# Provost's Learning Innovation Grant

## Definition

The Provost's Office in conjunction with the Center for Teaching and Learning 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.

For the purposes of this award, innovative teaching and learning practices can be defined as "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

| Criteria | 0-1 (Weak) | 2-3 (Adequate) | 4-5 (Exceptional) |
|---|---|---|---|
| **Utility**<br>• Solves a defined problem or capitalizes on an opportunity | Does not solve a problem or creates more problems than it solves. | Problem or opportunity needs additional clarity. | Problem or opportunity is clear. |
| **Efficacy**<br>• Impact on student learning and/or the student experience<br>• Activities and assessments expected to lead to innovative or creative outcomes | Weak argument that the approach will improve the student experience. Learning activities and assessments will not likely lead to innovative or creative outcomes for students. | Adequate argument that the approach will improve the student experience. Learning activities and assessments may occasionally lead to innovative or creative outcomes for students. | Strong argument that the approach will improve the student experience. Learning activities and assessments will likely lead to innovative or creative outcomes throughout the course for students. |
| **Transferable**<br>• Achievable by others across colleges<br>• Intended for and applicable to students across colleges | Feasible/achievable only in one discipline. Restricted to students in one college, department, and/or major. | Feasible/achievable by somewhat adjacent disciplines. Limited to a small population of students at RIT. | Portable across many disciplines and colleges at RIT. Provides value to students across colleges to reach a wide population of students at RIT. |
| **Risk**<br>• Use of student data appropriately<br>• Provides an accessible experience<br>• Does not violate RIT policy | Unacceptable level of risk. | Moderate level of risk. | Acceptable level of risk. |
| **Feasibility**<br>• Project is feasible to complete within the timeline and budget | Project is not feasible within the timeline and budget. | Project has potential to be completed within the timeframe and budget. | Project can be completed within the timeframe and budget. |
| **Innovation**<br>• Novel approach or application to teaching and learning<br>*(Not applicable to TAD Focus Areas)* | Standard approach. | Incremental improvement to approach or application to teaching and learning. | Novel approach or application to teaching and learning. |
| **Innovation**<br>• Breadth of Technology, Arts, and Design Intersectionality<br>*(TAD Focus Area only)* | The course contains only one domain of Technology, Art, Design. | The course is at the intersection of two domains of Technology, Art, Design. | The course is at the intersection of three domains of Technology, Art, Design. |