

Mini-Retreat Survey Results *DRAFT 1-21-11*

EXECUTIVE SUMMARY

As part of the Advancing Design-related Technological Education: A Three-way Partnership Project (Tech-FIT) grant, the first of a two-part mini-retreat breakfast took place to present and discuss topics related to infusing the curriculum with sustainability and exploring the potential for inter-disciplinary and cross-curricular transformation. At the end of the presentation, a questionnaire was distributed to gather feedback from participants. A total of 23 participants responded to the questionnaire.

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OVERVIEW

The Fashion Institute of Technology (FIT) is part of the State University of New York (SUNY) and is New York City's internationally recognized college for design, fashion, art, communications, and business. FIT offers Associate of Applied Science Degrees, Bachelor of Science Degrees, Bachelor of Fine Arts Degrees, Master of Professional Studies Degrees, Master of Arts Degrees, and a Master of Fine Arts Degree. In June of 2010, the Center for Excellence in Teaching and the Department of Science & Mathematics was awarded an Advanced Technology Education (ATE) grant through the National Science Foundation. The purpose of the Advancing Design-related Technological Education: A Three-way Partnership Project (Tech-FIT) grant is to better prepare graduates at the college to meet industry demands for the design, development, and manufacture of green and sustainable products such as textiles, toys, home products, cosmetics, and packaging. Through innovative curricula and creative pedagogies, faculty will motivate students at the college to persist in the study of science and to improve their skills.

A launch breakfast took place on August 25, 2010 which presented the opportunity to pre-assess faculty, staff and industry representatives on their current knowledge in green technology concepts and interest in participating in Tech-FIT upcoming activities.

The next Tech-FIT activity included the first of a two-part mini-retreat breakfast that took place on November 12th, 2010. The title of the retreat was "*Toward a Greener Sustainable and More Eco-friendly Curriculum*" and included four FIT faculty members and a guest speak from the Savannah College of Art and Design with the charge of presenting and discussing topics related to infusing the curriculum with sustainability and exploring the potential for inter-disciplinary and cross-curricular transformation. At the end of the presentation, a questionnaire was distributed to gather feedback from participants.

The questionnaire gave the option for participants to identify themselves by name and academic division. There were 11 questions and a section at the end of the questionnaire for

open comments and suggestions. The first eight questions were in a Likert scale format allowing respondents to reply to each question by indicating whether they “Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree” or feel neutral about each question. (see appendix C)

RESULTS

A total of 23 participants responded to the questionnaire. The greatest amount of responses (26%) came from the Liberal Arts division faculty followed by Art & Design (22%), Business & Technology (13%), and Academic & Student Affairs (13%), Graduates Studies (9%), Continuing/Professional Studies (4%). Three individuals (13%) did not identify a division (see table 3).

Table 3. Mini-Retreat Questionnaire Part I- Number of Response by Division

FIT Division	Number of responses	Percent
Liberal Arts	6	26%
Art & Design	5	22%
Business & Technology	3	13%
Academic & Student Affairs	3	13%
Graduate Studies	2	9%
Continuing/Professional Studies	1	4%
Not identified	3	13%
	23	100%

The first question asked participants to comment on their agreement to the following statement: “*This presentation has promoted my thinking about how teaching and the curriculum might be infused with Sustainability.*” All participants agreed with this statement, with 26% or 6 people selecting “agree” and the majority (74%) or 17 people selecting “strongly agree” (see appendix D). On the next question, participants were asked if the presentation promoted their thinking about teaching and the curriculum and how it might be infused with Green Design. Thirteen or 57 percent of participants “strongly agree” with this statement, seven or

30 percent “agree” with this statement and two people were neutral. For question 3, a majority (83%) of participants disagreed with “having no idea what design for sustainability was all about. Based on the responses for questions 4 and 5, 52% or 12 attendees plan to change their teaching based on what they learned from the presentation and 48% were neutral on this decision, while 61 percent or 14 participants plan to change curriculum based on what they learned from the presentation. The majority of participants (65%) also indicated that they were more aware of the Green and Sustainability initiatives at FIT based the mini-retreat presentations and 86 percent mentioned that they would like to learn more about specific techniques to use to make teaching and curriculum more eco-friendly. The final question asked if participants knew how to integrate social innovation into design curriculum before attending the retreat, almost fifty percent (48%) disagreed with this statement, 26 percent agreed with this statement and 26 percent were neutral on this statement.

The end of the questionnaire focused on gathering information about the general logistics of the retreat and suggestions for future presentations (**see appendix D**). A majority of the participants (70%) heard about the retreat from email and internet resources. Other sources include faculty meetings and mailed invitations. In terms of the materials and handouts, 39 percent found the materials to be “very helpful” and 48 percent found the materials to be “somewhat helpful”. In closing, 4 percent of attendees rated the retreat to be “fair” overall, 17 percent found it to be “good” and the majority of participants (78%) rated the retreat to be “excellent” overall. Suggestions for future presentations appear in appendix D.

APPENDIX C

Mini-Retreat Questionnaire

November 12, 2010

Mini-retreat Survey Part 1 - Toward a Greener Sustainable and More Eco-friendly Curriculum

NAME: _____ TITLE/POSITION _____

ACADEMIC DIVISION: Art & Design Business & Technology Liberal Arts Graduate Studies

Continuing/Professional Studies Academic or Student Affairs DEPARTMENT: _____

Circle your responses using the scale below which ranges from 5 for "strongly agree" to 1 "strongly disagree"

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This presentation has promoted my thinking about how teaching and the curriculum might be infused with Sustainability .	5	4	3	2	1
2. This presentation has promoted my thinking about how teaching and the curriculum might be infused with Green Design .	5	4	3	2	1
3. Before today's presentation, I had no idea what Design for Sustainability was all about.	5	4	3	2	1
4. I plan to change my teaching based on what I have learned from this presentation.	5	4	3	2	1
5. I plan to change my curriculum based on what I heard today.	5	4	3	2	1
6. I am more aware of the Green and Sustainability initiatives at FIT based on what I heard today.	5	4	3	2	1
7. I would like to learn more about specific techniques I can use to make my teaching and curriculum more eco-friendly.	5	4	3	2	1
8. Before today's presentation, I had no idea on how to integrate Social Innovation into design curriculum.	5	4	3	2	1

How did you hear about this talk? Email/internet Mailed invitation faculty meeting Unsure Other _____

Did you find the materials/handouts helpful? Very helpful Somewhat helpful Not really helpful Unsure

Overall how would you rate this presentation? Excellent Good Fair Poor Unsure

Any suggestions for future presentations? _____

Thank you ☺!