

# Provost's Innovative Teaching with Technology Award

## Definition of and Rubric for Evaluating Innovative Teaching and Learning

The Innovative Learning Institute is committed to working with RIT faculty to explore, develop, pilot and disseminate innovative modes and models of teaching and learning. To ensure that we allocate university resources to practices that have promise for or demonstrate innovation, we have developed a definition of and rubric for evaluation of teaching and learning practices.

### Definition of innovative teaching and learning practices at RIT

*“Any teaching strategy, approach, technique, or tool that is used, or used in a new way, to improve the student educational experience, and can be implemented widely at RIT”*

### Evaluation Rubric

Evaluation Criteria	Low Score	Mid-range Score	High Score
<b>Utility</b> <ul style="list-style-type: none"> <li>Solves a defined problem</li> <li>Proven to benefit courses/faculty/students</li> </ul>	Does not solve a problem or creates more problems than it solves No evidence of benefit to courses/faculty/students	Solves a problem and presents minor new problems Moderate benefit to courses/faculty/students	Solves a problem while avoiding new problems Will significantly benefit courses/faculty/students
<b>Creativity</b> <ul style="list-style-type: none"> <li>Provides evidence that this is a novel approach or application within the discipline</li> </ul>	No evidence provided as to novel approach or application within the discipline	Some evidence provided as to novel approach or application within the discipline	Strong evidence provided as to novel approach or application within the discipline
<b>Efficacy</b> <ul style="list-style-type: none"> <li>Impact on student learning and/or the student experience can be demonstrated</li> </ul>	No evidence provided as to positive impact on student experience	Some evidence provided as to positive impact on student experience	Strong evidence provided as to positive impact on student experience (e.g. student evals, testimonials)
<b>Portability</b> <ul style="list-style-type: none"> <li>Realistic in alternative environments</li> <li>Achievable by others</li> </ul>	Unfeasible/unachievable by others	Reasonably feasible/achievable	Highly feasible/achievable
<b>Risk</b> <ul style="list-style-type: none"> <li>Presents an acceptable level of risk that does not negatively affect student learning outcomes or the faculty member</li> </ul>	Unacceptable level of risk to student learning outcomes and/or faculty	Moderate level of risk to student learning outcomes and/or faculty	Acceptable level of risk or highly likely to produce desirable outcomes