

## ITLAL Annual Report 2018-19 *(Inclusive of Summer 2018)*

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### I. ITLAL Mission and Overview

ITLAL is a center for faculty development, with the mission of promoting and supporting evidence-based teaching and professional practice to improve faculty careers and increase student learning. Above all, ITLAL programs promote and support greater engagement of students and the development of students’ ability to think critically. Toward this goal, the Institute provides instructional support services and programs of professional enhancement to UAlbany faculty and instructional staff, including graduate students in teaching roles. ITLAL also provides programs for professional preparation of graduate students seeking careers in academe.

### II. Personnel for 2018-19

ITLAL reports to the Senior Vice Provost and Associate Vice President for Academic Affairs.

- Sue Barnes, Technology Coordinator
- Aviva Bower, Ph.D., Instructional Consultant
- Amani Edwards, Future Faculty Fellow (Public Administration)
- Billie Franchini, Ph.D., Interim Director
- Diane Hamilton, Ph.D., Instructional Designer for Online Teaching and Learning (position funded by the Vice Provost for Online Learning)
- Judy Lasher, Office Manager
- Mahdi Najafabadi, Graduate Assistant (Information Science)

- Kimberly Van Orman, Ph.D., Instructional Consultant
- Steven Doellefeld, Ph.D., Special Advisor for Future Faculty

### III. Summary of 2018-19

Now in its 14<sup>th</sup> year of operation, ITLAL continues to focus on its core activity of engaging faculty and instructional staff in the improvement of teaching and learning at all levels. This work consists of workshops and events as well as individual consultations, curation and development of teaching resources, and a set of customized on-demand services such as student surveys, media support, and classroom observations. In addition, we continue to offer support for career development, particularly for pre-tenure and future faculty.

#### A. *User Data*

Use rates for ITLAL services remained high again in 2018-19.

- 474 individual faculty/staff users during the academic year
- 214 individual GTA users during the academic year
- 11 participants in Early Career Institute for UAlbany Faculty
- 42 faculty participants in Tenure Trek events
- 64 new participants in ITLAL's Instructional Leadership Academies
- 26 participants in inaugural Summer Writing Project
- 70 participants in Designing for Online Learning workshops
- Continued demand for ITLAL services: 413 requests for student survey services; 13 new iClicker users; 96 requests for streaming media services (305 files)
- 700+ individual consultations
- 14 customized or collaborative programs for groups across the UAlbany campus with 243 participants
- The Future Faculty Leadership Council sponsored the College Teaching Symposium (98 attendees) and Summer Teaching Boot Camp (18 attendees) for graduate students

#### B. *Career and Leadership Development Activities*

ITLAL's efforts to provide career and leadership development opportunities for UAlbany faculty continued in 2018-19 with several programs designed specifically for pre-tenure faculty. August 2018 marked the fifth offering of the Early Career Institute, a program designed to accelerate the development of skills, knowledge, perspectives, attitudes, insights, and relationships needed for success as a university faculty member. There were **11** first-year faculty participants in this year's ECI, which includes three full-day workshops and customized follow-up. In addition to the ECI, ITLAL continued the Tenure Trek workshop and conversation series in Fall 2018; the program was suspended in Spring 2019 due to administrative restructuring. This series of informal sessions aims to demystify the tenure process and provide participants with information, opportunities for discussion with colleagues, ideas for understanding UAlbany, and strategies for achieving success in research, teaching, and service. There were 4 Tenure Trek events during the academic year, and **42** pre-tenure faculty members attended events.

In addition to our established offerings, this year included two new opportunities aimed at helping faculty develop strategies for productivity and time management. In March 2019, all faculty were invited to two workshops by Tara Gray titled "Become a More Prolific and Efficient Scholar." The first workshop, "Publish and Flourish," provided attendees with specific strategies for improving the quantity and quality of their scholarly work. The second workshop, "Managing Time," offered a framework for helping faculty work more efficiently. As a follow-up to that workshop, we began a pilot Summer Writing Groups project, which gave participants the opportunity to put new writing strategies to work and be more productive during the summer months.

#### C. *Website Development and Launch*

A key point of focus this year was completing the design and development of ITLAL's new website (still at [www.itlal.org](http://www.itlal.org)), which was launched in March 2019. In addition to an updated look and a more navigable structure, one of the notable features of the new site is the development of new and original content for ITLAL users. This has required a significant investment of time and energy on the part of our staff, and development of original content is ongoing. The result of these efforts is a much more robust set of web resources that clearly articulates the research-based educational approaches we recommend to UAlbany faculty. Ultimately, we hope these resources

will encourage instructors to envision new, research-based teaching strategies and encourage them to engage in consultation with ITLAL staff for deeper conversations about their teaching.

#### ***D. Support for Online Teaching and Learning***

Our support of online learning continued to grow in 2018-19, in partnership with other units across campus. The Instructional Designer for Online Teaching and Learning (OTL), whose primary responsibility is to support instructors with projects funded by Online Teaching and Learning in the Office of the Provost, continues to make significant contributions to the growth and development of quality online programs and courses across the University. Demand for these services remained high over this academic year, with **70** participants in Designing for Online Learning workshops and **107** consultations. One new point of focus for the Instructional Designer this year was providing instructors more flexibility to take advantage of resources, including occasional evening and weekend office hours and 3 virtual interactive workshops. In Fall 2018, the OTL Instructional Designer was also instrumental in offering two campus-wide events to inform the University community about online education: a panel discussion called “What can you do with an OTL grant? See what your colleagues have done!” and a University Senate Forum on the State of Online Education at UAlbany. In addition to the work of the OTL Instructional Designer, staff from ITLAL and Educational Technology Services continued to build a substantive and sustainable collaborative model for supporting faculty who are designing, developing, and teaching online courses. Called Teach Online, this model offers opportunities for instructors to customize the type and level of support that best meets their needs.

#### ***E. Graduate Student Development***

ITLAL’s graduate student development efforts continued as well, with **10** students enrolled in the Future Faculty Teaching and Development Program during the 2018-19 academic year. An additional **193** graduate students participated in teaching and professional development workshops, and **22** students enrolled in future faculty development courses.

#### ***F. Support for Special Groups***

In 2018-19, ITLAL continued to broaden its specialized support for specific groups of instructors. The weekly “TBL Tune Up” brown bag series continued. This series includes weekly informal sessions designed to give faculty an opportunity to share ideas, ask questions, and brainstorm solutions to challenges they face in their TBL classes. In addition, in Spring 2019 ITLAL’s Instructional Consultants began the first steps toward developing specialized support for instructors across various departments who teach statistics courses. Two focus group meetings and a survey were conducted as a needs assessment, and work is ongoing to create a suite of resources for these instructors.

#### ***G. Partnerships, Collaborations, and Customized Offerings***

This year also marked the development and continuation of other working partnerships, collaborative efforts, and customized offerings. There were **243** attendees at events that were either customized for special audiences or that represented collaborations with other units on campus.

ITLAL continues to enjoy a robust relationship with several units on campus and worked with these offices in several offerings during the 2018-19 academic year. Our work with the Center for International Education and Global Studies included the continuation of special programming for International GTAs in Fall 2018 and jointly-sponsored workshops for faculty interested in Fulbright Scholarships in Spring 2019. ITLAL staff participated in the Graduate Student Resource Fair, sponsored by the Office of Graduate Studies, in Fall 2018. Finally, in Spring 2019, ITLAL partnered with the Office of Public Engagement to offer a workshop titled “Preparing for Productive Publicly Engaged Teaching,” which was funded by a Diversity Transformation Fund Award from the Office of Diversity and Inclusion.

ITLAL’s Interim Director facilitated completion of the work of the Provost’s Open Educational Resources (OER) Faculty Fellows in Fall 2018, including the development of a final report. This group of four faculty members from across the University (Marcus Adams, Philosophy; Jeremy Feldblyum, Chemistry; Lenore Horowitz, Information Science; and Matthew Ingram, Political Science) worked to create greater awareness of alternatives to costly textbooks and other educational resources. Individually and collectively, the Fellows presented to 15 different groups, including academic departments, the CAS Council of Chairs, and the University Senate Executive Committee, during Fall 2018. Lenore Horowitz continued her work as the Provost’s OER Liaison during the Spring

2019 semester, under the supervision of the ITLAL Interim Director.

The Interim Director also worked with John Cimino from Creative Leaps International to provide support and programming for the Creativity Partners in Teaching, Learning and Leadership program. This group comprised three faculty and two graduate students from across the University: Frankie Bailey (Faculty), Criminal Justice; Jennifer Dodge (Faculty), Public Administration and Policy; Erin Faeth (Graduate student), Literacy Teaching and Learning; Julie Gutmann (Faculty), Writing and Critical Inquiry; and Maria Haji-Georgi (Graduate student), Educational Psychology and Methodology. The Fellows met once a week from October 2018 through February 2019 to learn about arts-integrated education and develop new ideas for their teaching.

#### IV. Faculty Development Events (Workshops, Academies, etc.)

##### A. *UAlbany Fall Faculty Retreat (August 23, 2018)*

The annual Fall Faculty Retreat featured Carl S. Moore, Ph.D., Assistant Chief Academic Officer at University of the District of Columbia, as special guest presenter. **90** faculty members participated, representing all colleges and schools. The retreat was facilitated at the Desmond Hotel in Colonie, NY. The following is a small sampling of what participants indicated they valued most about this event:

- I enjoyed Carl. This talk was a great combo of interaction and lecture.
- Meeting faculty from around the University
- Great presenter!
- Thinking and performing exercises about student learning success
- Hearing about research on SoTL; learning about other types of activities assessments that my table discussed
- Great speaker – interactive workshop – lunch was wonderful!
- Sharing about how to ensure positive student learning outcomes with faculties of diverse disciplinary backgrounds
- Thinking about diverse assessment methods, recognizing what aspects of a course need to be adjusted to engage particular students

##### B. *Instructional Leadership Academies*

ITLAL continues to offer the *Course Design for Deeper and More Lasting Student Learning Academy* in January and June of each year. This Academy features two full-day workshops designed to help instructors use the backward design process to design a new course or re-design a course they have previously taught. In addition to the workshops, faculty are encouraged to follow up with ITLAL consultants prior to and throughout the semester in which they are teaching their newly-designed course. Interest in this offering has remained consistent (**45** total participants in 2018-19, **84** total participants over four offerings), which demonstrates that our constituents recognize the benefit of developing strategies to address their courses at a deep level. Here are some comments from participants in the 2018-19 Course Design Academies:

- I thought the activities were all excellent. I really appreciated how you built on work that you asked us to do early on in later assignments. Also appreciated your modeling...great learning activities!
- I loved all of the activities; they challenged my thinking and ultimately made my syllabus stronger.
- I love the team activities and discussion within the group.
- This information was very helpful and you all do great work! Lunch is appreciated!

##### *Course Design Academies 2018-19 Participation Summary*

<b>Dates</b>	<b>Attendance</b>
June 2018	17 faculty participants 10 graduate student participants
January 2019	11 faculty participants 7 graduate student participants
<b>Total for 2018-19 (2 Academies)</b>	<b>28</b> faculty participants <b>17</b> graduate student participants

ITLAL's *Team-Based Learning Academies* continue to encourage pedagogical change for faculty members and graduate student instructors. These events, in the format of two full-day workshops + customized follow-up with

ITLAL consultants, occur just before the spring and fall semesters begin. The workshops and follow-up consultation are designed to guide participants completely through concrete changes in how they teach. As of May 2019, **403** faculty members and **89** graduate students have participated in these academies since the program began in 2008. Here are some comments from participants in the Team-Based Learning Academy in 2018-19:

- All activities are useful for me as I still consider myself an inexperienced professor (after teaching for a number of years). It was useful to feel what students may experience when taught the TBL style vs traditional.
- I wished more seasoned faculty participated in this experience – it could evolve their teaching and student learning experience.
- Overall this workshop was very well structured. I am excited to try to implement TBL.
- I love these workshops. Thank you for having them. Extremely valuable learning experience and I look forward to improving my students’ learning experience as a result.
- It was the first time for me to participate in training of this kind. I find it quite revealing and extremely helpful for me to become a better teacher.

*Team-Based Learning Academies 2018-19 Participation Summary*

<b>Date</b>	<b>Attendance</b>
August 2018	3 faculty participants 9 graduate student participants 1 guest participant (from another institution)
January 2019	4 faculty participants 3 graduate student participants
<b>Total for 2018-19 (2 Academies)</b>	<b>7</b> faculty participants <b>12</b> graduate student participants <b>1</b> guest participant (from another institution)

**C. Early Career Institute for UAlbany Faculty**

August 2018 marked the fifth annual offering of the Early Career Institute, which is designed to introduce new faculty to UAlbany and the resources available to them here, to create a sense of community, and to offer concrete strategies for immediate success at the University. There were **11** faculty participants in the August 2018 workshops, and many of these faculty engaged in follow-up consultations with ITLAL staff throughout the academic year. We held informal “coffee hours” throughout Fall 2019, which attracted a small number of participants and helped to continue building a sense of community among junior faculty. Here are some comments from 2018-19 ECI participants:

- Really fab! I really appreciated how thoughtfully you addressed the issues we discussed. I’ve attended workshops at other universities that dealt with similar topics but often felt that the people running it were fairly superficial thinkers who were giving us talking points rather than fostering productive dialogue. This was polar opposite and really stimulating and exciting! Thank you!
- It was really helpful and exceeded my expectations. Lunches were good. Lots to think about before going to class in a week.
- Well done- Very informative! Useful in many ways!
- Thoroughly enjoyed it. Inspirational! Examples of teaching exercises fun! Instructor was very helpful and inspiring. Good work! Obviously a lot of planning went into it. Days well spent
- This has been great. Thank you all so much for putting on the ECI, and for all of your time and thoughtfulness.

**D. Summer Writing Groups Project Pilot**

Many faculty have expressed the wish to have more support for scholarly productivity, so this year ITLAL inaugurated the Summer Writing Groups Project. We invited all pre-tenure faculty and faculty who attended the Tara Gray workshops in March to join, and we offered two writing group models: (1) Write together and (2) Accountability and support. We had **22** faculty in attendance at our initial kick-off meeting in May, and each of those faculty were placed in a group that matched the model they chose. At that meeting, faculty worked together to set the expectations and parameters for their work together. In addition, **4** faculty who were unable to attend the

May meeting met in June and have formed their own group. ITLAL staff will stay in touch with the five groups over the summer, and we will survey and interview participants at the end of the pilot to collect feedback. Based on its initial success and the positive feedback we have already received, we plan to expand this program and potentially offer it for all faculty, and possibly for graduate students, in the near future.

**E. ITLAL Workshops for All Faculty and Instructional Staff (full event descriptions in Appendix A)**

Date	Title of Event	Attendance
Aug. 23	Fall Faculty Retreat (with Carl Moore, Ph.D.)	90
Sept. 8	Designing Dynamic Discussions (Saturday Brunch)	12
Sept 18	Make Your Lectures More Interactive	5
Oct. 2 & 3	Build Tenacity in Your Students	7
Feb. 2	Minimal Marking for Maximum Impact (Saturday Brunch)	9
Feb. 11	What's an IITG grant, and how can I get one?	8
Feb. 15	Debriefing In-class Activities to Ensure Successful Discussion—and Student Learning!	5
Feb. 25	Teaching for Transfer	1
Mar. 29	Become a More Prolific and Efficient Scholar: Workshops with Tara Gray	38
<b>Total</b>		<b>175</b>

**F. Tenure Trek Events for Pre-Tenure Faculty (full event descriptions in Appendix B)**

Date	Title of Event	Attendance
Sept. 18	Networking and Building Collegial Relationships	4
Sept. 26	“What I wish I’d known”: A Panel Discussion with Recently Tenured Faculty	13
Oct. 4	What does an effective tenure file look like?	23
Oct. 15	Advising and Mentoring Graduate Students	2
<b>Total</b>		<b>42</b>

**G. Designing for Online Learning Workshops, offered by Diane Hamilton, Instructional Designer for Online Teaching and Learning (full event descriptions in Appendix C)**

Date	Title of Event	Attendance
Jun. 26	Essential Preparations for Teaching Online	20
Sep. 4	Essential Preparations for Teaching Online	6
Sep. 14	Planning Accessible Online Courses	3
Sep. 14	Working with Copyright Protected Materials in Online Courses	3
Oct. 1	Empowering Student Success	2
Feb. 8	Essential Preparations for Teaching Online	20
Mar. 13	Thinking through the Challenges of Teaching Large Enrollment Online Courses	8
Mar. 26	Building a Classroom Environment through Essential Interactions	2
Mar. 29	Empowering Students to Succeed	6
Mar. 30	Facilitating Discussions across Time and Space	0
<b>Total</b>		<b>70</b>

**H. Customized and Collaborative Events**

Date	Title of Event	Attendance
Aug. 22	"Being a Successful International TA in the American Classroom" for International GTAs	18
Aug. 23	“What is ITLAL?” A Presentation for Rockefeller College GTAs	16
Sep. 4	“What is ITLAL?” A Presentation for Physics GTAs	22

Sep. 7	Introduction to ITLAL for New Faculty Orientation (sponsored by the Office of the Provost)	40
Oct. 8	“Feminist Pedagogy” for Graduate Orientation course in Women's, Gender, and Sexuality Studies	8
Oct. 24 & 26	“When students struggle” for instructors and peer mentors in Writing & Critical Inquiry courses	40
Oct. 31	“Group Work and Student Learning” for Communication department	20
Nov. 28	“Leading during Difficult Discussions” for Political Science department	15
Nov. 28	“Leading during Difficult Discussions” for Public Administration department	15
Mar. 27	“Online Teaching and Learning Q&A” for Sociology GTAs (offered by OTL Instructional Designer)	13
Apr. 6	“Building a Classroom Environment through Essential Interactions” for AATLAS instructors (offered by OTL Instructional Designer)	5
Apr. 10	“What is ITLAL?” A Presentation for Biology Faculty	19
Apr. 12	“Preparing for Productive Publicly Engaged Teaching” (collaboration with the Office of Public Engagement)	6
May 24	“Thinking through Challenges of Large Enrollment Online Courses” for CEHC (offered by OTL Instructional Designer)	6
<b>Total</b>		<b>243</b>

## V. Graduate Student Professional Development and Preparation to Teach

### A. Future Faculty and Teaching Development Program

Modeled after the “Preparing Future Faculty” initiative nationwide, ITLAL’s Future Faculty Program is now in its eighth year of operation and has become fully institutionalized at UAlbany. To date, **12** students have completed all requirements of the program, which include successful completion of coursework (courses listed below), 8 hours of workshops, formal review of teaching, engagement in University service, completion of a teaching portfolio, and participation in a formal mentoring relationship with a faculty member at a different institution. There are **10** students currently enrolled in the program.

### B. Future Faculty Courses

Enrollment in the future faculty courses has remained stable and feedback has been positive. The teaching staff has continued to improve the curriculum, using the courses as additional opportunities to model active learning techniques for the college classroom.

Semester	Course	Enrollment
Fall 2018	ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching	14
Spring 2019	ACAS 602/RPAD 591/RPOS 612: Preparing for the Professoriate	8
<b>Total</b>		<b>22</b>

Students represented the following colleges:

*Seminar in College Teaching: College of Arts & Sciences (7), Rockefeller College (3), Education (4)*

*Preparing for the Professoriate: College of Arts & Sciences (5), Rockefeller College (2), Criminal Justice (1)*

### C. College Teaching Symposium

The College Teaching Symposium is designed to build collegiality among participants as well as provide tools for novice and experienced teachers. The Fall 2018 Symposium, in which **98** graduate student instructors participated, was facilitated by 12 experienced graduate students who developed and delivered both plenary and roundtable workshop sessions. ITLAL Instructional Consultant Kimberly Van Orman delivered the keynote plenary workshop. The Future Faculty Leadership Council (see below) plays a prominent role in the planning and execution of this event.

**D. Professional Development Workshops for Graduate Students and Future Faculty (See Appendix D for full descriptions)**

Date	Title of Event	Attendance
Aug. 24	College Teaching Symposium for Graduate Students (a collaboration with the Future Faculty Leadership Council)	98
Sept. 17	Prepare for the Academic Job Market: Effective CVs	10
Sept. 25	Prepare for the Academic Job Market: Powerful Cover Letters	15
Oct. 3	Writing a Statement of Teaching Philosophy for an Academic Job	9
Oct. 9	Teaching Portfolios for Future Faculty	7
Jan. 30	Ready for the Job Market? The Interview	11
Feb. 8	Ready for the Job Market? The Teaching Demonstration	8
Feb. 20	Finding the Balance Between Research and Teaching	5
Mar. 9	Academic Job Market Boot Camp	7
Apr. 12	Communicating Your Research (for Grants and Applications)	5
May 22	Summer Teaching Boot Camp (a collaboration with the Future Faculty Leadership Council)	18
<b>Total</b>		<b>193</b>

**E. Future Faculty Leadership Council (FFLC)**

The Future Faculty Leadership Council includes members representing departments across the Schools and Colleges of the University and focuses its efforts on empowering UAlbany graduate students to enter the job market and progress through the tenure process with confidence.

**1. FFLC Members 2018-19**

College of Arts and Sciences: Lorianna Colon

Rockefeller College of Public Affairs and Policy: Amani Edwards

School of Education: Polina Denisova, Autumn Florencio-Wain, Wenqian Wang, Lisabeth Ann Kelly, Joelle Fingerhut, Polina Denisova, Xinyun Xu

School of Social Welfare: Catherine Kramer

**2. FFLC Outreach 2018-19**

In 2018-2019 the FFLC focused on topics relevant to professional development at the campus level, including collaboration with ITLAL to offer the College Teaching Symposium for UAlbany Graduate Students in August, a campus-wide workshop during the Spring semester, and the Summer Teaching Boot Camp in May. In addition, several members developed and offered events specifically targeted to the needs of their particular departments. Ongoing activities of the FFLC can be viewed on the UA Future Faculty blog at <http://www.uafuturefaculty.blogspot.com/> and on the FFLC's Facebook page.

*All-Campus Events sponsored and hosted by the Future Faculty Leadership Council*

Date	Title of Event	Attendance
Jan. 25	Maximizing Student Learning	8
<b>Total</b>		<b>8</b>

*Departmental Events hosted by individual members*

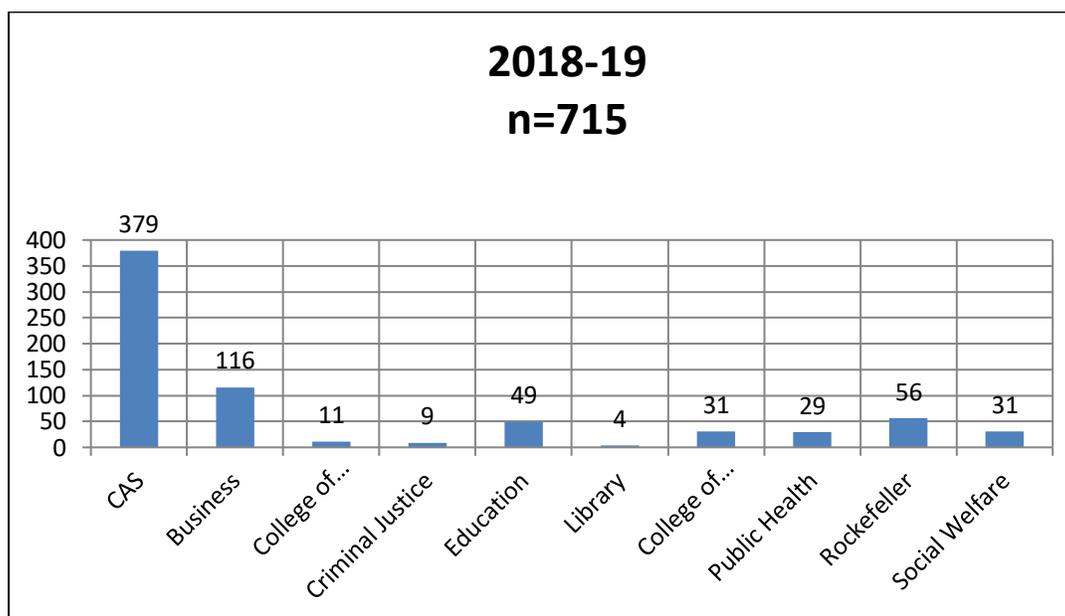
Department (Presenters)	Title of Event	Attendance
Social Welfare (Catherine Kramer)	Social Welfare Mentorship Program	9
Educational Psychology (Wenqian Wang, Joelle Fingerhut, Lisabeth Ann Kelly, Polina Denisova, Autumn Florencio-Wain)	Teaching Unfamiliar Content	8
Social Welfare (Catherine Kramer)	Social Welfare Mentorship Program	6

Educational Psychology (Wenqian Wang, Joelle Fingerhut, Lisabeth Ann Kelly, Autumn Florencio-Wain)	Public Speaking	10
School of Education (Polina Denisova)	Writing for Publication	9
Behavioral Neuroscience (Lorianna Colon)	Self-care for Graduate Students	6
<b>Total</b>		<b>48</b>

## VI. Consulting and Assessment Services

### A. Individual Consultations

Consultations vary in format, including classroom observations, virtual visits to online course activities, face-to-face meetings, and extended phone and online exchanges. They range over a wide array of topics such as course design and management, increasing student engagement, assessing student learning, scholarship of teaching, academic career development, use of instructional technology, and others.



### B. Student Survey Services

Requests for student surveys have stayed consistently high as instructors continue to recognize the value of soliciting feedback from their students before or at midterm in order to diagnose any issues that may be emerging. In Spring 2018, ITLAL rebranded the Midterm Survey Service as the “Early Semester Survey” Service, to emphasize the importance of collecting feedback from students early in the semester so that instructors can respond proactively to the feedback they receive. As part of this effort, all of the existing survey questionnaires were carefully reviewed and revised to ensure consistency, clarity, and alignment with current best practices in assessment.

Semester	2007-08 (pilot)	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Summer	0	3	2	0	5	6	4	4	4	0	1	3
Fall	14	58	73	98	129	153	205	264	244	248	213	239
Spring	21	48	88	126	132	176	228	245	199	211	158	174
<b>Total</b>	<b>34</b>	<b>136</b>	<b>163</b>	<b>224</b>	<b>266</b>	<b>335</b>	<b>437</b>	<b>513</b>	<b>447</b>	<b>459</b>	<b>372</b>	<b>413</b>
<b>Growth</b>	<b>Baseline</b>	<b>300%</b>	<b>20%</b>	<b>37%</b>	<b>19%</b>	<b>26%</b>	<b>30%</b>	<b>17%</b>	<b>-12%</b>	<b>3%</b>	<b>-18%</b>	<b>11%</b>

## VII. Instructional Media and Technology Services

### A. Clickers

ITLAL, in collaboration with ITS, continues to promote effective use of classroom clickers through workshops and individual consultations and provides extensive ongoing support for any instructors seeking to adopt the technology. ITLAL's clicker service includes pedagogical and technical training, as well as administrative services to facilitate bookstore orders, student registration, and other stumbling blocks for first-time users. In 2018-2019 there were **13 new clicker users**, bringing to a total of **196** the number of instructors who have taken advantage of this service since its inception in 2008.

### B. Streaming Media Production

ITLAL continues to provide digitization services for faculty, transferring nearly any kind of media into files that can be made available to faculty and students on the Ensemble Media platform, a service facilitated by ITS. Because the RealMedia server was decommissioned in 2017 and many files converted for uploading to the new platform, there was a spike in the number of files processed in 2016-17, which continued into 2017-18. As use of Ensemble Media continues, we expect the number of requests and files processed to stabilize at current levels.

Year	2016-17	2017-18	2018-19
Total number of requests	338	132	96
Total number of files processed (converted, digitized, or edited)	4006	740	305

## VIII. Print and Web Resources

### A. Web Resources

ITLAL's extensive web-based resources continue to be visited frequently by faculty and faculty development specialists world-wide. Website traffic for [www.itlal.org](http://www.itlal.org) from 6/1/18 to 5/31/19 included **119,880** unique page views and **74,269** visitors to our site. These numbers do not include visits to our old site, [www.albany.edu/teachingandlearning](http://www.albany.edu/teachingandlearning), which remains active for preservation of older links.

In Spring 2019, ITLAL staff collaborated with the Instructional Designer for Online Teaching and Learning to produce *Guidelines for Formative Peer Observation of Online Courses*, available on the ITLAL website. This resource is designed to help faculty use the peer observation process effectively for improving teaching and learning in fully online courses.

### B. Print Publications

ITLAL published two editions of our *Teaching at Albany* newsletters in 2018-19.

- "Designing a Motivating Syllabus" distributed to 1600 readers in Fall 2018
- "Become a More Prolific and Efficient Scholar" distributed to 1600 readers in Spring 2019

*Notes from ITLAL Underground* articles are available in print in the ITLAL office and frequently shared with consultees. They are also published on our website. We published two new editions in 2018-19.

- "What can ITLAL do for you?" revised and reprinted in Spring 2019
- "Designing, Implementing, and Grading Group Projects" published in Spring 2019

## IX. Committee Work and University Service

ITLAL staff members served on the following committees and work groups.

- Academic Subcommittee for Human Library Project
- Conversations for Change Committee
- Educational Technology Advisory Group
- Future Faculty Leadership Council
- Graduate Student Association Human Library Project Committee
- LMS Needs Assessment Steering Committee
- Middle States Self-Study workgroup on Educational Effectiveness Assessment
- Online Teaching and Learning Steering Committee
- Open Educational Resources Working Group

- President’s Council on Diversity
- Search Committee for Assistant to the Provost for Special Projects (Summer 2018)
- SUNY University Faculty Senate
- Technology Coordinators Forum
- University Open Access Policy Working Group
- University Senate
- University Senate Council on Libraries, Information Systems, & Computing (LISC)
- University Senate Executive Committee
- University Survey Committee

## **X. Ongoing Professional Development, Scholarship and Service**

At ITLAL, we believe that we have an obligation to continue our own professional development and contributions to our professional communities. To that end, ITLAL staff participated in several conferences during the 2018-19 academic year and contributed to local, national, and international work in educational development.

### **A. Conference presentations**

Aviva Bower and Kimberly Van Orman

- “Leading during difficult discussions.” Professional and Organizational Development Network in Higher Education Conference, Portland, Oregon, November 15, 2018.

Billie Franchini

- -with Lenore Horowitz. “Calling All Faculty . . . Get Onboard with OER.” Open Education Conference, Conference and Events Center Niagara Falls, Niagara Falls, New York, October 12, 2018.

Diane Hamilton

- “Make Powerful Online Teaching Decisions: Foster Self-Regulated Learning, Facilitate Effective Asynchronous Discussions, and Empower Student Success.” SUNY Conference on Instruction & Technology, SUNY Purchase, Purchase, New York, May 28, 2019.

Kimberly Van Orman

- Chair, APA Teaching Hub session, “Evaluating Inclusion in Course Design and Syllabi,” APA Eastern Division Meeting, New York, New York, January 8, 2019.

### **B. Conference attendance**

- Aviva Bower and Kimberly Van Orman, Professional Organizational Development Network in Higher Education Conference, Portland, Oregon, November 14-18, 2018.
- Billie Franchini, Open Education Conference, Niagara Falls, New York, October 10-12, 2018.
- Diane Hamilton, Online Learning Consortium Conference, Orlando, Florida, November 14-16, 2018.
- Diane Hamilton, SUNY Conference on Instruction & Technology, SUNY Purchase, Purchase, New York, May 28-31, 2019.
- Kimberly Van Orman, American Philosophical Association Eastern Division Meeting, New York, NY, January 7-10, 2019.

### **C. Publications**

- Diane Hamilton, “Scaffold student success in online learning through metacognitive prompting and reflective journaling.” In Chen, B., deNoyelles, A., & Thompson, K. (Eds.), *Teaching Online Pedagogical Repository*. Orlando, FL: University of Central Florida Center for Distributed Learning.  
[https://topr.online.ucf.edu/r\\_1qecshzkfyjqtg/](https://topr.online.ucf.edu/r_1qecshzkfyjqtg/)

### **D. Other professional contributions**

- SUNY Faculty Developers Community of Practice Advisory Board (SUNY CPD)
- SUNY Equity and Inclusion Certificate Advisory Board (SUNY CPD)
- Proposal reviews, SUNY Innovative Instructional Technology Grants
- Proposal reviews, Professional Organizational Development Network Conference, Pittsburgh, Pennsylvania, November 2019

- Proposal reviews, Lilly Conferences on Evidence-Based Teaching and Learning (multiple conferences)
- Contributor, *SUNY Electronic and Information Technology Accessibility Committee Report and Recommendations* (system-wide resource)
- Facilitation, Quality by Design course (SUNY CPD)
- Committee on the Teaching of Philosophy, American Philosophy Association
- Conference Planning Committee, American Association of Philosophy Teachers
- Graduate and Professional Student and Postdoc Developers Committee, Professional and Organizational Developers Network in Higher Education
- Diversity and Outreach Subcommittee of the Graduate and Professional Student and Postdoc Developers committee, Professional and Organizational Developers Network in Higher Education
- Submission reviews, *American Journal of Bioethics—Neuroscience*

## Appendix A: 2018-19 ITLAL Workshops for All Faculty and Instructional Staff

### Fall Semester 2018

#### **August 23: Fall Faculty Retreat: “Scholarly Practitioners in Action” with Guest Presenter Carl S. Moore, Ph.D.**

Research is the cornerstone of our work as scholars, and it should also inform our efforts to improve outcomes for our students and our institution. Considering the connection between scholarship and teaching invites us all to continue refining our practices to create the most effective academic experience for all of our learners. Retreat participants will have the opportunity to consider, experience, and critique evidence-based strategies designed to ensure that we are “Teaching to Invite Student Learning” (morning session) and “Teaching to Capture Student Learning” (afternoon session).

#### **September 8: A Saturday Gathering of UAlbany Teachers: Designing Dynamic Discussions**

What do students learn from discussion? Not much, unless you've constructed a dynamic situation that guarantees they will engage in independent, analytical thinking. There are two key elements necessary to getting there: carefully designed discussion questions that give students something significant and concrete to chew on and a mechanism for getting students to interact with one another and with you. In this session, we will examine and discuss why and how classroom discussions go well (or don't go well) in our courses. Participants will learn and experience strategies for designing and managing discussions that can be adapted to any classroom situation.

#### **September 18: Make Your Lectures More Interactive**

Whether you have a “performer” personality or not, or whether you lecture a lot or a little, it's useful from time to time to revisit “best practices” for making your lectures engaging, interesting, and effective learning tools for students. How can you ensure that the lecture's content and delivery serve the purpose you intended it to, and that the context and set-up for each lecture lead to maximum impact on student learning? In this workshop, participants will experience a variety of techniques for engaging students in lectures and reflect upon strategies for revising their current lectures for heightened effect and better learning outcomes.

#### **October 2 & 3: Build Tenacity in Your Students**

In order to be successful at the University level, students need to be able to persist in the face of difficulty, learn from their mistakes, and recognize the value of multiple attempts at difficult tasks. However, many of our students haven't yet developed this ability. So how can we help them become more adept at working through and overcoming challenges in our courses? In this workshop, participants will learn what research has to say about how students become more persistent in their approach to learning and will practice strategies for framing the work in our courses in ways that help students develop these crucial habits of mind.

### Spring Semester 2019

#### **February 2: A Saturday Gathering of UAlbany Teachers: Minimal Marking for Maximum Impact**

Are you tired of spending endless hours poring over students' papers, only to watch them flip past all your comments to see their grade? Do you feel compelled to mark all the errors on students' work so you can ensure that they don't make them again? If you answered yes to either of these questions, this workshop is for you. Join us to learn research-based strategies for responding to student work with more focused and helpful feedback—in less time.

#### **February 11: What's an IITG grant, and how can I get one?**

Innovative Instruction Technology Grants (IITG) is a competitive program open to SUNY faculty and support staff across all disciplines. This year's RFP has been announced, and proposals are due March 3. If you're thinking of applying—or would just like to learn more about the program—join us for this panel discussion and hear from UAlbany faculty who have received an IITG grant.

#### **February 12 & 15: Debriefing In-Class Activities to Ensure Successful Discussion—and Student Learning!**

*(Note: February 12 workshop scheduled on the downtown campus was cancelled due to inclement weather.)*

You meticulously designed an activity that engaged your students just as you had hoped it would. But now what? How do you help them process and reflect on the experience they've just had to ensure that learning happens? How can you give students the kind of feedback they need to make sure that the activity has some lasting impact on their learning? In this workshop, we will consider the purpose of debriefing and practice some strategies for ensuring that activities and the discussions that follow are both engaging and meaningful for student learning. You will leave with a set of strategies that you can put to use right away.

#### **February 25: Teaching for Transfer**

Sometimes students don't seem to have learned the concepts they need to do the complex thinking our courses require. It's easy to fall back on the belief that these challenges are the result of a lack of foundational knowledge, which can lead us to spend more and more time just reviewing the basics. Research suggests, however, that transfer is more likely when we require

frequent, targeted practice. Join us and learn strategies for designing learning experiences that improve students' ability to actively apply and connect concepts throughout your course.

### **March 29: Special Event: Become a More Prolific and Efficient Scholar (Workshops with Tara Gray, Ph.D.)**

#### *Workshop 1: Publish and Flourish*

Much is known about how to become a better, more prolific scholar—and any scholar can. Participants in this workshop will learn specific and concrete strategies they can put to use right away to improve the quantity and quality of their scholarly work.

#### *Workshop 2: Managing Time*

Educators are pulled in many directions at once, facing publication deadlines, piles of student papers, committee obligations, and that ever-growing list of unanswered emails. This workshop will introduce strategies and practices to open up some “space” in our lives, in which we can reflect, consider the long term, and function more productively.

## **Appendix B: 2018-19 Tenure Trek Events for Pre-Tenure Faculty**

### **Fall Semester 2018**

#### **September 18: Networking and Building Collegial Relationships**

Your success depends on effective research, teaching and service, but this doesn't happen in a vacuum: it happens best when you join forces with colleagues who review your work, join projects with you, and can speak to the quality of your contributions to the University and your field. Like it or not, tenure is affected by your skill at “teamsmanship.” Those who excel at this become respected voices in their departments. Join us for a lively conversation about how to be a supportive colleague, a leader of projects, and a respected player because you can work together to get things done.

#### **September 26: “What I wish I'd known”: A Panel Discussion with Recently Tenured Faculty**

The tenure process (and imagining what comes after it!) can be daunting. The good news is that you have colleagues here at UAlbany who are willing to share what they're learned from their own experience. Come to this session to hear what recently tenured faculty say about how they navigated the path to tenure and some of the strategies they used to succeed.

#### **October 4: What does an effective tenure file look like?**

All of the pieces of your tenure dossier need to work together to present a coherent picture of the value and trajectory of your contribution to your field and the institution. Join us and learn from a panel of tenured faculty about how to begin documenting your research, teaching, and service so that you can present your work effectively when it comes time to submit your dossier.

#### **October 15: Advising and Mentoring Graduate Students**

What do you do when graduate students approach you to ask about working with you? How do you ensure they have the skills needed and that they will have a good experience with you? In this session, you will hear from experienced and effective mentors of graduate students to learn their strategies for creating rewarding and productive mentoring relationships.

## **Appendix C: 2018-19 Designing for Online Learning Workshops**

### **Fall Semester 2018**

#### **June 26: Essential Preparations for Teaching Online**

Do you know that students love your face-to-face class, but worry about what will happen when you try to teach the same class online? Are you new to teaching online, and wondering how to do it successfully? Would you like to improve student outcomes in your existing online course? Worry no more! You can create a “classroom feeling” and empower student success in an online course with tried and true practices. In this workshop, you will begin making key decisions about how to implement your online course plan for a more efficient course building/development process as well as a lively, interactive learning experience for you and your students!

#### **September 4: Essential Preparations for Teaching Online**

Do you know that students love your face-to-face class, but worry about what will happen when you try to teach the same class online? Are you new to teaching online, and wondering how to do it successfully? Would you like to improve student outcomes in your existing online course? Worry no more! You can create a “classroom feeling” and empower student success in an online course with tried and true practices. In this workshop, you will begin making key decisions about how to implement your online course plan for a more efficient course building/development process as well as a lively, interactive learning experience for you and your students!

#### **September 14: Planning Accessible Online Courses**

Are you sure that all of your students can engage with the learning materials and activities you have designed for your online course? It is your responsibility to ensure they can. Join us and explore principles of Universal Design for Learning and

Accessibility to identify approaches you can implement right away to improve your students' ability to participate fully in your online course.

### **September 14: Working with Copyright Protected Materials in Online Courses**

Are you confident that you are using copyright protected materials appropriately in your online course? Did you know that using them in your online class in the same way you use them face-to-face may not be in compliance with Fair Use and the TEACH Act? Join us to learn more about deciding if your use is appropriate. This workshop is offered in collaboration with University at Albany librarians.

### **October 1: Empowering Student Success**

Do you want to minimize the variability in student performance in your online course? Encourage meaningful participation and foster self-regulated learning through course design. In this workshop, you will learn how to provide essential scaffolds to empower students and support their success in your online course.

## **Spring Semester 2019**

### **February 8: Essential Preparations for Teaching Online**

Do you know that students love your face-to-face class, but worry about what will happen when you try to teach the same class online? Are you new to teaching online, and wondering how to do it successfully? Would you like to improve student outcomes in your existing online course? Worry no more! You can create a “classroom feeling” and empower student success in an online course with tried and true practices. In this workshop, you will begin making key decisions about how to implement your online course plan for a more efficient course building/development process as well as a lively, interactive learning experience for you and your students!

### **March 13: Thinking through the Challenges of Teaching Large Enrollment Online Courses**

Ever wonder how to take your large enrollment course online? Join us to think through some of the challenges and explore key aspects related to integrity, requirements for substantive interaction, and management of student learning activities, feedback, and questions.

### **March 26: Building a Classroom Environment Through Essential Interactions (Virtual interactive session)**

You know that students love your face-to-face class, but do you worry about what will happen when you try to teach the same class online? Worry no more! You can create the “classroom feeling” in an online course with tried and true practices that will help you facilitate an interactive learning space even when you aren't in the same room as your students. In this workshop, you will learn how to plan essential interactions that foster a lively online learning experience for you and your students!

### **March 29: Empowering Students to Succeed (Virtual interactive session)**

Do you want to minimize the variability in student performance in your online course? Encourage meaningful participation and foster self-regulated learning through course design. In this workshop, you will learn how to provide essential scaffolds to empower students and support their success in your online course.

### **March 30: Facilitating Discussions Across Time and Space (Virtual interactive session)**

Are you confident about facilitating discussions in your face-to-face classes, but have questions about how to leverage the power of discussions in an online environment? Join us to explore designing and managing effective asynchronous discussions for your online course.

## **Appendix D: 2018-19 Professional Development Workshops for Graduate Students and Future Faculty**

### **Fall Semester 2018**

#### **August 24: College Teaching Symposium for Graduate Students**

This event, sponsored by the Future Faculty Leadership Council and the Institute for Teaching, Learning and Academic Leadership (ITLAL), is an opportunity to enjoy a day of valuable conversations on teaching and good food with your colleagues across campus. This event is open to all graduate students in teaching roles of any kind. This year's theme is “Crafting an Effective Teaching Persona.” Both new and returning graduate students in any teaching role (e.g., instructor, teaching assistant, grader, lab instructor, etc.) are strongly encouraged to attend.

#### **September 17: Prepare for the Academic Job Market: Effective CVs**

No matter what kind of job (or grant!) you apply for in academe, you will be expected to submit a CV. How do you make sure your CV communicates your accomplishments effectively and efficiently so that your application makes it into the “interview this person!” file? This isn't an easy task, but there are strategies that can help you meet the challenge successfully. In this workshop, we will examine and evaluate samples to learn the key principles of crafting an effective CV that will convince

prospective employers that you have the skills and experience required for the job.

### **September 25: Prepare for the Academic Job Market: Powerful Cover Letters**

What does your cover letter communicate to a search committee? Will they see you as a potential colleague or as a desperate graduate student? The cover letter is your first interaction with the search committee and will set the tone for future interactions (and may determine whether there are any!). In this workshop, we will review and analyze samples to understand what makes a cover letter stand out in a good way. You will leave with some concrete strategies you can use to write a letter that will make search committees want to hear more from you.

### **October 3: Writing a Statement of Teaching Philosophy for an Academic Job**

Whether you apply for positions at research-oriented universities or teaching-focused community colleges, or anywhere in between, you will be asked to communicate your approach to teaching. In this workshop, you will reflect on the key beliefs and teaching behaviors that you should articulate and emphasize in your statement. We will also identify the qualities of an effective statement, evaluate samples, and consider strategies for organizing a well-crafted teaching philosophy. You will leave with a beginning draft of your statement and a plan for further development.

### **October 9: Teaching Portfolios for Future Faculty**

Are you ready to convince a search committee that you are a confident and competent teacher who can hit the ground running with their students? A great way to “demonstrate teaching effectiveness,” both on paper and in interviews, is to develop a strong teaching statement and assemble a portfolio that showcases your accomplishments and growth as a teacher. This workshop will provide examples and help you develop a strategy for collecting and displaying materials to demonstrate your strengths as a teacher.

## **Spring Semester 2019**

### **January 30: Ready for the Job Market? The Interview**

You’re getting ready for the academic job market (or you’re on it!), but are you ready if you get an interview? What are the different kinds of interviews that you may have, and what is the best way to prepare for them? This workshop will walk you through common types of interviews for faculty positions, and give you an idea of what to expect. We will discuss the proper preparation and potential pitfalls of the most common interviewing scenarios: phone, internet (Skype), conference and on-campus.

### **February 8: Ready for the Job Market? The Teaching Demonstration**

Busy graduate students tend to want to wait until they have received an interview request to start thinking about preparing, but it’s not uncommon for campus visits to be scheduled very quickly. (“Hi! Can you show up in two weeks?”) Would you be ready to demonstrate your teaching skills? Don’t wait to prepare! More and more colleges and universities require prospective hires to demonstrate their teaching ability during on-campus interviews. This workshop will help you understand the different kinds of demonstrations you may be asked to do and give you some ideas of how to best communicate your teaching skills in a high-pressure situation.

### **February 20: Finding the Balance Between Research and Teaching**

One challenge that does not go away when one transitions from graduate student to tenure-track professor is finding the right balance between teaching and research. The day-to-day concerns of teaching can be so great and so immediate that it’s hard to focus on more long-range plans (like finishing that dissertation!). This workshop will offer time-management techniques to keep you chipping away at your dissertation writing and explore pedagogical strategies to help you spend less time on your teaching without sacrificing the quality of your students’ learning.

### **March 9: Academic Job Market Boot Camp**

There’s a light at the end of the dissertation tunnel, and you’ve decided it’s time to start looking for a job. But where do you even start? This three-hour intensive workshop will help you begin preparing yourself and your materials for the market, from deciding when you need to accomplish key tasks to assembling your dossier and applying for positions. In addition to developing a timeline for your search, you will also do hands-on work that will help you prepare a focused, well-organized CV and cover letter to convince prospective employers that you have the perspective, skills and energy necessary for the job AND that you are a fit for their institution.

*Please note: Participants should bring current drafts of a CV and cover letter to work on during the session.*

### **April 12: Communicating Your Research for Grants and Job Applications**

Writing a successful grant application is a skill that is practiced and developed over time. As a graduate student, you are in a position to make yourself even more marketable by learning the rules early on. This hands-on workshop will provide crucial information and help you practice the skills you will need before you apply for grants. These skills will also help you prepare to write the research statement you will need to be successful on the academic job market.