



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

**ITLAL Annual Report 2020-21**  
*(Inclusive of Summer 2020)*

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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 2020-21**

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

- Aviva Bower, Ph.D., Instructional Consultant
- Billie Franchini, Ph.D., Director
- Diane Hamilton, Ph.D., Instructional Designer for Online Teaching and Learning
- Nataliya Karablina, Graduate Assistant/Future Faculty Fellow
- Judy Lasher, Office Manager
- Kimberly Van Orman, Ph.D., Instructional Consultant (resigned effective July 3, 2020)

**III. Highlights of 2020-21**

Now in its 16<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. While all our work in this year was conducted virtually due to the COVID-19 pandemic, we continued to provide the same support: workshops and events, individual consultations, curation and development of teaching resources, student survey services, and media support.

#### **A. User Data**

Use rates for ITLAL services remained high in 2020-21.

- **721** individual consultations with faculty/staff and graduate students
- **486** individual faculty/staff users
- **124** graduate student users
- **740** participants in workshops and events for all faculty and instructional staff (**484** in ITLAL workshops, **256** in Designing for Online Learning workshops)
- **203** participants in Remote Teaching Brown Bag (Summer and Fall 2020)
- **79** participants in academic job market preparation workshops for graduate students
- **12** customized or collaborative programs for groups across the UAlbany campus with **174** participants
- Continued demand for ITLAL services: **320** requests for student survey services, **96** requests for streaming media services (**263** files)

#### **B. Support for Teaching during COVID-19**

The sudden and unexpected pivot to fully remote instruction in Spring 2020 presented many challenges and opportunities for all instructors at UAlbany, and these challenges continued throughout the 2020-21 academic year. ITLAL launched several additional support efforts in response to instructor needs. A summary of these efforts is outlined below.

- Offered **74** teaching workshops
- Published over **25** new web resources specifically focused on 2020-21 teaching modalities
- Recorded **7** workshops and **2** panel discussions in Summer 2020; **143** total views of these recordings
- Recorded **6** videos providing an overview of Fall 2020 teaching modalities; **257** total views of these recordings
- Continued the Remote Teaching Brown Bag discussion series in Summer 2020 and Fall 2021 with **203** total attendees

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

The Instructional Designer for Online Teaching and Learning (OTL), whose primary responsibility is to support course development for fully online programs, 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 (**256** participants) and consultations (~**185**) 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, and the *Guidance Course for Online Teaching and Learning Projects*.

Much of the Instructional Designer's work in the past year focused on providing support for the development of courses in the SUNY Online pilot, including individual consultations with instructors and additional development of an existing Blackboard resource called *Preparations for SUNY Online Participation*. She serves as a key liaison between SUNY Online and UAlbany for both course and program development.

The Instructional Designer continues to develop resources to support all faculty teaching fully online courses. She has developed a set of asynchronous workshops called the *Designing for Online Learning Professional Development Course*. The initial offering of this course will be in Summer 2021. She also authored a guide titled *Designing for Online Learning: Essential Reminders for Planning Fully Online Courses* with a corresponding page on the ITLAL website titled *Online Course Design and Development*.

#### **D. Specialized Support**

ITLAL's support of instructors teaching statistics courses continued with the ongoing work of the Statistics Instructors Learning Circle (SILC), composed of faculty across departments who teach statistics courses. SILC met once in Spring 2021 with 3 attendees. The group plans to continue its work, meeting in Summer 2021 and once per semester in the 2021-22 academic year.

The COVID-19 crisis made the challenges of work-life balance even more apparent for many faculty. The “Parenting with a Ph.D.” group was formed to provide a network of peer support for faculty with children. The group had five events with 20 total participants. The group plans to continue meeting in the coming months.

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

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

In 2020-21, ITLAL workshops were of particular interest to faculty who were teaching in new or unfamiliar modalities. Due to COVID-19 protocols, all workshops in 2020-21 were offered in virtual format via Zoom, and all were offered multiple times to accommodate as many participants as possible.

Dates	Title of Event	Attendance
Jun. 10, Jun. 29, Jul. 20	Articulating Course Goals	18
Jun. 11, Jul. 1, Jul. 22	Developing a Summative Assessment Plan for Your Course	24
Jun. 12, Jul. 3, Jul. 24	Designing and Communicating Summative Assessments	26
Jun. 15, Jul. 6, Jul. 27, Aug. 5, Aug. 12	Moving Lecture-Based Teaching Online	81
Jun. 17, Jul. 8, Jul. 29, Aug. 7, Aug. 13	Moving Activity- and Discussion-Based Teaching Online	94
Jun. 19, Jul. 10, Jul. 31, Aug. 10, Aug. 14,	Choosing the Right Technology for Your Course	49
Jun. 22, Jul. 13, Aug. 3, Aug. 11, Aug. 17	Strategies for Effective Teaching while Social Distancing	63
Sep. 8 and Sep. 21	Ensuring Student Engagement (and Learning!) in Synchronous Remote Activities and Discussions	20
Sep. 9 and Sep. 22	Ensuring Student Engagement (and Learning!) on Discussion Boards	16
Sep. 10 and Sep. 23	Ensuring Student Engagement (and Learning!) in Online Lectures	9
Sep. 14 and Sep. 29	Streamlining Feedback to Increase Student Learning and Reduce Instructor Fatigue	22
Sep. 17 and Sep. 30	Engaging Students in Discussions of Controversial Topics—Face-to-face or Online	10
Jan. 21 and Feb. 8	Planning Motivating Assignments	13
Jan. 25	Motivating Students to Prepare	12
Jan. 27 and Feb. 12	Designing Motivating Small-Group Interactions	27
<b>Total</b>		<b>484</b>

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

Date	Title of Event	Attendance
Jun. 16, Jul. 17, Jul. 24, Sep. 29, Feb. 9	Building a Classroom Environment through Essential Interactions	70
Jun. 17, Aug. 7, Jan. 19	Empower Students to Succeed	54
Jun. 18, Jul. 18, Jul. 31, Sep. 30, Jan. 20, Feb. 16	Facilitate Discussions across Time and Space	45
Jun. 19, Jul. 3, Jul. 25, Oct. 6, Feb. 10	Thinking through the Challenges of Teaching Large Enrollment Online Courses	38
Jul. 9 and Jan. 12	Ongoing Improvement of Online Teaching through Guided Reflection	10
Jul.3, Jul. 10, Aug. 8, Oct. 7, Jan. 13, Mar. 2	Planning Accessible Online Courses	25
Nov. 4	Working with Copyright-Protected Materials in Online Courses	6
Jan. 26	OTL Connect: Generating Rich Discussions	5
Mar. 9	OTL Connect: Developing “Non-Googleable” Tests	3
<b>Total</b>		<b>256</b>

### C. Customized Events and External Presentations

Date	Title of Event	Attendance
Jun. 9	Meeting with Political Science: Planning for Fall	11
Jun. 18	Language Teaching Online (Session for IELP Instructors)	10
Jun. 24	Brown Bag Session with EOP Instructors: Planning for Fall	19
Aug. 18	What is ITLAL? (Presentation at Rockefeller College Orientation for new graduate students)	9
Oct. 9	Welcome to New Faculty from ITLAL (Presentation at New Faculty Orientation)	12
Oct. 14 and 16	“Grow a Stronger Writer” (Workshop for instructors and peer mentors in Writing & Critical Inquiry courses)	18
Oct. 29	Demonstrating Excellence in Teaching: How ITLAL can help you prepare your tenure dossier (Part of Faculty Development Workshop on Teaching sponsored by Provost’s Fellow for Faculty Development)	6
Mar. 9	“The Role of Assessment in Effective Teaching” (Presentation to ASOC 606/Teaching Sociology class)	10
Mar. 10	“What can ITLAL do for you?” (Presentation to CAS Faculty Council)	25
Mar. 31 and Apr. 1	Demonstrating Excellence in Teaching: How ITLAL can help you prepare your tenure dossier (Part of Faculty Development Workshop on Teaching sponsored by Provost’s Fellow for Faculty Development)	9
Apr. 6	“What can ITLAL do for you?” (Presentation to CAS Council of Chairs)	35
May 11	Teaching Language in Synchronous Simulcast Classes (Session for IELP Instructors)	10
<b>Total</b>		<b>174</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, **13** 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 **8** 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 2020	ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching	7
Fall 2020	ACAS 603/RPAD 592/RPOS 613: Becoming a Reflective Teacher	4
Spring 2021	ACAS 602/RPAD 591/RPOS 612: Preparing for the Professoriate	13
<b>Total</b>		<b>24</b>

Students in these courses represented the following colleges: College of Arts & Sciences (17); School of Education (3); Rockefeller College (2); College of Engineering and Applied Sciences (1); School of Social Welfare (1).

### D. Professional Development Workshops for Graduate Students and Future Faculty (full event descriptions in Appendix C)

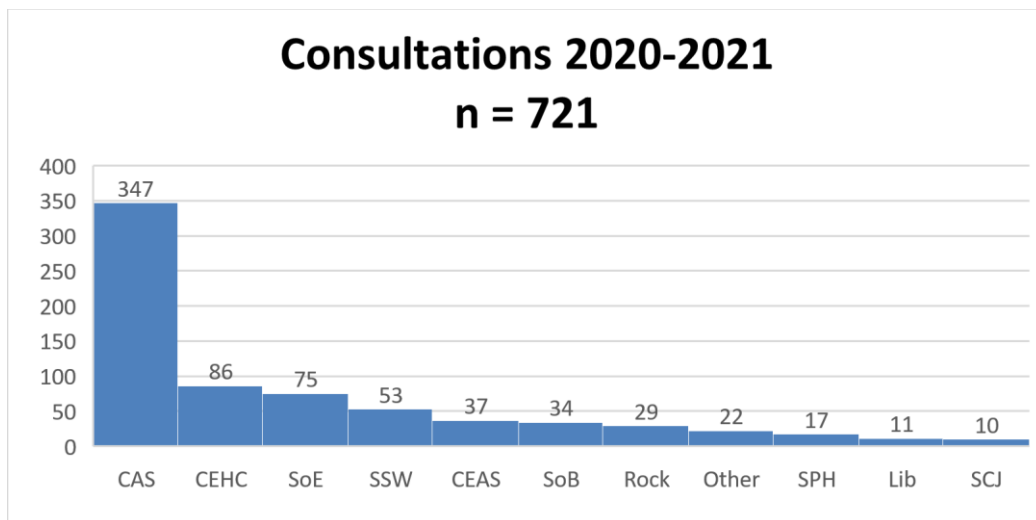
Date	Title of Event	Attendance
Oct. 13	Prepare for the Academic Job Market: Effective CVs	13
Oct. 21	Prepare for the Academic Job Market: Effective Cover Letters	18

Date	Title of Event	Attendance
Oct. 29	Prepare for the Academic Job Market: Effective Teaching Statements	9
Feb. 19	Making a Strong Impression in Zoom Interviews	10
Feb. 25	Powerful Zoom Teaching Demonstrations	15
Mar. 5	Secrets of an Excellent Zoom Job Talk	14
<b>Total</b>		<b>79</b>

## VI. Consulting and Assessment Services

### A. Individual Consultations

Demand for individual consultations remained high in 2020-21. 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. Because many instructors were teaching in new modalities this year, consultations often focused on ensuring that students continued to have meaningful learning experiences in new contexts. We also worked to help instructors manage technologies well so that they could maintain their focus on students' learning.



### B. Early Semester Survey Service

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 2020-21, ITLAL responded to the shift to hybrid and online courses by offering all surveys in electronic form and by creating surveys that matched the teaching modalities offered each semester. Instructors who requested surveys received an anonymous link for each course, a thorough report of all student feedback, and the opportunity to consult with ITLAL staff to interpret and act on survey findings.

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	2020-21
Summer	0	3	2	0	5	6	4	4	4	0	1	3	0	0
Fall	14	58	73	98	129	153	205	264	244	248	213	239	208	188
Spring	21	48	88	126	132	176	228	245	199	211	158	174	183	132
<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>391</b>	<b>320</b>

## VII. Media Services

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. In 2020-21, the shift to more remote forms of

instruction led to a spike in requests and the total number of files processed.

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total number of requests	338	132	96	86	96
Total number of files processed (converted, digitized, or edited)	4006	740	305	190	263

## VIII. Web and Print 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 6/1/20 to 5/31/21 included **29,610** unique page views and **9,131** visitors to our site.

In addition, ITLAL published one Graduate Teaching@Albany newsletter for graduate students in Spring 2021: “Preparing for Virtual Academic Job Interviews.” This newsletter was distributed electronically via email to ~950 readers and was also published on the ITLAL website.

## IX. Committee Work and University Service

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

- Academic Continuity Workgroup of the Forward Together Task Force
- LMS Assessment and Planning Committee
- Microcredentials Review Committee
- Open Educational Resources Working Group
- SUNY University Faculty Senate
- Teaching and Learning Advisory Group (ITS)
- UAlbany Electronic and Information Technology Accessibility Committee
- University Open Access Policy Working Group
- University Senate
- University Senate Council on Libraries, Information Systems, & Computing (LISC)
- University Senate Executive Committee
- University Senate Governance Council
- 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. Our professional development and scholarly activities were fewer in 2020-21 due to the COVID-19 pandemic, but our commitment to local, national, and international work in educational development will continue in future years.

### A. Conference presentations

Franchini, B. (2021, May 12). *Asynchronous online discussions that change student thinking*. [Conference session]. ITLC Lilly Online Conference. Zoom.

### B. Other professional contributions

- SUNY Faculty Developers Community of Practice Advisory Board (SUNY CPD)
- SUNY Equity and Inclusion Certificate Advisory Board (SUNY CPD)
- Innovative Instructional Research Council
- Proposal reviews, Professional Organizational Development Network Conference, November 2020
- FACT2 Task Group: ExPLOD (Examining Pedagogy and Learning in Online Domains)

## **Appendix A: 2020-21 ITLAL Workshops for All Faculty and Instructional Staff**

### **Summer 2020**

#### **Articulating Course Goals (June 10, June 29, July 20)**

Regardless of the mode in which you are teaching, the first step to planning an effective course is to clarify where you are aiming your students. Expressing these aims as a concise set of course goals helps focus your course on students' learning because it provides the basis for all your teaching decisions. In this interactive workshop, you will learn strategies for writing strong course goals and communicating them effectively. You will begin drafting your course goals during the session and after the workshop, you will be invited to develop and share your goals with an ITLAL consultant for feedback.

#### **Developing a Summative Assessment Plan for Your Course (June 11, July 1, July 22)**

After you've clarified and articulated your course goals, it's important to determine how you will assess student learning. Summative assessments are the major assessments and assignments that you will use to determine whether students are meeting the goals you have set for them, and having a clear plan for those assessments provides structure for your course and for your students' learning. In this interactive workshop, you will learn strategies for developing a summative assessment plan that aligns with your course goals. You will begin sketching your plan during the session and after the workshop, you will be invited to share your more fully developed plan with an ITLAL consultant for feedback.

#### **Designing and Communicating Summative Assessments (June 12, July 3, July 24)**

While assessments like exams, papers, and projects may seem straightforward to us, they are often more complex than we realize. As we design these assessments, we need to give careful thought to how we design and communicate them in ways that motivate our students and result in successful student efforts. In this interactive workshop, you will learn strategies for analyzing your summative assessments so that you can communicate them clearly to students. You will begin sketching a summative assessment during the session and after the workshop, you will be invited to share your more fully developed assessment with an ITLAL consultant for feedback.

#### **Moving Lecture-Based Teaching Online (June 15, July 6, July 27, August 5, August 12)**

If you've designed a lecture course, you most likely have class meetings that focus students on your well-designed and well-paced presentations with pauses that engage students and help them process the new ideas and concepts you are presenting. How can you ensure that students engage with and use the information in your lectures effectively when they are learning online? In this interactive workshop, you will learn strategies for creating the structure for your online class that will ensure that students get the most out of your lectures. You will begin sketching out your ideas during the session and after the workshop, you will be invited to share your more fully developed plan with an ITLAL consultant for feedback.

#### **Moving Activity- and Discussion-based Teaching Online (June 17, July 8, July 29, August 7, August 13)**

If you've designed a course that involves student activities and discussion, you most likely have class meetings with a great deal of focused student interaction or reflection. It can be daunting to think about how to replicate that experience in an online environment, but it can be done. In this interactive workshop, you will learn strategies for creating effective structures in your online class to ensure that students interact with each other in meaningful ways that lead to learning. You will begin sketching out your ideas during the session and after the workshop, you will be invited to share your more fully developed plan with an ITLAL consultant for feedback.

#### **Choosing the Right Technology for Your Course (June 19, July 10, July 31, August 10, August 14)**

Regardless of the mode in which you will be teaching this fall, you will be using instructional technologies in some form during the fall semester. The sheer number of options can be overwhelming, so it is important to think strategically about your technology choices. In this interactive workshop, you will learn strategies for choosing the technologies that best meet your needs and that are manageable for you and your students. You will begin making initial decisions during the session and after the workshop, you will be invited to share your initial technology plan with an ITLAL consultant for feedback.

#### **Strategies for Effective Teaching while Social Distancing (June 22, July 13, August 3, August 11, August 17)**

While some classes will likely be held face-to-face during the fall semester, these will not look like a typical class meeting. In order to ensure that you and your students are safe, you will need to make sure that you use the best pedagogical strategies that still allow for social distancing. In this interactive workshop, learn about these strategies and begin making a plan to teach effectively while practicing social distancing. You will begin making initial decisions during the session, and after the workshop, you will be invited to share your "socially distanced classroom teaching plan" with an ITLAL consultant for feedback.



## Fall 2020

### **Ensuring Student Engagement (and Learning!) in Synchronous Remote Activities and Discussions (September 8 and September 21)**

If you are used to teaching a face-to-face course that involves student activities and discussion, you most likely have class meetings with a great deal of focused student interaction or reflection. It can be daunting to think about how to replicate that experience when students are not all together in the same place, but it can be done. In this interactive workshop, you will learn strategies for ensuring that students engage with each other productively and do work together that leads to learning, even from a distance. You will have the opportunity to sketch out some new ideas for synchronous activities and discussions during the session.

### **Ensuring Student Engagement (and Learning!) on Discussion Boards (September 9 and September 22)**

If you are used to teaching a face-to-face course that involves student discussion, you are probably used to a lot of lively exchanges between students. If we want to ensure that asynchronous discussions are equally dynamic, we need to think very carefully about the conditions that will reliably foster student engagement. In this interactive workshop, you will learn strategies to create the same feeling of discovery and debate that make discussion a powerful learning tool in face-to-face class meetings. You will have the opportunity to sketch out some new ideas for asynchronous discussions during the session.

### **Ensuring Student Engagement (and Learning!) in Online Lectures (September 10 and September 23)**

When we lecture in face-to-face classes, we tend to carefully organize and pace our presentations so that students have frequent opportunities to pause process new ideas and concepts. How can you ensure that students engage with and use the information in your lectures effectively when they are learning online? In this interactive workshop, you will learn strategies to ensure that students watch, attend to, and learn from your lectures. You will have the opportunity to sketch out some new ideas for creating engaging online lectures during the session.

### **Streamlining Feedback to Increase Student Learning and Reduce Instructor Fatigue (September 14 and September 29)**

We know that giving students feedback on their work throughout our courses is crucial to their learning, but does this mean that we need to resign ourselves to endless hours of commenting and grading? Maybe not. In fact, research tells us that the relationship between feedback and learning is more complex than we may realize, and more feedback doesn't automatically lead to more learning. In this interactive workshop, you will learn strategies for giving students more useful feedback (in less time!) and helping them make the most of the feedback they receive. These strategies will be especially helpful to instructors who have felt overwhelmed with the amount of student work they face in their online or hybrid courses.

### **Engaging Students in Discussions of Controversial Topics—Face-to-face or Online (September 17 and September 30)**

Introducing and discussing “hot button” topics can be challenging, but we can't always avoid them, especially when controversial topics are central to a course. Even more challenging are the occasions when a discussion becomes heated because it takes an unanticipated direction. If we aren't prepared for these conversations, we can quickly feel like we're losing control or that student interaction is becoming unproductive or upsetting. In this workshop, we will demonstrate some strategies for navigating difficult or “hot” topics as well as helping ensure that an unexpected turn doesn't derail a discussion. You will leave with ideas for how you can prepare for and facilitate a productive conversation about controversial topics.

## Spring 2021

### ***Theme: Motivating Students to Persist—in Any Teaching Modality!***

Teaching during the COVID-19 crisis has brought to the fore some core challenges for us and for our students, especially in online courses. One of these important challenges is creating a motivating learning environment, whether you are teaching an in-person, hybrid, or online course. This series of workshops will provide you with concrete strategies for designing assignments, student preparatory work, and student interactions that will lead to student success. Register for all three or choose those that are most relevant for your courses.

### **Planning Motivating Assignments (January 21 and February 8)**

Many times we create assignments that we hope will motivate students and lead to greater learning, but we find ourselves disappointed and frustrated by the end results. If we want students to feel motivated to persist and learn from our assignments, we need to clearly communicate some key aspects of the work those assignments require. In this interactive workshop, you will learn what the research has to say about designing and communicating assignments effectively, and you will leave with a template that you can put to work right away for assignments in your spring course.

### **Motivating Students to Prepare (January 25)**

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 interactive 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.



### **Designing Motivating Small-Group Interactions in Synchronous Classes (January 27 and February 12)**

Synchronous online classes are like face-to-face classes in some ways, but there are some important differences that require us to rethink our teaching strategies. Using Breakout Rooms for small-group interactions requires different structure and pacing than in-person interactions, and we must think carefully about the role we will play in those interactions. In this interactive workshop, you will learn strategies for creating effective structures in your synchronous online class to ensure that students have meaningful and engaging interactions in small groups that lead to learning.

## **Appendix B: 2020-21 Designing for Online Learning Workshops**

### **Building a Classroom Environment through Essential Interactions (June 16, July 17, July 24, September 29, February 9)**

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! [NOTE: This workshop is not a tutorial in how to use Blackboard.]

### **Empower Students to Succeed (June 17, August 7, January 19)**

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. [NOTE: This workshop is not a tutorial in how to use Blackboard.]

### **Facilitating Discussions across Time and Space (June 18, July 18, July 31, September 30, January 20, February 16)**

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. [NOTE: This workshop is not a tutorial in how to use Blackboard.]

### **Thinking through the Challenges of Large Enrollment Online Courses (June 19, July 3, July 25, October 6, February 10)**

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. [NOTE: This workshop is not a tutorial in how to use Blackboard.]

### **Ongoing Improvement of Online Teaching through Guided Self-Reflection (July 9 and January 12)**

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.

### **Planning Accessible Online Courses (July 3, July 10, August 8, October 7, January 13, March 2)**

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 to identify approaches you can implement right away to improve your students' ability to participate fully in your online course. [NOTE: This workshop is not a tutorial in how to use Blackboard.]

### **Working with Copyright-Protected Materials in Online Courses (November 4)**

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. [NOTE: This workshop is offered in collaboration with UAlbany librarians.]

### **OTL Connect: Generating Rich Discussions (January 26)**

OTL Connect Come Together events are opportunities for instructors to share their strategies, ask their questions, and collaborate with one another. These are participant driven sessions and usually focus on a topic of interest to online instructors. All are welcome! The focus for this session is planning and facilitating rich conversations in discussion forums.

### **OTL Connect: Developing “Non-Googable” Tests (March 9)**

OTL Connect Come Together events are opportunities for instructors to share their strategies, ask their questions, and collaborate with one another. These are participant driven sessions and usually focus on a topic of interest to online instructors. All are welcome! The focus for this session is how to make tests that are less “cheatable.”

## **Appendix C: 2020-21 ITLAL Workshops for Graduate Students**

### **Fall 2020**

#### **Prepare for the Academic Job Market: Effective CV's (October 13)**

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 interactive workshop, you will 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. You will have an opportunity to begin sketching out a plan for using those principles and be invited to work further on your CV with an ITLAL consultant.

#### **Prepare for the Academic Job Market: Effective Cover Letters (October 21)**

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 interactive workshop, you will learn the key principles of writing an effective cover letter that will impress search committees. You will have an opportunity to begin sketching out a plan for using those principles and be invited to work further on your cover letter with an ITLAL consultant.

#### **Prepare for the Academic Job Market: Effective Teaching Statements (October 29)**

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. Teaching statements are notoriously difficult to write, but even if you have very little teaching experience, you can write a strong teaching statement! In this interactive workshop, you will learn the key principles of writing an effective teaching statement that will persuade the search committee that you will be an asset to their students. You will have an opportunity to begin sketching out a plan for using those principles and be invited to work further on your teaching statement with an ITLAL consultant.

### **Spring 2021**

#### *Theme: Preparing for the Job Market: Successful Zoom Interviews*

The academic job market is more competitive than ever, and now prospective candidates must be prepared for screening and extended interviews (what we used to call the “on-campus interview”) conducted entirely on Zoom. In this three part series, you will learn how to prepare for interviews, how to prepare a teaching demonstration, and how to prepare your “job talk” (the overview of your research required for most searches). This series of short, high-impact workshops will prepare you for the new reality of the academic job market. Register for all three or choose those you need most.

#### **Making a Strong Impression in Zoom Interviews (February 19)**

If you’re getting ready for the academic job market or you’re on it, you must be prepared for interviews in the age of Zoom! In this interactive workshop, you’ll learn about the different purposes of interviews and the best ways to prepare for them. You’ll leave with a clearer sense of what to expect during interviews, how to avoid potential pitfalls, and how to make the most of the Zoom platform so that you come across as the calm, collected professional they are looking for. You will have an opportunity to begin planning for the interview and be invited to work further on your interview skills and strategies with an ITLAL consultant.

#### **Powerful Zoom Teaching Demonstrations (February 25)**

Are you ready to demonstrate your teaching skills on the Zoom platform? Don’t wait to prepare! Whether you’re applying for a teaching-focused or a research-focused faculty position, you will be required to demonstrate your teaching ability during the extended interview (what we used to call the “on-campus interview”). This interactive workshop will help you make good decisions based on the context of the demonstrations you may be asked to do and give you some ideas of how to best communicate your teaching skills in this high-pressure situation. You will have an opportunity to begin planning for the teaching demonstration and be invited to work further on the demonstration with an ITLAL consultant.

#### **Workshop 3: Secrets of an Excellent Zoom Job Talk (March 5)**

Whether you are interviewing for a position that focuses on teaching or research, you are likely going to be asked to give the “job talk,” where you share your research with the search committee and other attendees. But what are you really being asked to do when you give the job talk? If you don’t know the secrets of the job talk you risk confusing or boring your audience during this crucial part of the extended interview (what we used to call the “on-campus interview”). In this interactive workshop you’ll learn how to create a Zoom job talk that impresses the audience and communicates more than just your research. You will have an opportunity to begin planning for the job talk and be invited to work further on the job talk with an ITLAL consultant.