

**Rochester Institute of Technology  
Institute Effective Teaching Committee (IETC)  
2010-11 Annual Report**

Submitted July 31, 2011

Members

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Sarah Cass – TLS  
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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 included surveys administered through Clipboard, wiki blogs, faculty coffee “hours”, and a 50 minute session at FITL. Three changes implemented in 2010-2011 are argued to account for an average of 161 faculty members being impacted per survey, an increase over previous years. First, for the first time, adjunct faculty members were invited to participate in the surveys and coffee “hours”. Second, two, instead of three, surveys were administered per quarter in hopes of yielding greater involvement. Third, IETC introduced wiki blogs as part of the process. Further findings are outlined in this report and full survey responses, along with this report, are being submitted to the RIT Digital Media Library. Faculty members are welcome to and encouraged to browse past survey results online at any time. In 2011-2012, the IETC will conduct quarterly faculty discussion sessions to continue identifying development needs related to quality teaching and better foster collegiality and mentorship among faculty.

## **Goals, Objectives, and Activities**

The IETC spent the past year collecting information from faculty members across the 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 causal 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 2010-2011, the IETC performed the following activities:

1. Conducted 6 institute-wide surveys to collect data on various topics related to effective teaching
2. Offered coffee “hours” where faculty could gather informally
3. Encouraged continued discussions via IETC wiki blogs

Table 1. Contribution of IETC activities to goals and objectives

	Surveys	Coffee “Hours”	Wiki Blog	FITL presentation
<b>Goal 1: Identify development needs related to quality teaching.</b> <ul style="list-style-type: none"> <li>• Determine level of faculty awareness of current RIT resources related to teaching</li> <li>• Make faculty aware of current RIT resources related to teaching</li> <li>• Determine additional resources faculty need or want on campus to improve and maintain high-quality teaching</li> <li>• Gather feedback from faculty across campus on issues related to teaching</li> </ul>	X X X X		X X X X	
<b>Goal 2: Foster collegiality and mentorship among faculty</b> <ul style="list-style-type: none"> <li>• Create opportunities for faculty from across campus to come together for causal conversation</li> <li>• Create opportunities for faculty from across campus to come together for teaching-related discussion</li> <li>• Create opportunities for faculty from across campus to work together on teaching-related activities</li> </ul>	X	X X		X X X

## Survey Results

A summary of survey responses is included here. Full survey responses, along with this report, are being submitted to the RIT Digital Media Library.

### Response Rates

Response rates for the surveys ranged from 127 to 195, with an average n of 161 (Figure 1). Worth noting is that this is an increase from the previous year’s response rates which ranged from 57 to 131 with an average n of 100. The inclusion of adjunct professors is believed to account for the increase in numbers. Another contribution to the increase in response rates may be that there were only two surveys per quarter this year as opposed to three per quarter in previous years.

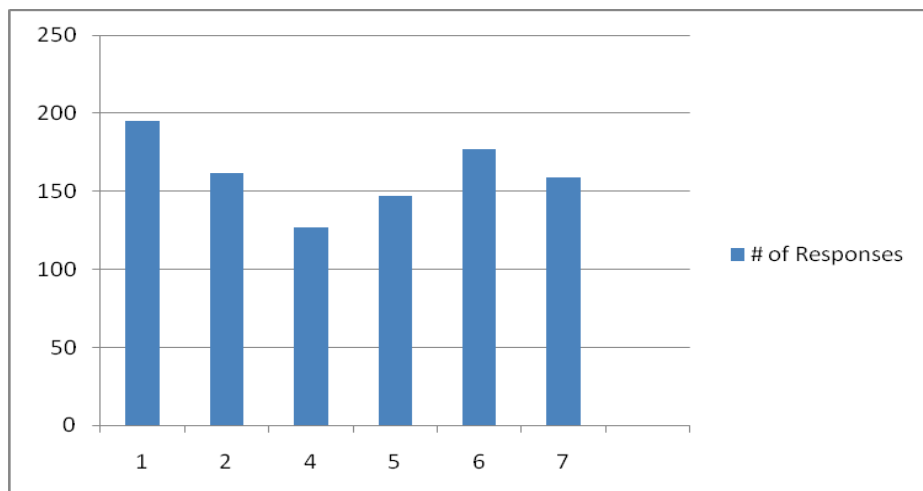


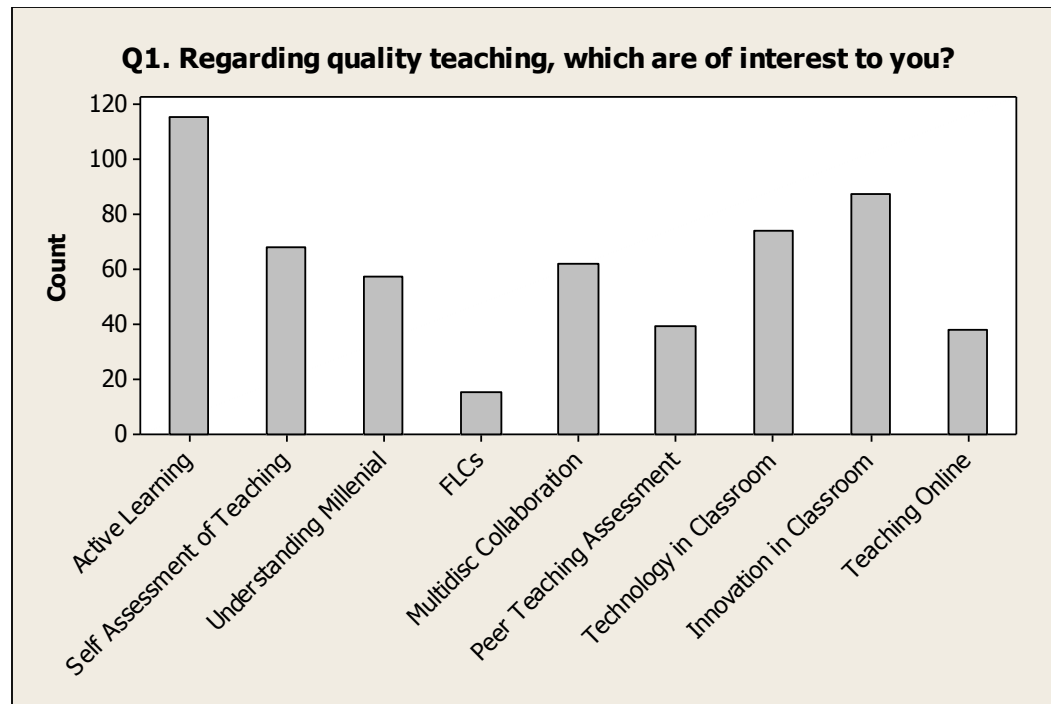
Figure 1: Number of responses by survey

(\*There were no questions on survey #3 so it is not included)

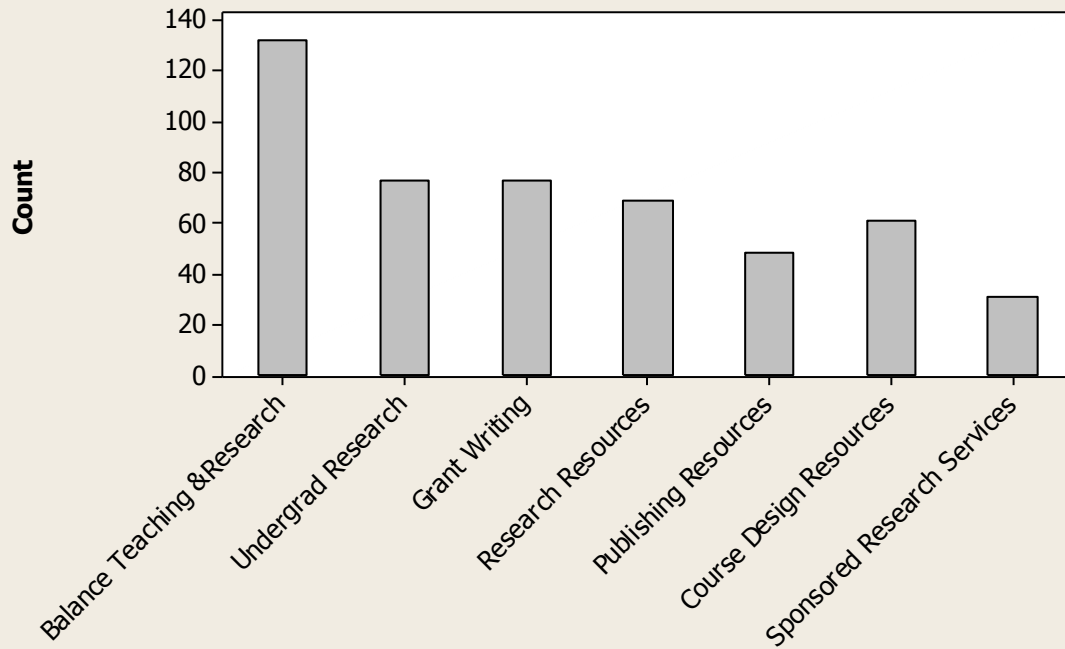
### Survey 1: Information Gathering (n=195)

Participants were asked to choose topics relating to quality teaching that they were interested in learning more about. They were also asked to choose topics relating to scholarship and RIT resources that they wanted to learn more about. Additionally, participants were able to provide their input for ways in which the committee could foster discussion among faculty and ways to continue conversations started by the IETC surveys.

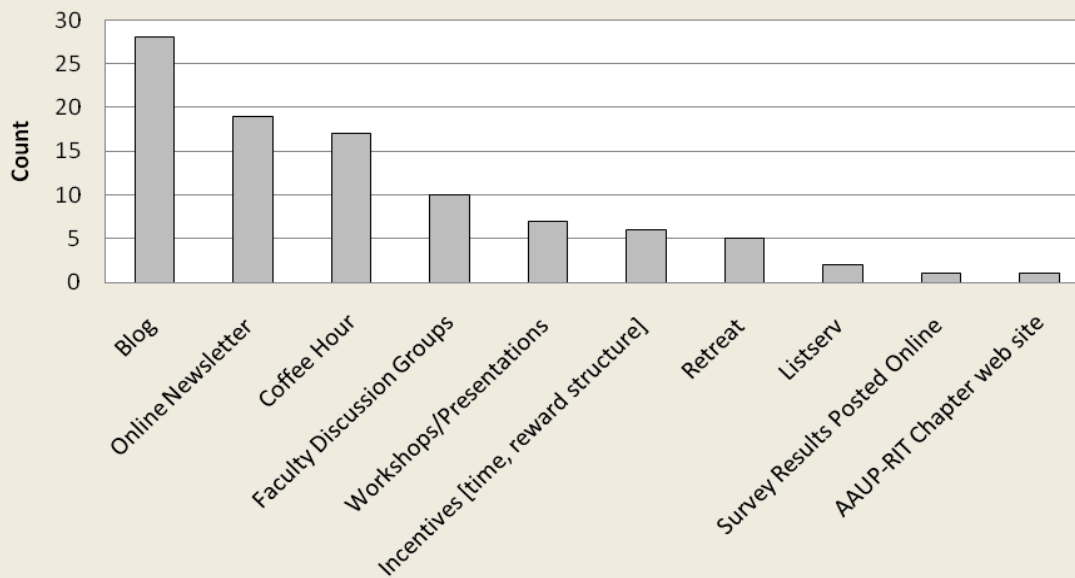
The information collected in Survey 1 is summarized in the figures below.



**Q2. Regarding scholarship and RIT resources, which are of interest to you?**



**Q3: What Suggestions Do You Have to Continue Faculty Discussions on Survey Topics**



## Survey 2: Online Teaching (n=162)

This survey was requested by the Academic Technology Advisory Committee as they investigated the state of online teaching and learning at RIT. Participants who had never taught an online course (n=118) were asked to identify factors that hinder faculty from teaching online and also indicate what elements, if any, would encourage them to teach online. Participants who had taught online courses (n=44) were asked to identify advantages of teaching fully online courses. A summary of the results is provided below. A more detailed report was provided to the Provost.

### The following two questions were answered by those who have not taught an online course:

1. What do you perceive to be the top three factors that hinder faculty adoption or involvement in online course development?

Response	Number
Belief that online courses are not as effective as classroom courses	84
Lack of familiarity of the technology	54
Concern regarding the possible increased load of teaching online	42
Lack of support for online design	28
Lack of time to learn MyCourses	25
Absence of departmental support or priority for online learning courses	25
Lack of access to experienced faculty mentors	18
Lack of marketing for online programs/courses	7
21 others	All single responses

2. What, if any, elements would encourage you to teach online?

Response	Number
Course release time for development	64
Compensation/stipend	53
Technical training	42
Pedagogical support for development	37
Ongoing professional support	32
Ability to collaborate online teaching for publishing	21
23 others	All single responses

### The following three questions were answered by those who have taught a fully online course

1. Regarding convenience/flexibility, online teaching provides the following:

Response	Number
A more flexible work schedule	33

Reduced commuting time or hassle	14
Accommodated other life needs (child care, transportation, other family needs)	13
More free time for other professional activities (e.g. attending conferences, consulting, etc)	3
14 More	All single responses

2. The top two professional development opportunities online teaching provides are:

<b>Response</b>	<b>Number</b>
An opportunity to experiment with new pedagogical approaches	29
An opportunity to reflect and rethink classroom teaching	18
An opportunity to experiment with alternative means of assessment	12
An opportunity to gain new knowledge, skills and insights about my teaching	8
None of the above	2
10 others	All single responses

3. The top two opportunities for professional growth provided through online teaching are:

<b>Response</b>	<b>Number</b>
An opportunity to learn new technology	21
An opportunity to "stretch", - take on a new challenge	20
A higher level of interaction with my students	9
An opportunity to renew interest in teaching (overcome staleness, apathy)	6
an opportunity to teach a new subject area	5
None of the above	3
9 others	All single responses

Survey 3: Happy Holidays – Free coffee coupon and no questions

Survey 4: Active Learning (n=127)

The goal of this survey was to find out faculty's perception of active learning and what active learning techniques they are using in their classrooms. This survey was the first survey to include a follow-up blog. Therefore, the number of questions was kept to a minimum to encourage



participation in the blog discussion. Blog users were encouraged to share their success stories with that community. Survey results are summarized below.

1. When thinking about its teaching and learning, RIT is known for its...

<b>Response</b>	<b>Number</b>
Focus on teaching practical applications or career focus	25
Technology or technical education	21
Innovation or creativity	11
Faculty quality	10
Student-centered learning or student success	9
"Hands on" or experiential learning	9
Fast pace/Quarter system	5
Diversity of curriculum	3
Co-op system	3

2. Do you use active learning techniques in your classroom?

<b>Response</b>	<b>Number</b>
Yes	107
No	10
Sometimes	5
Blank	3

3. In your opinion, does "active learning" take more time than passive learning?

<b>Response</b>	<b>Number</b>
Yes	86
No	39
Blank	2

4. From the list below, please select ALL active learning techniques that you have tried in your class

<b>Response</b>	<b>Number</b>
Group Work (Examples: team roles, team practice problems, team presentations, homework groups)	102
Discussion Groups (Examples: Online Discussion, Case Study Review, Debates, etc.)	71
Application of concepts in project-based assignments	62
Student Reflection Activities (Examples: Peer critiques, journaling, self-assessment, etc.)	61
Classroom Assessment Techniques (Examples: Think/pair Share, Minute Papers, Muddiest Point, iClickers, etc.)	46
Concept Maps	16
None	7

Blank	1
Other	15

### Survey 5: Assessment (n=147)

This survey focused on methods and the purpose of faculty assessment as well as methods to assess student learning and how faculty members are using the results of student assessments to improve their courses. This survey also had an accompanying blog for participants to further expand on their responses. The final question on this survey (How do you use this information to improve your course?) was open-ended and generated 147 different responses. The full response set can be found in the RIT digital library and is not included here for space concerns.

1. What methods do you use to assess the effectiveness of your teaching (check all that apply)?

Response	Number
RIT standard student evaluations	135
Periodic student feedback (i.e. weekly, end of unit, etc.)	66
RateMyProfessors.com - see if students are saying things about your teaching	32
Peer evaluations	29
Supervisor observation & feedback	24
myCourses mid-quarter survey	6
Student response systems (clickers)	4
Mid-Quarter small group diagnostic evaluation through Teaching & Learning Services	2
24 others	All single responses

2. What do you see as the purpose of assessment?

Response	Number
To improve your teaching	140
To have your teaching rated	48
12 others	All single responses

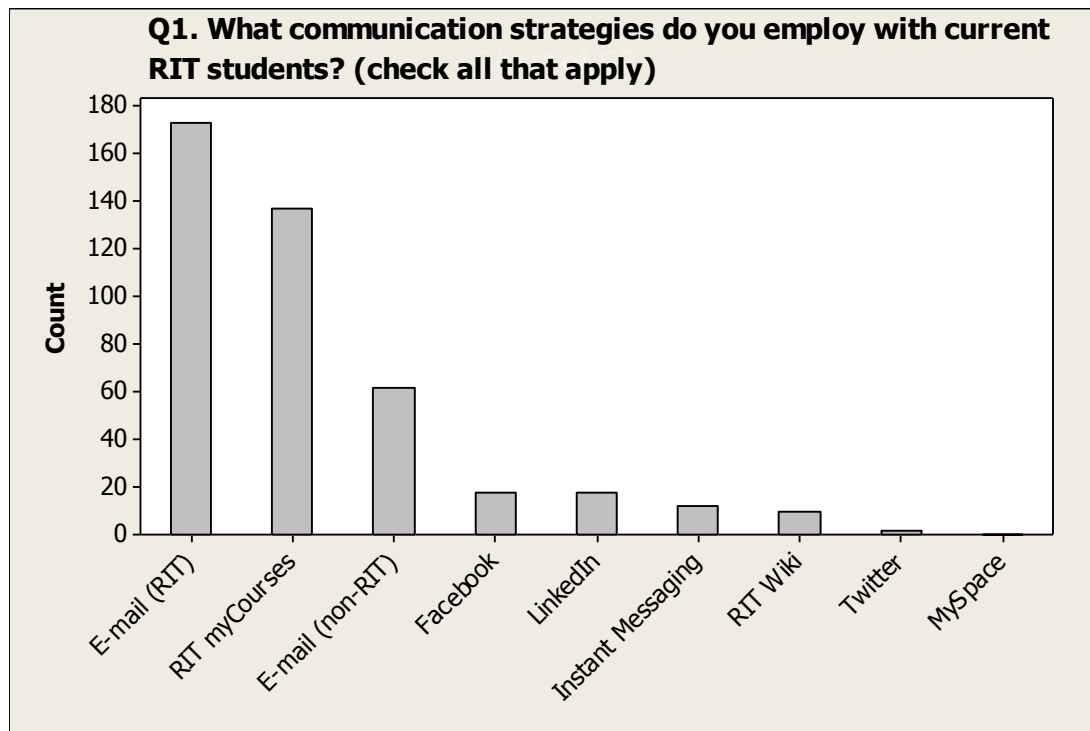
3. How do you assess if your course learning outcomes have been met (check all that apply)?

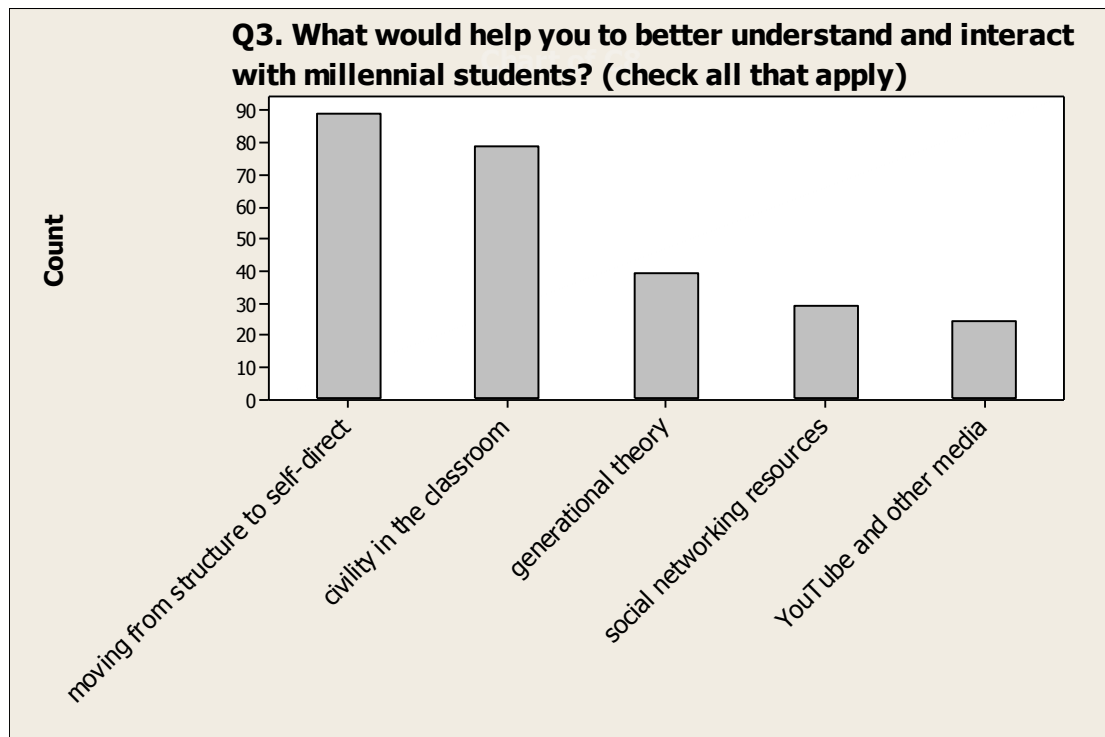
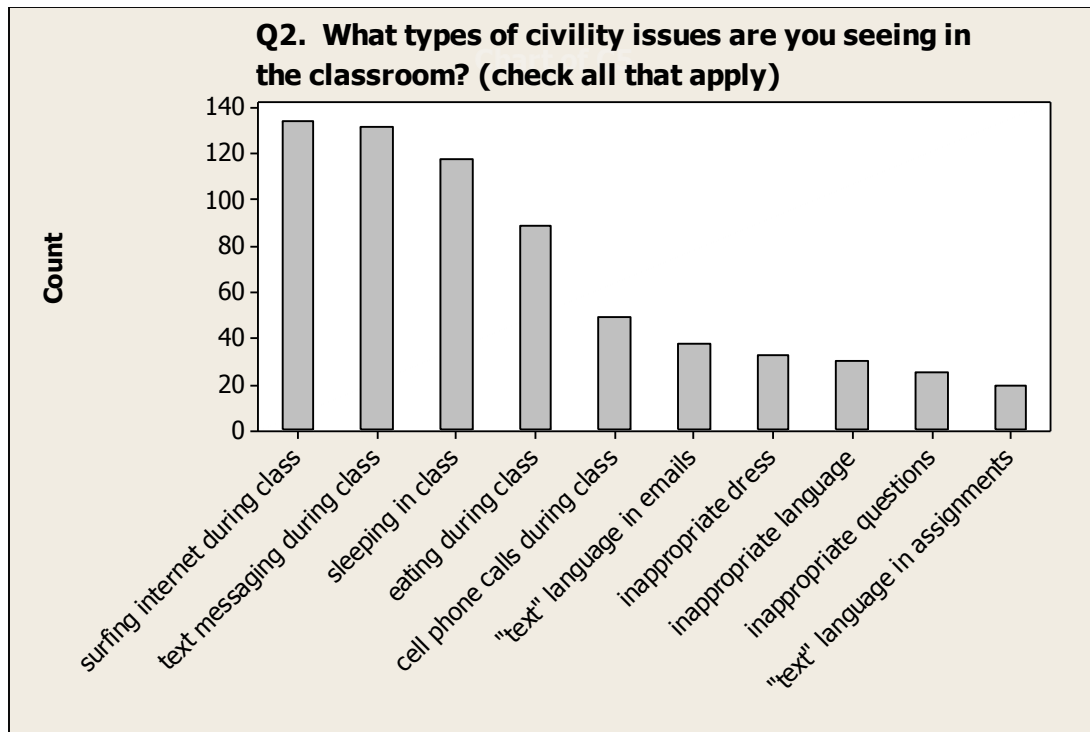
Response	Number
Exams	119
Projects	102
Class discussion	93

Quizzes	87
Student presentations	77
Term paper	55
Grading rubrics	49
24 others	All single responses

#### Survey 6: Millennial Students (n=177)

The focus of survey 7 was to better understand the Millennial Student--those born from 1981 to 2000--and how to apply new strategies in the classroom to better reach them. Like surveys #4 and #5, participants in this survey were directed to the IETC blog to provide additional responses and continue the conversation with fellow faculty members. The results are summarized below.





#### Survey 7: Use of Technology (n=159)

This survey was requested by the Academic Technology Advisory Committee (ATAC) as a means of gathering information regarding the use of technologies in the classroom. Participants were asked to what degree they were using specific technologies and support services provided

by RIT. They were also given the opportunity to specify technologies and services that they would like to see provided. The survey generated a large volume of data that was provided to the ATAC committee. A summary of the survey results is provided below. This survey also included a blog for further discussion

1. To what degree are you using the following technologies?

	Never head of product	Heard of product but don't know how or want to use it	Would like to use product but need training	Using product on occasional basis	Using product on a regular basis	did not answer
myCourses <a href="http://mycourses.rit.edu">http://mycourses.rit.edu</a>	0	10	5	19	124	1
Adobe Connect <a href="http://wallacecenter.rit.edu/technology/">http://wallacecenter.rit.edu/technology/</a>	36	47	32	34	9	1
RIT Clipboard Survey Tool <a href="http://wallacecenter.rit.edu/technology/">http://wallacecenter.rit.edu/technology/</a>	2	40	26	67	21	3
RIT Wiki <a href="http://wallacecenter.rit.edu/technology/">http://wallacecenter.rit.edu/technology/</a>	26	76	29	21	4	3
Adobe Captivate <a href="http://wallacecenter.rit.edu/technology/">http://wallacecenter.rit.edu/technology/</a>	98	36	20	2	1	2
Adobe Presenter <a href="http://wallacecenter.rit.edu/technology/">http://wallacecenter.rit.edu/technology/</a>	93	39	21	2	3	1
OCE (Online Course Evaluation) <a href="http://wallacecenter.rit.edu/technology/">http://wallacecenter.rit.edu/technology/</a>	32	36	16	23	50	2
iClicker <a href="http://wallacecenter.rit.edu/technology/">http://wallacecenter.rit.edu/technology/</a>	24	83	36	8	5	3
Skype <a href="http://skype.com">http://skype.com</a>	2	48	31	41	35	2
Instant Messaging (iChat, Yahoo, Meebo, etc.)	3	71	16	41	23	5
SPSS / SAS / Mini Tab / JMP	40	61	20	16	21	1
EndNote Web <a href="http://www.myendnoteweb.com/">http://www.myendnoteweb.com/</a>	36	58	40	15	9	1
Zotero <a href="http://zotero.com">http://zotero.com</a>	99	33	20	3	2	2
E-Books	4	55	31	42	24	3
E-Textbooks	11	56	36	39	13	4
Web Assign <a href="http://www.webassign.net">http://www.webassign.net</a>	94	34	19	6	5	1
MyStatLab <a href="http://www.mystatlab.com">http://www.mystatlab.com</a>	104	36	12	1	2	4

	Never head of product	Heard of product but don't know how or want to use it	Would like to use product but need training	Using product on occasional basis	Using product on a regular basis	did not answer
Tiger File Exchange <a href="http://www.rit.edu/its/services/file_transfer/tfe/">http://www.rit.edu/its/services/file_transfer/tfe/</a>	52	32	24	39	10	2

2. Do you require students to use an RIT computer lab for any of your courses?

71 – Yes

84 – No

3. To what degree are you using the following technology support services?

	Never head of service	Aware of service but not using or want to use it	Would like to use service but need training	Using service on occasional basis	Using service on regular basis	did not answer
Media Services	21	46	10	56	13	13
<b>Wallace Center academic Technology Services</b>						
Captioning Services	7	73	13	53	10	3
myCourses Support <a href="https://wiki.rit.edu/display/myCoursesHR/Home">https://wiki.rit.edu/display/myCoursesHR/Home</a>	11	46	12	68	17	5
Academic Technology/Online Support Desk (e.g., Connect, RIT Wiki, etc.)	18	51	16	57	13	4
<b>RIT Technology Services</b>						
IT Help Desk <a href="http://www.rit.edu/its/help/">http://www.rit.edu/its/help/</a>	1	16	6	108	28	0
Technical Support in Specific College at RIT	3	13	5	82	55	1

## FITL:

The IETC hosted a 50 minute session at FITL with the intent of promoting faculty discussion on the topic of technology in the classroom. The session, titled “IETC Technology in the

Classroom Idea Exchange”, started with 3 short presentations from faculty members who have successfully used technology in their classrooms and then proceeded with a question and answer period. The three presenters were Michael Johansson (CLA) who spoke about using Twitter and Facebook to interface with students, Alex Lobos (CIAS) who presented his use of blogs to enhance student’s participation in a class and Robert Garrick (CAST) who presented on enhancing the student learning environment by using linked tablet PCs.

There were 19 attendees at the session along with several IETC members. The session evaluation results provided by the FITL committee are summarized below. Based on the results, the presentation can be deemed a success. Write in comments indicated that the attendees liked the format of the session but would have liked more time. These comments will be kept in mind for next year’s FITL proposal.

	Excellent	Good	Average	Below Average	Poor	Not Applicable	Did Not Answer
Met My Expectations	8	10	1	0	0	0	0
Inspired Me To Take Action	8	9	2	0	0	0	0
Presenter(s)	11	8	0	0	0	0	0
Materials	4	8	2	0	0	5	0
Kept Me Engaged	11	8	0	0	0	0	0
Provided Useful Information	10	8	1	0	0	0	0
Overall Impression	10	8	1	0	0	0	0

## Expenditures

The IETC began the year with a \$2000 budget. This year, instead of allowing survey participants to order any beverage they would like with their free coffee coupon, they were provided with a coupon worth \$2.50 towards the cost of a beverage. Also new this year, were three coffee days at Artesano Bakery and Cafe. In the past, all coffee events were held at Java Wally’s. The IETC was charged \$2.50 per coupon regardless of the actual cost of the drink. The total expenditure<sup>43</sup> for IETC Coffee Days was \$1,925.00, well within our allotted budget. Expenditures for free coffee events are given in the table below.

Date	Cost	# drinks	# survey responses
7-Oct-10	\$287.50	115	195
4-Nov-10	\$300.00	120	162
9-Dec-10	\$345.00	138	N/A
20-Jan-11	\$235.00	94	127

17-Feb-11	\$250.00	100	147
31-Mar-11	\$242.50	97	177
21-Apr-11	\$265.00	106	159
<b>Total</b>	<b>\$1,925.00</b>	(average: 110)	(average: 161)

## Summary

The IETC has now spent three years collecting and sharing information and developing surveys that are useful and timely. Overall, this has been a successful venture. Future endeavors will focus on fostering collegiality and mentorship among faculty while still identifying development needs related to quality teaching.

Major accomplishments this year include:

- Structuring most surveys so that we were collecting information that could be shared back with the faculty.
- Executing the IETC wiki blog to enhance online discussion about topics related to quality teaching.
- Collaborating with others (i.e. Michael Starenko, Teaching & Learning Services Instructional Design Consultant; Dawn Soufleris, Assistant Vice President for Student Affairs; and the Academic Technology Advisory Committee [ATAC]) to develop timely surveys regarding online teaching, millennial students and use of technology in the classroom, respectively.
- Hosting an IETC Technology in the Classroom Idea Exchange at FITL that provided faculty with useful information and inspired many to take action regarding technology use.
- Impacting, on average, 161 faculty members per survey over the course of the year. The inclusion of adjunct faculty was a shift that proved beneficial in enhancing participation. Overall, thought-provoking ideas about teaching were exchanged via the surveys and wiki blogs while the coffee “hours” and FITL Idea Exchange fostered collegiality.

## Recommendations

Based on the feedback that we’ve received on our work over the past three 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. Moving forward, the focus will be on fostering collegiality and mentorship among faculty through more face-to-face encounters. The committee would like to work toward not only encouraging faculty to discuss these ideas in scheduled face-to-face encounters but also on their own. In addition to the face-to-face encounters, faculty will be encouraged to browse past survey results and engage in online discussions on these same topics.

## 2011-12 Plan of Work and Budget

The committee plans to continue in its role of facilitating teaching discussion among the faculty. While the surveys have been an effective method of gathering and distributing information related to quality teaching, they have been administered by the committee for the last three years in a row. Some faculty members have indicated that they would like to have more events where



faculty can meet and exchange ideas face-to-face. The positive feedback from our FITL session supports this. To that end the IETC is planning to have a combination of surveys and faculty discussion groups during the 2011-2012 academic year.

Two topics that will be addressed in a panel discussion format are ‘teaching the millennial generation’ and ‘RIT course evaluations’. When applicable, student representatives will be invited to participate and provide their perspectives. Suggested venues for these events are Wallace Center Idea Factory and the Reading Room. Topics for and the format for other faculty discussion groups will be discussed once the successes of the first two are evaluated. Feedback will be gathered from participants to help shape future events.

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.

The committee will plan to keep expenditures within the \$2000 budget that we have been given. Planned usage for these funds includes free coffee days and refreshments for faculty discussion groups.

IETC membership for 2011-12 will be:

Sarah Cass – TLS  
Jeanne Christman (co-chair) – CAST  
Eric Ellis – Provost’s Office  
Jennifer Freer – WML  
Keith Jenkins (co-chair) – CLA  
Alex Lobos-Solis – CIAS  
Carol Marchetti – COS  
Brian O’Neil – SCB  
Robert Pearson – KGCOE  
Larry Quinsland – NTID  
Tom Reichlmayr – GCCIS  
TBD – Dean’s Council

In the past, the committee has had a member from the Academic Support Center. The latest member from ASC has retired and a replacement has yet to be identified at the time of this writing. In that ASC staff no longer has faculty status and a representative from ASC is not specified in the Policy on Effective Teaching Committee, the committee will decide when it reconvenes in September 2011 if a representative from ASC will be sought.