We are so pleased to meet with you to fill you in on our progress and discuss possible collaborative opportunities. We value your time and your input.

Presented by: Neil Hair
Interim Executive Director
Innovative Learning Institute
Mission of the Innovative Learning Institute (ILI)

The ILI is committed to the University’s mission to provide a broad range of career-oriented educational programs with the goal of producing innovative, creative graduates who are well-prepared for their chosen careers in a global society. We support this mission by leveraging new technologies and innovative pedagogies to enhance curricular flexibility and strengthen RIT’s brand presence globally.

The ILI coordinates the development, adoption, and promotion of effective teaching and learning in higher education at RIT.
About the ILI

Through its two entities—the Teaching & Learning Services (TLS) and RIT Online—the ILI anticipates, assesses and responds to current trends in higher education by:

- supporting faculty experimentation across disciplines
- exploring flexible learning options
- leveraging new technologies and pedagogies to strengthen RIT’s global presence
- to ultimately provide exceptional learning experiences for our students
About the ILI Units

**Through TLS**, the ILI encourages innovative teaching and learning projects in all RIT Colleges, including technology-enhanced and online course formats. TLS supports faculty in designing courses, applying appropriate academic technologies, developing media, and using classroom technology resources.

**Through RIT Online**, the ILI provides students with a robust, engaging, success-oriented experience; a growing portfolio of demand-based online products; and exceptional social and academic support. RIT Online’s system of modular courses, stackable credentials and accelerated options allows students to efficiently and affordably pursue an RIT degree, certificate or a new competency.
Teaching and Learning Services (TLS), a unit of the Innovative Learning Institute (ILI) at RIT, furthers faculty teaching effectiveness and student learning.
About Teaching & Learning Services (TLS)

TLS partners with RIT faculty to improve and expand their students’ learning experience with on-campus, online, and blended courses.

TLS supports faculty in designing courses, applying appropriate academic technologies, developing media, and using classroom technology resources.

Partner with us to: discover, design, develop, deliver, diagnose, disseminate & deliberate to create exceptional student experiences.
Following the 7 D’s

01 Discover
Draw on literature, conferences, the Internet, & more to find new ways of enabling your students to achieve course objectives.

02 Design
Create the components of your course: lectures, media, assignments, and assessments for students to gain knowledge and practice skills.

03 Develop
Engage your students using various delivery methods and activities in the learning process.

04 Deliver
Assess what worked and what didn’t: what helped students learn and where you need to course-correct.

05 Diagnose
Share what you have done with colleagues so they can benefit from your creativity and experience.

06 Disseminate
Envision your class: how you will work with your students and how they will work with each other to learn.

07 Deliberate
Refine your course based on results, continually looking for ways to improve student outcomes and satisfaction.

7 D’s

About ILI | TLS Services | RIT Online Services | ILI Website
Bloom’s Taxonomy

01 Remembering
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

02 Understanding
Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

03 Applying
Carrying out or using a procedure through executing or implementing.

04 Analyzing
Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

05 Evaluating
Making judgments based on criteria and standards through checking and critiquing.

06 Creating
Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.
TLS Services Breakdown

Course Design
Course design consultations
Course design learning events
Course planning tools
Online course design
Flipped classroom ideas

Course Development
Course development support
Online course materials support
Course media captioning
Video recording & editing
Multimedia development
myCourses consultations
Academic technology consultation
myCourses & academic technology learning events

Course Delivery
Teaching & Learning Support Desk
Classroom technology training
Classroom technology delivery
Equipment loans
Classroom event support
Online course exam proctoring

Other Faculty Services
Teaching & learning research & development projects
Grant-funded project support
Faculty Learning Communities
Classroom Observation
Classroom technology usage resources
Learning space design consultation

Facilities
TLS Media Studio
Faculty Computer Lab

Policies
Instructional Design
Classroom Technology
Studio and Lab Support
Academic Technology
Media Production
Flipped Classroom

1. Identify student learning outcomes
   Use lower-order objectives such as remember, understand & apply.

2. Select Content
   Such as new concepts, review, fundamentals or demonstration.

3. Select Delivery Method
   Such as videos, simulations, interactive modules or online research.

4. Identify student learning outcomes
   Use higher-order objectives such as analyze, evaluate & create.

5. Select Assessment
   Use low-stakes assessment so students come to class prepared.

6. Select Activity
   Such as problem solving, team based learning & hands-on activities.

7. Coach Students
   Guide students and provide feedback as they work.

8. STUDENT LEARNING OUTCOMES

- outside of class
- in class
 TLS Updates

• Revised PLIG process – flipped and learning analytics

• Completed LMS review – faculty satisfaction high

• Completed first 8 of RIT Online accelerated courses using the new design and development process

• Launched new TLS website – student support website soon to follow

• Created 3 new innovative learning spaces – Steelcase, T.I.L.E and TLT Studio
Transdisciplinary Sustainable Product Design

While teaching their respective courses, Calle Bablitt from the Golisano Institute of Sustainability (GIS) and Alex Lobos of the College of Imaging Arts and Sciences (CIAS) had both experienced the knowledge gap between the technology specialists who develop sustainable design tools and the product designers who implement those tools. The gap in knowledge becomes very prominent in the field of product design, where engineers collaborate with industrial design professionals, each skilled in their own respective areas, but not aware of the tools and practices of the other. Calle and
RIT Online provides marketing support; offers incentives to help refresh existing content; and provides customized research analyzing market demand for online courses.

Marketing Support for Online Courses & Programs

Custom Research & Demand Reporting for Online Opportunities

Online Student Tracking Reporting and Support
About RIT Online

RIT Online will build and maintain a demand based portfolio of online products by identifying sustainable market opportunities in the online space and aligning them with college programs.

RIT Online will provide marketing for online courses & programs.

RIT Online will provide tracking & reporting of online performance including regular outcome assessments of growth, retention and attrition in order to measure and improve online learning at RIT.

RIT Online will provide a superior co-curricular online student experience through the Virtual Campus and other support tools.
RIT Online Services Breakdown

**Custom Demand Reporting**
- Preliminary Consultations
- New Online Course Opportunity Reporting
- New Online Program Opportunity Reporting
- Existing Online Course Demand Reporting
- Existing Online Program Reporting
- Online Competitive Landscape Analysis

**New Online Course/Program Proposal Support**
- Demand Assessment Assistance
- Vetting Process Assistance
- Financial Incentive Assistance
- Proposal Review Process Assistance

**Online Performance Reporting**
- Online Student Enrollments by Program
- Online Student Enrollments by Course
- Online Course Offerings
- Online Outcome Assessments

**Design & Marketing Support**
- RIT Online Website Highlight Features
- Target Audience Identification
- Online Course Messaging
- Online Program Messaging
- “Try Before You Buy” Course Modules
- PR Strategy Planning and Execution
- Online Promotional Campaigns (Print & Web)
- Design of Digital Marketing Collateral
- Virtual Campus Highlight Features
- Social Media Planning and Marketing

**Virtual Campus Support**
- Non-Degree Seeking Student Support
- Assistance with Online Orientation (TLS)
- Assistance with Online Resources (TLS)
- Virtual Campus Online Program Custom Feeds
- Virtual Campus Custom Messaging
- Virtual Campus Message Board Feedback
Custom Demand Reporting

RIT Online is a member of the Continuing and Online Education (COE) Forum, a program of the Education Advisory Board.

As a COE Forum member, we can request demand reports exploring the viability of online course & program concepts.

Burning Glass, a COE partner, uses an artificial intelligence engine to mine over 80 million unique online job postings for intelligence on titles, skills, educational requirements, etc.. We use this data to gauge the size of occupational markets, align curriculum, define career paths, expand geographies and tap new student segments.
Demand for Marketing and Digital Marketing Jobs are Projected to Expand in the Next Eight Years

An analysis of job postings records that traditional marketing job postings include requirements for digital marketing skills, which is consistent with contact observations that traditional marketers require higher data proficiency. However, students with digital marketing skills may find specialized digital marketing jobs such as a digital marketing manager, specialist, and strategist or a digital advertising account executive, digital media planner, or social media specialist.1 Traditional marketing and advertising jobs expect a 14 percent growth rate in the next eight years, (same as average).2 However, analytics marketing jobs such as market research analysts expect a 41 percent growth rate in the next eight years, which is much faster than average.3 (Chart 10 in Appendix II lists further occupations for digital marketing jobs).

Number of Postings for Digital Marketing Jobs by Occupation
Between February 2012 and February 2013

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Managers</td>
<td>3,262</td>
<td></td>
</tr>
<tr>
<td>Market Research Analysts</td>
<td>1,235</td>
<td></td>
</tr>
<tr>
<td>Public Relations Specialists</td>
<td>1,024</td>
<td></td>
</tr>
<tr>
<td>General And Operations Managers</td>
<td>392</td>
<td></td>
</tr>
<tr>
<td>Web Developers</td>
<td>265</td>
<td></td>
</tr>
<tr>
<td>Search Marketing Strategists</td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>Industrial Production Managers</td>
<td>203</td>
<td></td>
</tr>
</tbody>
</table>

Chart 9: Number of Postings for Digital Marketing Jobs by Desired Skill
Between February 2012 and February 2013

<table>
<thead>
<tr>
<th>Skill</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media</td>
<td>2,625</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>1,832</td>
<td></td>
</tr>
<tr>
<td>Online Marketing</td>
<td>1,740</td>
<td></td>
</tr>
<tr>
<td>Web Analytics</td>
<td>1,735</td>
<td></td>
</tr>
<tr>
<td>Market Strategy</td>
<td>1,735</td>
<td></td>
</tr>
</tbody>
</table>
New Online Course/Program Proposal Support

Once an online opportunity is identified through demand research, it is then aligned with college programs (draft of process below).

1. Identify Market Demand
2. Identify RIT Campus Programs
3. Discuss Credential w/ Dean
4. Action Plan Development
5. Write and Sign Documentation
6. Program Planning/Review

- College Identified Opportunity or Other (EMCS, RIT Online...)
- Demand Report
- List of Potential Credential Programs
- Credential Agreement (Provost, Dean, Dept.)
- NYSED Approval Process
- RIT Process within Academic Affairs
Design & Marketing Support

RIT Online is the outward facing unit that will be responsible for the marketing of the online courses and programs at RIT.

RIT Online marketing tools and services to promote online courses and programs include:

RIT Online Website, Virtual Campus, PR Campaign Strategy, Social Media Marketing, “Try Before You Buy” Course Modules, Brand Messaging, Design of Digital Promotional Materials

RIT Online will work cooperatively with the Office of Part-time & Graduate Enrollment Services to ensure an integrated approach.
CHANGE IS THE NEW NORM

Meet our global change agents.
Get moving at RIT ONLINE.
Tell us about your experience at RIT:

It was an incredibly rigorous program. But I think the way the courses were designed challenged us to think through problems and approach them from different angles—a skill I was able to apply later to develop solutions at a broad scale.

KEVIN SURACE, RIT Alum, Change Agent

What are the key ingredients to enable change?

---

What helped shape RIT?

As a newly minted RIT graduate, I already had five years’ sales experience in electronics, and RIT gave me core skills and knowledge that I could instantly apply to solving problems, even in sales. As a sales engineer, I worked closely with customers, which helped me develop my own personal leadership style and allow me to engage with customers and gain their trust. The role of a good leader is to lead your team to the next opportunity, not to follow them to the next one. I believe that creativity — inspiring and encouraging people and teams to be creative and think out of the box — is a huge part of being a change agent. But when you think about it, creativity is really about taking risks. To be a successful leader, you need to be able to take risks, of course. But you can make it okay to pursue an idea and fail. You can make it safe to fail by fostering a corporate culture that embraces risk, and by making it clear that everyone is encouraged to take risks. I believe that creativity — inspiring and encouraging people and teams to be creative and think out of the box — is a huge part of being a change agent. But when you think about it, creativity is really about taking risks. To be a successful leader, you need to be able to take risks, of course. But you can make it okay to pursue an idea and fail. You can make it safe to fail by fostering a corporate culture that embraces risk, and by making it clear that everyone is encouraged to take risks.
User Experience Design & Development - New Messaging

OPPORTUNITY
At RIT, we have the expertise to help you upgrade your career. We understand the tragedy of being stuck, and we’re here to point you in the right direction. We believe in a design-centric approach while creating the framework to help you create, critique, and pitch your ideas.

Front-end design is the first point-of-contact with the end user. It’s critical that the interface makes sense—why do a button? We help define the problem, use current principles, customize, and defend the solutions. You will develop a critical eye while learning the importance of design and aesthetics. Visual design is the cornerstone of our program, and you will learn how to reflect the brand and provide a clear message. From designers to programmers, directors to CEOs, there are many within the organization who touch the user experience. This course will provide a huge boost in acceleration of understanding, creating a fast track to better UX capabilities.

BIG PICTURE
The user experience design and development advanced certificate is based on a concept that UX and UI design is NOT platform-agnostic. In fact, we believe that each platform has its own design principles and guidelines that need to be followed. We introduce a whole new set of skills, giving you a new process and vocabulary while focusing on a mobile-first strategy. The course content fosters research, critical thinking, problem solving, and creativity across a full spectrum of media. Your enhanced critical eye will lead you to new places and create new designs. You will develop the skills to achieve job mobility in the fields of digital design from the user experience to computer application, web and mobile design and development, marketing, and advertising.

FACULTY
According to Adam, moving to mobile is key. “Stop resizing your desktop for mobile. It is about having a mobile-first strategy.”

WHY CHOOSE RIT ONLINE
At RIT, we create experience directors. We help you define a vision, bring it to life, critique it, rework it, and pitch it. We examine all sides, and if it’s round, we reach the center. Our alumni work at Google, Apple, RGA, Crispin Porter + Bogusky, IDEO, Tesla, Ogilvy & Mather, IBM, Kleiner Perkins, Yahoo!, and startup design incubators.
Virtual Campus Support

A Virtual Campus experience comparable to the on-campus experience which includes multiple levels of social interaction and feedback mechanisms for adult online learners.

The Virtual Campus features include:

Dynamic Student Profile, Resources, RSS Feeds from Program, Virtual Concierge, Student Network Map, Technical Support, Student Search, RIT Online Channel, Message Board, Idea Factory, Program Messaging, Hot Courses and much more.

Virtual Campus (beta) launches in October & goes live in January.
Hi Bryce,
Welcome to your RIT Virtual Campus

Learn About RIT Virtual Campus

The Alternative is Nothing
by A List Apart

Design Trends for 2013

I Mustache You a Question

Jin is Getting a Headstart On His Career

Countries Online Right Now

United States: 1200
United Kingdom: 544
China: 230
India: 200
Brazil: 160

Popular Courses

Course Title 1: 12
Course Title 2: 2
Course Title 3: 2
Course Title 4: 2
Course Title 5: 1

Where Our Alumni Go

United States: 1200
United Kingdom: 644
China: 200
India: 200
Brazil: 160

Thirteen Tenets Of User Experience
RIT Online Updates

The Best Schools ranked RIT Online the #1 online college in New York State.

Their selection of schools was based on: academic excellence, faculty strength, online teaching methods, reputation, awards & number of online degree programs offered.

RIT Online ranked 11th out of the 30 Best Online Colleges for 2014 by The Best Schools.

RIT ranked as one of the nation’s best online colleges for 2014 by U.S. News and World Report.
RIT Online by the Numbers

• 20% growth in graduate online course enrollments since fall last year
• 35% growth in graduate online course enrollments since fall 2012
• 29% growth in online course enrollments (graduate and undergraduate) since Fall 2012
• Identified & supported 2 new online programs
• Identified & supported 21 new online courses
• Researched & produced 12 custom demand reports
RIT Online Updates

- Created process for the identification of online students
- Created prospective online student workflow (non-degree seeking student gap)
- Built infrastructure for online 8-week class scheduling
- Won 5 awards for the RIT Online website including a gold Addy Award
- Worked on RIT awareness & online marketing campaign with Match CMO
- Developed social media & PR strategies
ILI HAS A BRAND NEW WEBSITE

The ILI coordinates the development, adoption, and promotion of effective teaching and learning in higher education at RIT. Learn more at rit.edu/ili
About ILI  |  TLS Services  |  RIT Online Services  |  ILI Website

**NEWSLETTER**

**Episode 1 | AUGUST, 2014**

High level overview of the Innovative Learning Institute of Rochester Institute of Technology.
Thank you for your time.

For More Information
Please Contact:

<table>
<thead>
<tr>
<th>Neil Hair</th>
<th>Ian Webber</th>
<th>Thérèse Hannigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Executive Director ILI</td>
<td>Assistant Director TLS</td>
<td>Interim Director RIT Online</td>
</tr>
</tbody>
</table>

Download the ILI Presentation: