



INSTITUTE FOR TEACHING, LEARNING
AND ACADEMIC LEADERSHIP
UNIVERSITY AT ALBANY
State University of New York

ITLAL Annual Report 2019-20
(Inclusive of Summer 2019)

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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 2019-20

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

- Sue Barnes, Technology Coordinator (retired January 2020)
- Aviva Bower, Ph.D., Instructional Consultant
- Billie Franchini, Ph.D., Director
- Diane Hamilton, Ph.D., Instructional Designer for Online Teaching and Learning (position funded by the Vice Provost for Online Learning)
- Nataliya Karablina, Future Faculty Fellow (Philosophy)

- Judy Lasher, Office Manager
- Kimberly Van Orman, Ph.D., Instructional Consultant
- Abraham Zakharov, Graduate Assistant (Computer Science)
- Steven Doellefeld, Ph.D., Special Advisor for Future Faculty

III. Highlights of 2019-20

Now in its 15th 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 2019-20.

- Over 950 individual consultations with faculty/staff and graduate students
- Over 480 individual faculty/staff users
- Over 200 graduate student users
- 6 participants in inaugural University Teaching Academy for New UAlbany Faculty
- 41 new participants in ITLAL's Instructional Leadership Academies
- 448 participants in workshops and events for all faculty and instructional staff (289 in ITLAL workshops, 159 in Designing for Online Learning workshops)
- 103 participants in workshops for graduate students/future faculty
- 6 customized or collaborative programs for groups across the UAlbany campus with 92 participants
- Continued demand for ITLAL services: 391 requests for student survey services; 86 requests for streaming media services (190 files); 19 requests for captioning (76 files)

B. *User Survey*

In Fall 2019, ITLAL conducted an online survey to assess users' perception of our services and to determine ongoing and emerging needs. There were 274 responses to the survey indicating high levels of satisfaction with the support ITLAL provides. A summary of the key survey findings is located in Appendix A.

C. *Support for Remote Teaching and Learning*

The sudden and unexpected pivot to fully remote instruction in Spring 2020 presented a set of challenges and opportunities for all instructors at UAlbany, and ITLAL launched several additional support efforts in response to instructor needs. A summary of these efforts is outlined below.

- ITLAL was instrumental in developing the first campus webpage specifically focused on supporting instructors in moving courses to remote instruction and hosted the first iteration of that page on the ITLAL website.
- We offered a total of 6 face-to-face and virtual "Quick Start" workshops throughout Spring Break week designed to help faculty prepare for remote teaching (**30** attendees total).
- We instituted a weekly Remote Teaching Brown Bag discussion series to give instructors an opportunity to share their successes and challenges so they could learn from the experiences of their colleagues (**96** total attendees prior to May 31).
- We had a total of **406** individual consultations with instructors during Spring 2020, many of these specifically aimed at pedagogical and technical support for remote teaching.
- ITLAL staff developed numerous text-based resources in response to concerns arising from instructors in weekly Remote Teaching Brown Bag meetings and consultations. These were made available to individual faculty in consultation and posted on our website.
- ITLAL collaborated with ITS to design and build *Summer 2020 Keep Teaching*, a Blackboard resource designed to help instructors move summer courses to a fully online format.

D. *Support for Online Teaching and Learning*

In addition to our work with remote teaching and learning, ITLAL's support of online learning continued to grow in 2019-20, 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 in a variety of ways. Demand for Designing for Online workshops (**159** participants) and consultations (**221**) remained high over this academic year. In addition, the Instructional Designer continued to facilitate the virtual OTL Connect community, which includes electronic resources and occasional meetings. She also provided significant support for the development of courses in the SUNY Online pilot and was a key liaison between SUNY Online and UAlbany for both course and program development. Additional resources for online instructors included a syllabus generation tool with built-in accessibility features to assist faculty in creating accessible syllabi (developed by the OTL Instructional Designer's intern, Andrew Petagna) and a guide to reflective online teaching, published on the ITLAL website.

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 **9** students enrolled in the Future Faculty Teaching and Development Program during the 2019-20 academic year. An additional **103** graduate students participated in teaching and professional development workshops, and **26** students enrolled in future faculty development courses.

F. Career and Leadership Development Activities

ITLAL's efforts to provide career and leadership development opportunities for UAlbany faculty continued in 2019 with programs designed specifically for pre-tenure faculty. In August 2019, we offered our inaugural University Teaching Academy for New UAlbany Faculty, a practical two-day workshop designed to provide opportunities for first- and second-year faculty to learn about and practice research-based strategies and methods to help ensure their success and that of their students. There were **6** participants in this program, and many participants engaged in follow-up work and consultation with ITLAL staff during the academic year.

ITLAL also piloted a Summer Writing Groups project in 2019. This program began with organizing and goal-setting workshops in May, and **26** participants were placed into 6 writing groups that worked together throughout the summer. ITLAL staff checked in with each group during the summer and conducted a follow-up survey at the end of the program (see Appendix B for an overview of the survey findings). Most participants reported that participation in the project benefited their writing productivity.

G. Specialized Support

ITLAL's support of instructors teaching statistics courses continued with the development of the Statistics Instructors Learning Circle (SILC). Several faculty from across departments participated in SILC, and efforts are underway to transition leadership of the group to participating faculty.

H. Ongoing Website Development

ITLAL staff have continued to develop original content for our new website. This has required a significant investment of time and energy, and 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.

I. Partnerships, Collaborations, and Customized Offerings

This year also marked the development and continuation of other working partnerships, collaborative efforts, and customized offerings. There were **92** attendees at events that were either customized for special audiences or that represented collaborations with other units on campus.

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

A. UAlbany Fall Faculty Retreat (August 22, 2019)

The 11th annual UAlbany Fall Faculty Retreat featured Todd Zakrajsek, Ph.D., Associate Professor and Associate

Director of the Faculty Fellowship in the Department of Family Medicine at the University of North Carolina School of Medicine, and Adjunct Associate Professor of Faculty Development in the College of Veterinary Medicine at North Carolina State University, as special guest presenter. Dr. Zakrajsek presented two workshops on “Dynamic Lecturing.” **87** faculty members participated, representing all colleges and schools. The retreat was facilitated at the Wolferts Roost Country Club in Albany.

The following is a small sampling of what participants indicated they valued most about this event:

- Learned complex relationship between active learning and lecture. Very rich and full of ideas to improve student learning.
- It countered some of my long set ideas – led me to ponder lecture/active learning.
- Time went fast, much learned and I felt engaged.
- Creative delivery of many topics
- The interactivity and activities to flesh out lecture
- Fantastic speaker – engaging and relevant much to reflect on
- Informative, engaging, thought provoking
- Workshop allowed me to participate and envision using beyond the classroom.

B. Instructional Leadership Academies

In 2019-20, ITLAL continued its Instructional Leadership Academy series. *Course Design for Deeper and More Lasting Student Learning* was offered in June 2019 and in January 2020. 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 (**32** total participants in 2019-20, **116** total participants over four offerings), which demonstrates that our constituents recognize the benefit of developing strategies to address course design at a deep level.

The *Team-Based Learning Academy*, offered in August 2019, also includes two full-day workshops and customized follow-up with ITLAL consultants. The workshops and follow-up consultation are designed to guide participants completely through concrete changes in how they teach. As of May 2020, **408** faculty members and **93** graduate students have participated in these academies since the program began in 2008.

Here are some comments from participants in Instructional Leadership Academies during 2019-20.

- All activities were helpful. I like the idea of applying the concepts to our own courses and having the opportunity to share w/ instructor of other disciplines.
- Teamwork with colleagues of diverse backgrounds. There wasn’t anything I didn’t appreciate or enjoy!
- Great program. Learned a lot.
- Very useful. It improved my confidence tremendously.

Instructional Leadership Academies 2019-20 Participation Summary

Dates	Attendance
Course Design Academy June 2019	7 faculty participants 5 graduate student participants
Team-Based Learning Academy August 2019	5 faculty participants 4 graduate student participants
Course Design Academy January 2020	11 faculty participants 9 graduate student participants
Total for 2019-20 (2 Academies)	23 faculty participants 18 graduate student participants

C. ITLAL Workshops and Events for All Faculty and Instructional Staff (full event descriptions in Appendix C)
 In 2019-20, ITLAL introduce a new workshop series called “Small Steps to Big Impact.” These shorter (60-minute) workshops focused on specific high-impact teaching practices that can be implemented easily. In addition, Spring 2020 featured several sessions focused specifically on helping faculty with transitioning to remote teaching.

Date	Title of Event	Attendance
Aug. 22	Fall Faculty Retreat (with Todd Zakrajsek, Ph.D.)	87
Sept. 7	Teaching with Videos as Case Studies (Saturday Brunch)	11
Sept. 20	Small Steps to Big Impact: Assignment Descriptions that Work	8
Sept. 25	Faculty Panel: What I learned from re-designing my course	5
Oct. 4	Small Steps to Big Impact: Pause your Lecture for Learning (uptown campus)	23
Feb. 1	Grade Faster AND Better with Rubrics	16
Feb. 11	Small Steps to Big Impact: Pause your Lecture for Learning (downtown campus)	2
Feb. 14	Small Steps to Big Impact: Get your Students to Prepare for Class	6
Feb. 26	Small Steps to Big Impact: Get your Students to Take Notes	5
Mar. 15	Quick Start: Get the First Week of Your Remote Course Ready to Go	8
Mar. 15	Quick Start: Get the First Week of Your Remote Course Ready to Go (virtual)	11
Mar. 16	Quick Start: Get the First Week of Your Remote Course Ready to Go	1
Mar. 16	Quick Start: Get the First Week of Your Remote Course Ready to Go (virtual)	5
Mar. 17	Quick Start: Get the First Week of Your Remote Course Ready to Go (virtual)	4
Mar. 18	Quick Start: Get the First Week of Your Remote Course Ready to Go (virtual)	1
Mar. 27	Remote Teaching Brown Bag (virtual)	21
Apr. 3	Remote Teaching Brown Bag (virtual)	1
Apr. 10	Remote Teaching Brown Bag (virtual)	12
Apr. 17	Remote Teaching Brown Bag (virtual)	8
Apr. 24	Remote Teaching Brown Bag (virtual)	8
May 1	Remote Teaching Brown Bag (virtual)	8
May 8	Remote Teaching Brown Bag (virtual)	2
May 15	Remote Teaching Brown Bag (virtual)	12
May 22	Remote Teaching Brown Bag (virtual)	11
May 29	Remote Teaching Brown Bag (virtual)	13
Total		289

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

Note: All workshops virtual except those marked with an asterisk().*

Date	Title of Event	Attendance
Jun. 20	Essential Preparations for Teaching Online	14
Jul. 9	Building a Classroom Environment through Essential Interactions	13
Jul. 10	Empowering Students to Succeed	6
Jul. 10	Planning Accessible Online Courses	8
Jul. 11	Facilitating Discussions across Time and Space	12
Jul. 11	Working with Copyright Protected Materials in Online Courses	7
Jul. 12	Thinking through the Challenges of Teaching Large Enrollment Online Courses	4
Jul. 15	Utilizing Campus Technologies to Prepare Engaging Multimedia Online Courses*	15
Sep. 11	Building a Classroom Environment through Essential Interactions	14
Sep. 12	Empowering Students to Succeed	4
Sep. 13	Facilitating Discussions across Time and Space	5
Sep. 18	Working with Copyright Protected Materials in Online Courses	11
Sep. 19	Thinking through the Challenges of Teaching Large Enrollment Online Courses	4
Sep. 20	Planning Accessible Online Courses	7
Oct. 5	Utilizing Campus Technologies to Prepare Engaging Multimedia Online Courses*	5

Date	Title of Event	Attendance
Jan. 30	Essential Preparations for Teaching Online	16
Feb. 24	Ongoing Improvement of Online Teaching through Guided Self-Reflection	5
Mar. 30	Working with Copyright Protected Materials in Online Courses	3
Apr. 23	Planning Accessible Online Courses	6
Total		159

E. Customized and Collaborative Events

Date	Title of Event	Attendance
Aug. 21	"Being a Successful International TA in the American Classroom" for International GTAs	29
Nov. 20	"Boosting Preparation and Attendance" for Political Science department	5
Nov. 20	"Boosting Preparation and Attendance" for Public Administration	7
Oct. 9	"What is ITLAL?" A Presentation for Rockefeller College GTAs	12
Oct. 23 & 25	"Grow a Stronger Writer" for instructors and peer mentors in Writing & Critical Inquiry courses	30
Mar. 25	Designing for Online Learning: Planning Interactions and Discussions for Online Courses (for Dr. Janell Hobson's students)	9
Total		92

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 Albany. 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 **9** 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 2019	ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching	15
Fall 2019	ACAS 603/RPAD 592/RPOS 613: Becoming a Reflective Teacher	4
Spring 2020	ACAS 602/RPAD 591/RPOS 612: Preparing for the Professoriate	7
Total		26

Students represented the following colleges:

Seminar in College Teaching: College of Arts & Sciences (7), Rockefeller College (5), Education (3)

Preparing for the Professoriate: College of Arts & Sciences (2), Rockefeller College (3), Education (2)

Becoming a Reflective Teacher: College of Arts & Sciences (2), Rockefeller College (1), Education (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 2019 Symposium, in which **54** graduate student instructors participated, was facilitated by 12 experienced graduate students who developed and delivered both plenary and roundtable workshop sessions. ITLAL Instructional Consultant Aviva Bower 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 (full event descriptions in Appendix E)

Date	Title of Event	Attendance
Aug. 23	College Teaching Symposium for Graduate Students (a collaboration with the FFLC)	54
Sept. 13	Prepare for the Academic Job Market: Effective CVs	13
Sep. 27	Prepare for the Academic Job Market: Powerful Cover Letters	11
Oct. 11	Writing a Statement of Teaching Philosophy for an Academic Job	4
Oct. 25	Teaching Portfolios for Future Faculty	5
Feb. 5	Ready for the Job Market? The Interview	10
Feb. 21	Ready for the Job Market? The Teaching Demonstration	3
Mar. 6	Teaching Unfamiliar Content	3
Total		103

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 2019-20

College of Arts and Sciences: Carol Bolte and Nataliya Karablina

Rockefeller College of Public Affairs and Policy: Jisang Kim

School of Education: Polina Denisova, Joelle Fingerhut (resigned March 2020), Xinyun Xu, Rong Huang, Taja Young, Elizabeth Ann Kelly (resigned March 2020)

2. FFLC Outreach 2019-20

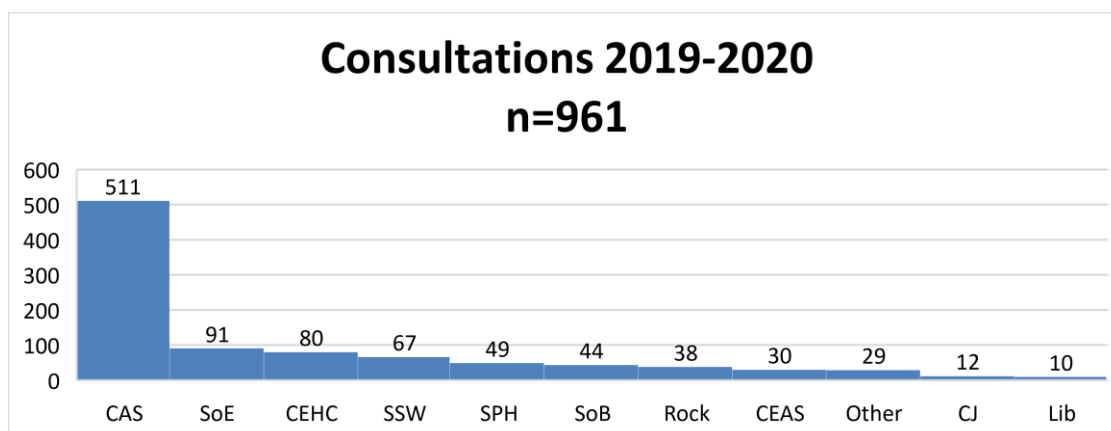
In 2019-2020 the FFLC focused on topics relevant to professional development at the campus level, including collaboration with ITLAL to offer the College Teaching Symposium for UAlbany Graduate Students in August and all-campus event during the fall semester. In addition, several members developed and offered events specifically targeted to the needs of their particular departments.

The FFLC sponsored and hosted one all-campus event, “Professor-TA Communication” in Fall 2019, with **14** attendees. FFLC members in the Educational Psychology department hosted “Starting Your Dissertation Roundtable” in Fall 2019 with **12** attendees.

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.

Semester	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Summer	0	3	2	0	5	6	4	4	4	0	1	3	0
Fall	14	58	73	98	129	153	205	264	244	248	213	239	208
Spring	21	48	88	126	132	176	228	245	199	211	158	174	183
Total	34	136	163	224	266	335	437	513	447	459	372	413	391

VII. Media Services

A. Media Digitization

ITLAL continues to provide digitization services for faculty, transferring nearly any kind of media into files that can be made available 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	2019-20
Total number of requests	338	132	96	86
Total number of files processed (converted, digitized, or edited)	4006	740	305	190

B. Captioning

Online Teaching and Learning funds captioning services for instructors working on OTL Grant Projects (and some others who are teaching fully online) to help ensure that courses are proactively accessible to a variety of learners. In 2019-20, the OTL Instructional Designer received **19** requests and captioned **76** files for online instructors.

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 from 6/1/19 to 5/31/20 included **119,880** unique page views and **74,269** visitors to our site.

Ongoing development of original web resources continued in 2019-20, including new content relevant to remote teaching and learning.

B. Print Publications

1. ITLAL Newsletters

ITLAL published two newsletters in 2019-20.

- “How do I get them to pay attention?”, a *Teaching@Albany* newsletter, was distributed to 1600 readers in Fall 2019.
- “Ensuring a Civil Classroom: What does the research say?”, a *Graduate Teaching@Albany* newsletter, was distributed to 1600 readers in Spring 2020.

2. OTL Publication

The OTL Instructional Designer developed a new guide that was published on the ITLAL website: *Reflective Online Teaching: Self-Improvement of Online Teaching through Reflection on Effective Online Teaching Aims*.

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
- LMS Needs Assessment Steering Committee
- Microcredentials Review Committee
- Middle States Self-Study workgroup on Educational Effectiveness Assessment
- Online Teaching and Learning Steering Committee
- Open Educational Resources Working Group
- Resource Analysis and Planning Committee
- Search committee for ITLAL Instructional Consultant (search cancelled in Spring 2020)
- 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 2019-20 academic year and contributed to local, national, and international work in educational development.

A. Conference presentations

Bower, A. (2019, November 13-17). *Disconnect to connect: Empowering students with the research on multitasking*. [Conference session]. POD Network Annual Conference, Pittsburgh, PA, United States.
(Note: session facilitated by K. Van Orman)

Franchini, B. (2019, May 30-June 2). *Help your students become more self-regulated learners with Team-Based Learning*. [Plenary session]. Lilly Conference on Designing Effective Teaching, Bethesda, MD, United States.

Franchini, B. (2019, October 17-19). *Using online discussion sequences to change student thinking*. [Conference session]. Lilly Conference on Evidence-Based Teaching and Learning, Traverse City, MI, United States.

Franchini, B. (2019, October 17-19). *Using team tasks to teach writing skills*. [Conference session]. Lilly Conference on Evidence-Based Teaching and Learning, Traverse City, MI, United States.

Hamilton, D. (2019, November 19-22). *So... Tell me what you think: Formative feedback through peer observation of online courses and teaching*. [Conference session]. OLC Accelerate 2019, Lake Buena Vista, FL, United States.

Hamilton, D. (2019, November 19-22). *The journey begins!: Self-assessment of online teaching through reflection on effective online teaching practices*. [Conference session]. OLC Accelerate 2019, Lake Buena Vista, FL, United States.

Van Orman, K. (2019, May 30-June 2). *Effectively communicating your research (for academic jobs and profit!)*. [Conference session]. Lilly Conference on Designing Effective Teaching, Bethesda, MD, United States.

Van Orman, K. (2019, May 30-June 2). *Designing for tenacity: Help your students stick to it!*. [Conference session]. Lilly Conference on Designing Effective Teaching, Bethesda, MD, United States.

B. Other professional contributions

- SUNY Faculty Developers Community of Practice Advisory Board (SUNY CPD)
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- SUNY Equity and Inclusion Certificate Advisory Board (SUNY CPD)
- Proposal reviews, SUNY Innovative Instructional Technology Grants
- Proposal reviews, Professional Organizational Development Network Conference, November 2020
- Facilitation, Quality by Design course (SUNY CPD)
- FACT2 Task Group: ExPLOD (Examining Pedagogy and Learning in Online Domains)
- FACT2 Task Group: Open Pedagogy
- 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

C. Other presentations

Honeycutt, B. (Host). (2020). **Aviva Bower**. [Audio podcast episode]. The myth of multitasking: How to help students manage distractions. In *Lecture Breakers*. Barbi Honeycutt, Ph.D.

https://barbihoneycutt.com/blogs/podcast/episode-29-the-myth-of-multitasking-how-to-help-students-manage-distractions-with-dr-aviva-bower?_pos=1&_sid=0bb352351&_ss=r

Appendix A: ITLAL User Survey 2019, Summary of Key Findings

A survey of UAlbany faculty and staff were invited to participate in a survey that was made available from October 28 to November 15. The survey was designed to determine users' satisfaction with ITLAL's services and to inform ongoing efforts to improve current programming and develop additional programs and services. This overview outlines some of the key findings from an overview of the survey data. Additional survey data is available upon request from teachingandlearning@albany.edu.

Participants

- 1256 individuals were initially invited to participate in the survey; 33 invitees responded that they had retired or were no longer in a position where ITLAL's services were relevant.
- There were 274 total respondents from the remaining pool of 1223 individuals, for a response rate of ~22%. Respondents represented faculty and staff from every college/school in the University.
- Of 274 total respondents, 235 identified as frequent or occasional users of ITLAL services.

Assessment of ITLAL services

Participants were asked to evaluate the usefulness of specific ITLAL services. Below is a list of the services that respondents most frequently ranked as *somewhat useful* or *very useful*.

- Individual consultations on teaching and professional development (139)
- Short (60-minute to 2-hour) workshops on effective teaching strategies (133)
- Full or multi-day workshops on effective teaching strategies (128)
- Early semester surveys to collect student feedback on courses in progress (118)
- Short (60-minute to 2-hour) workshops on career development topics (time management, productivity, preparing for tenure, etc.) (90)

Respondents were asked, "What have you changed in your teaching as a result of participation in ITLAL services or events?" Below are the most frequently reported changes.

- More student-centered activities (121)
- More in-class interactions with students during lectures (114)
- Clearer learning objectives (108)
- Improved syllabi (106)
- More interactions among students (102)

Respondents were asked, "What positive behavioral changes have you seen in your students as a result of the changes in your teaching?" Below are the most frequently reported changes.

- Improved participation (127)
- Higher levels of student energy in class (92)
- Improved student initiative/motivation (85)
- Improved attendance (52)

Topics of interest

Respondents were asked, "How likely would you be to attend ITLAL workshops or use services that address the following topics?" Below is the list of topics that respondents most frequently reported they would be highly likely or somewhat likely to respond to.

- Designing effective in-class activities and discussions (186)
- Designing effective assignments and assessments (176)
- Course design for deep learning (169)
- Teaching for critical and disciplinary thinking (169)
- Responding to student feedback (152)

Appendix B: Summary of Summer 2019 Writing Groups Pilot Project Survey Data

In September 2019, ITLAL surveyed faculty who had participated in our pilot Summer Writing Groups Project. Below is an overview of findings from this survey, including recommendations from writing group participants.

There were 15 total respondents, 9 from write together groups and 6 from accountability and support groups.

Most respondents reported greater writing productivity in summer 2019 than in summer 2018.

- 11 respondents wrote more in summer 2019 than in summer 2018
- 2 respondents wrote about the same in summer 2019 than in summer 2018
- 2 respondents wrote less in summer 2019 than in summer 2018

Most respondents (11) reported benefits to their participation in a writing group.

The most commonly-reported benefits included the following:

- Learning strategies from other faculty
- Feeling accountable to others
- Meeting people from other disciplines
- Having a designated place and time for writing
- Spending time with other faculty
- Tracking time spent writing

Most respondents (11) reported that the initial group meeting with ITLAL staff was helpful. The most commonly-reported benefits of that meeting included the following:

- Goal setting (both individual and group)
- Setting a direction and having a plan for the group to begin their work together
- Discussion about how to make the group useful for all members, including boundary-setting

Most respondents (12) reported that participation in the project will influence their writing practices.

The most commonly-reported practices included the following:

- Continuing in a writing group (either the group from this project or another)
- Scheduling daily research and writing time and/or writing in smaller chunks of time
- Adding more accountability, planning, and structure to writing practice
- Tracking time spent writing
- Trying new time management strategies
- Taking a more reflective approach to writing and time management

Respondents had recommendations for improving the summer writing group project.

Here are the recommendations we received:

- Pre-planning survey should ask what kind of time commitment participants are willing to make so that groups can be created more strategically.
- Composition of groups should be based more explicitly on summer availability.
- Participants need more support with goal-setting during the initial meeting.
- Participants need some way of tracking attendance to ensure consistency across the project.
- Participants need more structured guidance to help them decide how regular check-ins with their group will work.
- Participants need more resources for tracking writing output.
- Participants need help garnering writing space.
- Participants need additional check-in from ITLAL staff.
- We should schedule a follow-up meeting for the end of fall semester to see what strategies have been most helpful for participants.

Appendix C: 2019-20 ITLAL Workshops for All Faculty and Instructional Staff

Fall Semester 2019

August 23: Fall Faculty Retreat: “Dynamic Lecturing: Tips to Enhance Student Learning...Including Easy Ways to Infusing Active Learning Strategies” with Special Guest Todd Zakrajsek, Ph.D.

Although lecturing has been demonized over the past several years, it continues to be one of the most frequently used strategies in higher education. Faculty may well be denied promotion, not granted tenure, or even dismissed for using this “tainted approach.” In comparing active learning to lecturing, flaws in the current literature have resulted in misconceptions about the value of lecturing. Over the course of two workshops (morning and afternoon), we will critique foundational studies, examine components of the effective lecture, and learn strategies for integrating lectures with other educational strategies to create meaningful learning experiences for our students.

September 7: A Saturday Gathering of UAlbany Teachers: Teaching with Videos as Case Studies

Many times, we are drawn to using videos in our classes because we want to engage students with relatable examples of our content. But if we haven’t carefully designed meaningful work for students to do with the content they watch, we can find ourselves frustrated by their efforts. The case study approach, which has long been used in professional schools to help students practice disciplinary thinking using real-world scenarios, can offer a useful framework for helping students engage with video content. Join us for this interactive session and learn how to contextualize videos as case studies, ask questions that will get students thinking more like experts, and manage the conversations that follow. You will leave with concrete ideas for using videos more effectively in upcoming courses.

September 20: Small Steps to Big Impact: Assignment Descriptions that Work

One of the keys to preparing students for success on course assignments is helping them (and ourselves!) understand what the assignment actually requires of them. This means having a description that clearly communicates the purpose of the assignment, the skills and knowledge students will need to use, the steps they will need to take to complete the assignment, and the criteria for success. In this 60-minute workshop, you will begin working with a transparent assignment design template to help you communicate your course assignments more clearly. You will leave with a concrete strategy for creating more effective assignment descriptions that will lead to better student work.

September 25: Faculty Panel: What I (and my students) learned from re-designing my course

UAlbany instructors who participate in ITLAL’s Course Design Academy find that the changes they make to their courses lead to improved student learning. Join us for this panel discussion and hear faculty across different disciplines share what they learned from engaging in the process of backward course design, how it has helped them think about teaching in new ways, and how it has led to greater student satisfaction and learning.

October 4: Small Steps to Big Impact: Pause your Lecture for Learning

How do we know that students are actively engaging with and learning from lectures? Sometimes we look across the classroom to find nodding heads, or we might wait for their eyes to light up when they understand a key concept. But there are better strategies to help ensure that your lecture leads to learning. Lecture pauses are learning activities that may be short or long, and they can be incorporated into any class. In this 60-minute workshop, you will practice lecture pause strategies and leave with concrete ideas that you can put to use in your next class.

Spring Semester 2020

February 1: Grade Faster AND Better with Rubrics

Do you find that you spend far too much time grading and students spend far too little time reading the feedback they receive? Carefully constructed rubrics can break this pattern by helping you to clarify your expectations up front, streamline the process of grading, and provide specific feedback that students can use. In this workshop, you will learn how to create and use rubrics to save time and communicate more effectively with your students.

February 11: Small Steps to Big Impact: Pause Your Lecture for Learning (Downtown)

How do we know that students are actively engaging with and learning from lectures? Sometimes we look across the classroom to find nodding heads, or we might wait for their eyes to light up when they understand a key concept. But there are better strategies to help ensure that your lecture leads to learning. Lecture pauses are learning

activities that may be short or long, and they can be incorporated into any class. In this 60-minute workshop, you will practice lecture pause strategies and leave with concrete ideas that you can put to use in your next class.

February 14: Small Steps to Big Impact: Get Your Students to Prepare for Class

We expect that our students will come to class having done the reading and ready to engage with our content, but often those expectations are unmet. Many times students don't see the value of preparation or simply don't know how to prepare well. In this 60-minute workshop, you will learn strategies for designing meaningful preparation tasks that require minimal time and effort on your part but will help ensure that students arrive to class ready to learn.

February 26: Small Steps to Big Impact: Get Your Students to Take Notes

Have you ever looked out across your classroom and noticed that no pens are moving? Or looked at a student's textbook to see every page covered in yellow highlighter but absolutely no written notes? Instructors see notetaking as an essential skill for learning, but often our students don't know how to take notes—or how they can use notes to help them learn. In this 60-minute workshop, you will learn strategies for helping students take notes they can use to guide their learning, both inside and outside of class.

March 15-18: Quick Start: Get the First Week of Your Remote Course Ready to Go

These are work sessions where ITLAL staff will guide instructors through the process of planning their first week of remote teaching and begin the process of building in Blackboard.

March 27-May 29: Remote Teaching Brown Bag

Feel free to enjoy your lunch or a cup of coffee during this informal conversation with colleagues, where we will share our successes and challenges as we transition to remote learning. ITLAL staff will facilitate the sessions.

Appendix D: 2019-20 Designing for Online Learning Workshops

Summer 2019

June 20: Essential Preparations for Teaching Online (Virtual Interactive Workshop)

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!

July 9: Building a Classroom Environment through Essential Interactions (Virtual Interactive Workshop)

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!

July 10: Empowering Students to Succeed (Virtual Interactive Workshop)

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.

July 10: Planning Accessible Online Courses (Virtual Interactive Workshop)

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.

July 11: Facilitating Discussions across Time and Space (Virtual Interactive Workshop)

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.

July 11: Working with Copyright Protected Materials in Online Courses (Virtual Interactive Workshop)

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.

July 12: Thinking through the Challenges of Teaching Large Enrollment Online Courses (Virtual Interactive Workshop)

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.

July 15: Utilizing Campus Technologies (Face-to-face session)

Not sure which technologies are available to support your online teaching efforts? Not sure how to use them strategically for your specific purposes? Not sure how to get started? Come and explore the options! Learn about working with video content, leveraging VoiceThread to promote deeper learning and assess students, managing Skype for Business sessions, and designing menus and modules in Blackboard to support your teaching.

Fall Semester 2019

September 11: Essential Preparations for Teaching Online

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!

September 12: Empowering Students to Succeed

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.

September 13: Facilitating Discussions across Time and Space

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.

September 18: 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.

September 19: Thinking through the Challenges of 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.

September 20: Planning Accessible Online Courses (Virtual interactive session)

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.

October 5: Utilizing Campus Technologies to Prepare Engaging Multimedia Online Courses (Face-to-face session)

Not sure which technologies are available to support your online teaching efforts? Not sure how to use them strategically for your specific purposes? Not sure how to get started? Come and explore the options! Learn about working with video content, leveraging VoiceThread to promote deeper learning and assess students,

managing Skype for Business sessions, and designing menus and modules in Blackboard to support your teaching.

Spring Semester 2020

January 30: 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 learn to create high-impact online courses? Join us to 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!

February 24: Ongoing Improvement of Online Teaching through Guided Self-Reflection

Ever wonder why students are responding to your course in ways you didn't expect? Receive disappointing student feedback? Or, maybe you just value ongoing self-improvement! Join in to learn about how to engage in self-reflection on your teaching behaviors—NOT your course design, but rather your facilitation patterns and interactions with students. Learn more about the Reflective Online Teaching guide.

March 30: 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 UAlbany librarians.

April 23: 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.

Appendix E: Development Workshops for Graduate Students and Future Faculty

Fall Semester 2019

August 23: College Teaching Symposium for Graduate Students

This event, sponsored by the Future Faculty Leadership Council (FFLC) and the Institute for Teaching, Learning and Academic Leadership (ITLAL), is an opportunity to enjoy valuable conversations on best teaching skills and practices as you prepare for your 2019-2020 teaching duties. This year's theme is "Teaching for a Growth Mindset." 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 13: 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 27: 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 11: 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 25: 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 2020

February 5: Are You 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 21: Are You 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.

March 6: Teaching Unfamiliar Content

One of the great fears many new teachers have is that their students will find out that they don’t know everything about the topic they’re teaching. However, this is not an uncommon situation that even professors can find themselves in—at many institutions faculty need to teach courses not related to their research. The good news is that it can actually improve your students’ learning experience! You can be an effective teacher even if you have to reach beyond your comfort zone. Learn about what it takes to make sure students learn and to stay sane even if you have to learn the material right before you teach it.

April 8: Communicating Your Research for Grants and Job Applications

Both on the job market and in order to write a successful grant application, you need to be able to clearly and concisely communicate to a broad audience what your research is and why it matters. This is a skill you can develop and practice. 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.