Rochester Institute of Technology
Institute Effective Teaching Committee (IETC)
2012-13 Annual Report
Submitted July 31, 2013

2012-13 Members

Stephen Aldersley – Dean’s Council
Ed Brown - KGCOE
Jennifer Freer – WML
Rob Garrick – CAST
Hamad Ghazle - CHST
Keith Jenkins (co-chair) – CLA
Alex Lobos-Solis – CIAS
Brian O’Neil – SCB
Larry Quinsland – NTID
Tom Reichlmayr (Chair) - GCCIS
Scott Williams - COS
POLICY ON EFFECTIVE TEACHING COMMITTEE

Policy Number: E11.0 (Current)

1. The Academic Senate and the provost 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 university academic administration to foster quality teaching at the university. The committee will report by April 30 each year to the provost and to the Academic Senate. This report will include:

   1) evaluation of the current university efforts in promoting effective teaching
   2) 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 provost. 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 IETC experienced a “transitional” year of activity as oversight of the committee was transferred from its home in Teaching and Learning Services (TLS) to the newly formed Innovative Learning Institute (ILI). The IETC was formally charged by the Academic Senate to address the modification of RIT Policies E-10 (Projects Relating to Teaching Productivity), E-11 (Policy on Effective Teaching Committee) and E-15 (Faculty Education and Development). The goal of the policy revision assignment was to consolidate the three existing policies into one policy (E-10) going forward. The revised policies (included with this report) were submitted to the Academic Senate, but have yet to be brought up for discussion and vote. Due to the discussion and work allocated to policy revisions, the IETC spent less time on the traditional goals of the committee which has been collecting information from faculty members across the campus and developing ideas for activities that would contribute to quality of teaching at RIT. The committee was still able to administer surveys through Clipboard and report back to the faculty via a newsletter format that was started in the prior academic year. The committee also worked closely with the ILI to structure the collection of survey data in a format that supports the goals of the ILI in understanding the state of teaching and scholarship across the campus, and individually at the college level. Throughout the course of this year, we have collected and shared information and tips between faculty members related to advice for new faculty and innovative teaching and course design. 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 a website where faculty can browse past survey results and newsletters at any time, and promoting discussion related to survey topics in an online forum.

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

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

Goal 2: Foster collegiality and mentorship among faculty.
Associated Objectives:
- Create opportunities for faculty from across campus to come together for causal conversation
- Create opportunities for faculty from across campus to come together for teaching-related discussion
- Create opportunities for faculty from across campus to work together on teaching-related activities
During 2011-2012, the IETC performed the following activities:

- Distributed institute-wide surveys to collect data on various topics related to effective teaching
- Distributed IETC Newsletters highlighting faculty comments and ideas regarding teaching
- Hosted “coffee days” where faculty could gather informally.
- Submitted updates for Policies E-10, E-11 & E-15 to Academic Senate

Summary
The IETC has now spent five years collecting and sharing information and developing surveys that are useful and timely. Overall, this has been a successful venture. Though many of the survey topics have been repeated over the years, we are now in a position to compare teaching attitudes and perspectives across different time periods. Attempts to bring faculty together for informal discussions continued to be not as successful as we had hoped, so our efforts were shifted to disseminating survey results and teaching tips through newsletters. Future endeavors will focus on continued distribution of the valuable teaching ideas that have been generously shared through the surveys of the last several years. The committee will also continue to collaborate with other units on campus such as the ILI and TLS to provide faculty support of their efforts.

Major accomplishments this year included:

- Publishing an IETC newsletter as a means of sharing with the entire faculty teaching tips and ideas collected in the surveys.
- Collaborating with the ILI to generate interest in and questions for innovative teaching techniques.
- Completing the committee’s charge for revising Policies E-10, E-11 and E-15. These policy updates were submitted to Academic Senate, but did not come to the Senate floor for discussion or vote. An issue with the policies is that the IETC is defined in the current policy as a “university wide committee”, but not included in Policy B2.0-Article X as a “standing committee of the Academic Senate.” When this discrepancy became apparent it was decided by Academic Senate that this issue should be resolved prior to moving forward with the policy revisions the IETC had completed, as the language of the revisions implied that the IETC was a standing Academic Senate Committee. A suggestion from the Academic Senate was to make the IETC a sub-committee under an existing standing committee as the number of standing committees was being reduced. An inquiry into making the IETC a sub-committee within Faculty Affairs was initiated, but to date no response has been received by the IETC.

Recommendations
Prior to making any specific recommendations for the 2013-14 academic year, the official committee standing and role of the IETC needs to be resolved by the Academic Senate.
As stated in last year’s report, a concern still remains that the IETC may be duplicative of other efforts to enhance teaching and learning (such as the ILI and TLS) and is the committee viable in the upcoming year? The consensus of the committee has always been that the IETC is still important because it gives “voice” to faculty regarding teaching and learning. That consensus was considerably weaker this year as committee members felt this duplicity of effort was more prominent than in past years. Attendance and enthusiasm at committee meetings reflected this perception.

The IETC has a proud tradition of being a faculty committee designed to regularly gather feedback from faculty across campus on issues related to teaching and generate ideas, recommend solutions, and create opportunities for faculty from across campus to regularly come together for casual conversation. The IETC has built a strong level of credibility amongst the faculty as we regularly report the results of the coffee hour surveys conducted, and as a result we generally see good participation. If the IETC can be given a well-defined role in the area of teaching and scholarship then it is recommended that IETC continue to provide this important outlet for faculty.

**IETC membership for 2013-14 will be:**
Cathy Beaton - GCCIS
Rob Garrick – CAST
Hamad Ghazle - CHST
Alex Lobos-Solis – CIAS
Brian O’Neil – SCB
Larry Quinsland – NTID
Xiao Wang – CLA
OPEN – Dean’s Council
OPEN - KGCOE
OPEN – WML
OPEN - COS