith Jenkins (co-chair) – CLA
Roman Koshykar – WML
Rhonda Laskoski – ASC
Alex Lobos-Solis – CIAS
Carol Marchetti – COS
Brian O'Neil – SCB

Robert Pearson – KGCOE
Larry Quinsland – NTID
Tom Reichlmayr – GCCIS

At this point, due to the restructuring of the Wallace Center, we may want to reconsider which non-faculty groups are represented on the IETC. Recommendations for future membership will be made by the end of the 2010-11 academic year.