

**ITLAL Annual Report 2014-15**  
*(Inclusive of Summer 2014)*

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**I. Mission**

ITLAL is a center for faculty development, with the mission of fostering excellence in university teaching and in faculty effectiveness in their professional roles. Above all, ITLAL promotes and supports through its programs 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 the 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 2014-15**

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

- Billie Franchini, Ph.D., Interim Director
- Kimberly Van Orman, Ph.D., Instructional Consultant
- Sue Barnes, Technology Coordinator
- Kathy Plunkett, Office Manager
- Dima Kassab, Future Faculty Fellow (Informatics)
- Scott Wolcott, Graduate Assistant (Philosophy)
- Lenore Horowitz, Ph.D., Teach22 Instructional Design Coach (Informatics)
- Abi Johnson, Teach22 Graduate Assistant (Women's, Gender, and Sexuality Studies)
- Steven Doellefeld, Ph.D., Special Advisor for Future Faculty

**III. Overview of 2014-15**

Now in its 9<sup>th</sup> year of operation, ITLAL continues to focus on its core activity of engaging faculty and instructional staff in the improvement of teaching and learning at all levels. This work consists of academies, seminars and workshops, as well as individual consultations and a set of on-demand services such as midterm surveys, media support, and personalized feedback such as classroom observations.

Use rates for ITLAL services remained high again in 2014-15: 787 individual faculty and staff members took advantage of one or more of ITLAL's events, resources or services, as did an additional 264 GTA's. Of continuing high interest are the Instructional Leadership Academies (ILA), which attracted 40 new participants who enter into a partnership with ITLAL for one or more semesters

as they implement a new teaching strategy. Funding for participation is tied to instructors' meeting of several benchmarks, designed to track progress toward real and measurable innovation. Our internal assessments show that the extended, ongoing process of support and feedback over time significantly increases the likelihood of success.

ITLAL began a more concerted effort toward providing leadership development opportunities for faculty in 2014-15 with two programs designed specifically for pre-tenure faculty. First, Fall 2014 marked the inaugural Early Career Institute for UAlbany Faculty, a practical, hands-on project for new faculty, consisting of a three-day "boot camp" and semester-long follow-up, all designed to accelerate the development of skills, knowledge, perspectives, attitudes, insights, and relationships needed for success as a university faculty member. 23 new faculty participated in the Institute.

In addition to the ECI, with the support of Heidi Andrade, Associate Professor in the Division of Educational Psychology and Methodology and Associate Dean of the School of Education, ITLAL continued the Tenure Trek workshop and conversation series in 2014-15. This series was originally developed by the former Director of Faculty Development Programs in the Office of the Provost. This series of workshops and conversations aims to demystify the tenure process and provide participants with information, opportunities for discussion with colleagues, ideas for understanding UAlbany, and strategies for achieving success in research, teaching, and service. There were 5 Tenure Trek events during the academic year, and 52 pre-tenure faculty members attended events.

2014-15 brought further development of the "Teach22" initiative, a collaboration among ITLAL, the Department of Informatics, and Information Technology Services. The program was designed to intensify and improve ITLAL's support for online and hybrid courses as well as to provide greater opportunities for communication and collaboration with Faculty Technology Resources in ITS, with a focus on online course development projects being sponsored by the Office of the Provost. In addition to providing consultation and one-on-one support for faculty teaching online and hybrid courses, the Teach22 Design Coach and Graduate Assistant worked with ITS staff to develop and offer two workshops focused on strategies for effective online teaching during the 2014-15 academic year. They also produced the Spring 2014 Teaching @ Albany newsletter, an interview with Associate Provost for Online Learning Peter Shea titled "What's happening with online teaching and learning at UAlbany?" Finally, they built the new TeachOnline website (<http://www.albany.edu/teachonline>), which is designed to be a one-stop resource for faculty at UAlbany who are teaching fully online or using online resources in their face-to-face or hybrid courses.

In an effort to provide ongoing support for the large number of UAlbany faculty who are using Team-Based Learning in their courses, ITLAL began its "TBL Tune Up" series in Spring 2015. These are weekly, informal brown bag sessions designed to give faculty an opportunity to share ideas, ask questions, and brainstorm solutions to challenges they face in TBL classrooms.

ITLAL's graduate student development efforts continued as well, with 4 students completing the Future Faculty Teaching and Development Program during the 2014-15 academic year. An additional 235 graduate students participated in teaching and professional development workshops, and 40 students enrolled in the future faculty development courses.

#### **IV. ITLAL Highlights for 2014-15**

- 787 individual faculty/staff users were recorded during the academic year
- 264 individual GTA users were recorded during the academic year
- 23 participants in inaugural Early Career Institute for UAlbany Faculty
- 52 faculty participants in Tenure Trek events
- Implementation of **Teach22** for development of online and hybrid courses; workshop series begins and OTL website built
- 40 new participants in ITLAL's Instructional Leadership Academies
- Growth in demand for ITLAL services (media digitizing +11%; mid-term surveys +17%; clickers +17%)
- 700+ individual consultations
- Future Faculty Leadership Council sponsored College Teaching Symposium (81 attendees) and Summer Teaching Boot Camp (13 attendees) for graduate students

#### **V. Faculty Development Events (Workshops, seminars, etc.)**

##### **A. UAlbany Fall Faculty Retreat (August 21, 2014)**

The annual Fall Faculty Retreat hosted Kimberly Tanner, Ph. D., Associate Professor of Biology at San Francisco State University. 120 faculty members participated, representing all colleges and schools. The retreat was facilitated at Wolfert's Roost Country Club in Albany, NY. The following is a small sampling of what participants indicated the valued most about this event:

- Kimberly has a great energy! Creates a persona of competence and talks across the disciplines well. Her distinction between connections and piece of knowledge a really good way to talk about content vs. thinking.

- It was very engaging and fun with lots of hands on activities. Well organized and very well done. I learned a lot.
- The instruction was great – I learned things that I thought I knew. I truly feel more empathy for my students after this workshop.
- Dr. Tanner had great energy, enthusiasm and fascinating information. Her workshops were motivating and thoughtful. The card sorting activity was great food for thought. Excellent program!
- Concrete strategies – I will use many in my class
- Lots of new ideas to try!
- Seeing a great example of interactive, engaging teaching session; thinking about the connection between reading and forming structural thinking.
- Interaction, enthusiastic presenter; practical value of information
- Kimberly Tanner was great. High energy and informative

**B. Academies**

ITLAL Instructional Leadership Academies continue to be the drivers of change for faculty members and graduate student instructors. These events, in the format of 2-3 day boot camps + semester-long follow-up by staff members, occur at the beginning or end of each semester and are designed to guide participants completely through concrete changes in how they teach. As of May 2015, **307** faculty members and **60** graduate students have participated in ITLAL Academies since the program began in 2008. All of this year’s Academies focused on Team-Based Learning (TBL). Here are some comments from participants who successfully implemented TBL in their courses:

- Teaching quantitative methods is always challenging but using TBL gave me a renewed interest in teaching this course. I found myself spending more time thinking about alternative approaches to explaining the material and it inspired me to search for new applications that could increase interactivity during class.
- I am so happy not to be lecturing [...] I have discovered that I have to be agile throughout the semester and adapt to the pace of student learning, and changes in the students’ interests. Why wouldn’t I, as an educator, want to modify my approach and/or activities to fit the students’ abilities, needs and appetite?

*Instructional Leadership Academies (ILA) Participation summary*

Semester	Topic	Attendance
August 2014	Team-Based Learning	13 Faculty Participants 6 Graduate Student Participants 4 Guest Participants
January 2015	Team-Based Learning	6 Faculty Participants 6 Graduate Student Participants 5 Guest Participants
May 2015	Team-Based Learning	2 Faculty Participants 7 Graduate Student Participants 7 Guest Participants
<b>Total for 2014-15</b>	<b>3 ILA’s</b>	21 Faculty Participants 19 Graduate Student Participants 16 Guest Participants (from other institutions)

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

The inaugural offering of the Early Career Institute was designed to introduce new faculty to UAlbany and the resources available to them here, to create a sense of community, and to offer concrete strategies for immediate success at the University. The ECI focuses on three interrelated areas of faculty excellence: (1) teaching and mentoring of students; (2) strategic thinking for navigating the institution and professional relationships; and (3) thinking and active proactively to reach career goals. The program consists of a three-day “boot camp” workshop series and a full semester of follow-up activities designed to help foster not only best practices but also mindsets that are likely to lead to successful faculty careers. Here are some comments from 2014-15 ECI grads:

- I found it helpful to reflect upon my goals for my first semester and first five years. I also appreciated the Institute’s emphasis on committing regular time to research activities.
- Overall, I think the Early Career Institute was helpful in adding structure to my goals; allowing me to network with peers; exposing me to important concepts like TBL; importance of shifting responsibilities for learning to students, etc.; and adding an invaluable resource, namely ITLAL, for my future development as a teacher.
- I felt better prepared to begin my career and manage competing demands on my time and energy with thoughtfulness, rather than reacting to each challenge as it arose.

- It made my start at UAlbany much easier: many questions I had (or didn't even know I had!) were answered before the start of the semester. That way, I didn't have to spend time finding answers on an ad-hoc basis during the semester. This helped me adjust and manage my time a lot.
- I think the biggest benefit of ECI for me has been the connections. My friendships with a few individuals there have completely sustained me this semester and other faculty I've talked to who did not attend ECI do not have close friends outside of the department.

**D. Workshops for Faculty and Instructional Staff (for full event descriptions see Appendix A)**

\*Indicates workshop was a collaboration between ITLAL and Faculty Technology Resources as part of the Teach22 initiative.

Date	Title of Event	Attendance
Aug. 21	Fall Faculty Retreat	120
Sept. 6	How Do I Get My Students to Do the Reading – UAlbany Teachers Brunch	22
Sept 18 & 19	Special Event: Publish and Flourish with Guest Tara Gray	56
Sept. 30	Creating Effective Student Interaction in the Online Environment*	19
Oct. 7 & 8	Take Control of the Evaluation of your Teaching	6
Oct. 23	Writing a Statement of your Tenure Dossier	7
Dec. 12	Winter Interlude with Chris Price	29
Jan. 17	Make Your Course Irresistible	19
Jan. 28	Excel Grade Book Consultations	18
Feb. 11 & 12	Curiosity by Design	9
Feb. 25	How Can I Use Writing to Help Students Learn Content?	8
Mar. 6	Enhance Your Course with Online Tools and Proven Strategies!*	17
<b>Total</b>		<b>330</b>

**E. Tenure Trek Events by invitation for Pre-Tenure Faculty (for full event descriptions see Appendix B)**

Date	Title of Event	Attendance
Sept. 10	Time Management and Life Balance	11
Oct. 2	Writing Effective Research and Service Statements	12
Oct. 27	Advising and Mentoring Graduate Students	5
Feb. 25	Spring "Check-in"	10
Mar. 26	Documenting Your Work to Prepare for Tenure	14
<b>Total</b>		<b>52</b>

**F. Customized Events for Departments/special groups**

Date	Title of Event	Attendance
Aug. 18	"What is ITLAL?" for International Student Orientation	80
Oct. 1	"Strategies for Peer Educators": A Workshop for EAPS 487	35
Nov. 14	"Strategies for Peer Mentoring": A Workshop for Writing & Critical Inquiry Instructors and Peer Educators	10
Dec. 5	Developing a System of Peer Observation (for Department of Informatics)	10
Apr. 13	"Using Instructional Technology to Serve Your Teaching Goals" for AENG 770	5
Mar. 4	"Strategies for Peer Educators": A Workshop for EAPS 487	35
<b>Total</b>		<b>175</b>

**VI. 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 sixth year of operation and has become fully institutionalized at UAlbany. To date, **10** students have completed all requirements of the program, which include successful completion of coursework (courses listed below), attending 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. 10 students are 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 course as one more opportunity to model active learning techniques for the college classroom.

Semester	Course	Enrollment
Fall 2014	ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching	17
Spring 2015	ACAS 602/RPAD 591/RPOS 612: Preparing for the Professoriate	12
Fall 2014	ACAS 603/RPAD 592/RPOS 613: Becoming a Reflective Teacher	11
<b>Total</b>		<b>40</b>

Students represented the following colleges:

Seminar in College Teaching: College of Arts & Sciences (10), Rockefeller (4), Education (1), Public Health (1), Social Welfare (1)

Preparing for the Professoriate: Rockefeller (4), College of Arts & Sciences (3), Public Health (2), Computing & Information (1), Education (1), Social Welfare (1)

Becoming a Reflective Teacher: College of Arts & Sciences (6), Computing & Information (2), Public Health (1), Rockefeller (1), Social Welfare (1)

## C. College Teaching Symposium

The goal is for the College Teaching Symposium to become a graduate student version of the UA Fall Faculty Retreat, building collegiality among participants as well as providing tools for novice teachers. The Fall 2014 Symposium, in which 81 graduate student instructors participated, was facilitated by 17 experienced graduate students who developed and delivered both plenary and mini-workshop topics. ITRAL Interim Director Billie Franchini 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 (See Appendix C for full descriptions)

Aug. 22	College Teaching Symposium for Graduate Students	81
Sept. 27	Academic Job Market Boot Camp	15
Oct 16	Writing a Statement of Teaching Philosophy for an Academic Job Search	15
Oct. 29	Teaching Portfolios for Future Faculty	14
Nov. 19	Surviving Your PhD Roundtables: Techniques and Technologies	28
Feb. 4	Preparing Your Teaching Demonstration	11
Feb. 17	Teach and Still Get Your Dissertation Research Done	8
Mar 2	Designing Dynamic Discussions	8
Mar. 28	Academic Job Market Boot Camp	20
Apr. 8	No More Procrastination: Academic CV Cover Letter Writing Boot Camp	12
Apr. 16	Finding an Academic Job That Fits Your Needs	10
May 20	Summer Teaching Boot Camp	13
<b>Total</b>		<b>235</b>

## E. Future Faculty Leadership Council

### 1. FFLC Members 2014-15

College of Arts and Sciences: Hannah Attard, Kevin Ramer, and Rosimar Rios-Berros

College of Computing & Information: Dima Kassab

College of Nanoscale Science and Engineering: Gary Roth

School of Education: Angela Lui

School of Public Health: Aubrey Galusha

School of Social Welfare: Michael Clarkson-Hendrix and Ben Malczyk

### 2. Future Faculty Leadership Council Outreach

In 2014-2015 the Future Faculty Leadership Council (FFLC) focused on topics relevant to professional development at the campus level, while each member individually provided events specifically targeted to the needs of their particular departments. Additionally, each member posted to the FFLC blog on issues related to professional development, teaching, and managing life as a graduate student. As the FFLC continues to expand its reach across campus, it has maintained nine active members who will be involved in planning for the upcoming year, which includes responsibility for the annual College Teaching Symposium for Graduate Students. Ongoing activities of the FFLC can be viewed on the UA Future Faculty blog at

<http://www.uafuturefaculty.blogspot.com/> and on the FFLC's Facebook page.

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

<b>Date</b>	<b>Title of Event</b>	<b>Attendance</b>
Nov. 19	Roundtables: Surviving Your PhD: Techniques and Technologies	28
Apr. 8	No More Procrastination: Academic CV Cover Letter Writing Boot Camp	12
<b>Total</b>		<b>40</b>

4. *Departmental Events hosted by individual members*

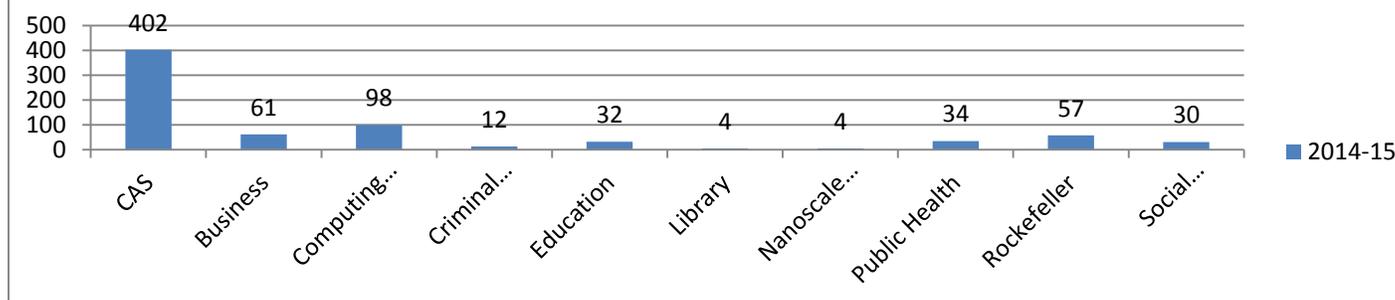
<b>Department (Presenter)</b>	<b>Title of Event</b>	<b>Attendance</b>
Environmental Health Sciences (Aubrey Galusha)	Time Management: Strategies for using your time efficiently	9
Educational Psychology & Methodology (Angela Lui)	The In's and Out's of Attending Professional Conferences!	13
Educational Psychology & Methodology (Angela Lui)	Giving, Receiving, and Using Feedback Effectively	23
Environmental Health Sciences (Aubrey Galusha)	Creating a personalized time budget that you can stick to	7
Math (Kevin Ramer)	Activities for the First Day of Class	5
Math (Kevin Ramer)	Advice for Finishing Your Ph.D.	2
Social Welfare (Michael Clarkson-Hendrix and Ben Malczyk)	Presentation Rehearsal	20
Social Welfare (Michael Clarkson-Hendrix and Ben Malczyk)	Job Search Workshop	8
Atmospheric & Environment science (Hannah Attard & Rosimar Rios-Berros)	Transitioning from Undergraduate to Graduate School	10
Atmospheric & Environment science (Hannah Attard & Rosimar Rios-Berros)	Becoming a professional: time management, productivity, and other concerns	15
<b>Total</b>		<b>112</b>

## VII. Consulting and Assessment Services

### A. *Individual Consultations*

Consultations vary in format, from 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, use of instructional technology, assessing student learning, departmental culture, scholarship of teaching, and academic career development.

## 2014-15 Consultations by School/College (N = 738)



### B. Mid-term student surveys

Requests for this service continue to grow each year. Instructors are increasingly discovering the value of surveying their students at midterm in order to diagnose early any issues that may be emerging.

Semester	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Summer	0	3	2	0	5	6	4	4
Fall	14	58	73	98	129	153	205	264
Spring	21	48	88	126	132	176	228	245
<b>Total</b>	<b>34 (pilot)</b>	<b>136</b>	<b>163</b>	<b>224</b>	<b>266</b>	<b>335</b>	<b>437</b>	<b>513</b>
<b>Growth</b>	<b>Baseline</b>	<b>300%</b>	<b>20%</b>	<b>37%</b>	<b>19%</b>	<b>26%</b>	<b>30%</b>	<b>17%</b>

## VIII. Instructional Media and Technology Services

### A. Clickers

ITLAL, in collaboration with ITS, continues to promote effective use of classroom clickers through workshops and individual consultations, and provides extensive ongoing support for any instructors seeking to adopt the technology. ITLAL's clicker service includes pedagogical and technical training, as well as administrative services to facilitate bookstore orders, student registration, and other stumbling blocks for first-time users. In 2014-2015 there were **20 new clicker users**, bringing to a total of **141** the number of instructors who have taken advantage of this service since its inception in 2008.

### B. i-Peer

Instructors who teach using Team-Based Learning find that one of the most challenging components is the "peer evaluation" process. When done on paper, this can require that an instructor of large classes to handle hundreds of pages. In 2011, ITLAL installed and began providing an instance of the software i-Peer on its instructional development server. This tool helps instructors using Team-Based Learning to set up an electronic course roster that allows students to go online, find their team members, and conduct the peer observation electronically. A student's own evaluations from peers appear in consolidated form in his/her own individual account. 58 instructors at UAlbany took advantage of this service in 2013-14. The site received 1,666 visits during the 2014-15 academic year, some from curious non-UAlbany instructors.

### C. Streaming Media Production

ITLAL provides digitization services for faculty, transferring nearly any kind of media source into formats usable in web-based applications. Converted items are made available on a secure server to faculty and their students.

Year	2007-08	2008-09	2009-10	2010-2011	2011-12	2012-13	2013-14	2014-15
Total new requests	173	345	275	308	299	233	174	144
Total items (cumulative) processed and stored for streaming	6,494	8,804	10,296	10,872	11,775	11,407*	12,213	12,556
<b>Total number of instructors using streaming media</b>	<b>129</b>	<b>160</b>	<b>205</b>	<b>221</b>	<b>281</b>	<b>318</b>	<b>336</b>	<b>374</b>
<b>Annual increase in number of users</b>	<b>Baseline</b>	<b>24%</b>	<b>28%</b>	<b>8%</b>	<b>27%</b>	<b>13%</b>	<b>6%</b>	<b>11%</b>

(\*total number of items stored decreased as result of folder clean-up, elimination of duplicate files)

## IX. Print and Web Resources

### A. Website

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) (statistics exclude ITLAL staff visits). These numbers do not include visits to our old site, [www.albany.edu/teachingandlearning](http://www.albany.edu/teachingandlearning) which remains active for preservation of older links.

Page Loads (8/1/14-5/31/15)	Unique Visitors
63,638	37,898

### B. Print Publications

**Teaching at Albany** distributed to 2200 readers

Fall 2014: The Good News about "Bad" Student Writing

Spring 2015: What's Happening with Online Teaching & Learning at UAlbany? A Conversation with Peter Shea, Associate Provost for Online Learning

**Graduate Teaching at Albany** distributed to 1000 readers

Fall 2014: Teaching Unfamiliar Content with Confidence

Spring 2015: The Academic Job Search: Insights from New Faculty at UAlbany

## X. ITLAL Committee Work and University Service

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

- Strategic Planning Implementation Committee: Faculty and Instructional Development
- Classrooms Advisory Committee
- Technology Coordinators Forum
- Public Engagement Council
- CCUCE Subcommittee on Engaged Learning
- Future Faculty Leadership Council
- LISC
- Online Teaching and Learning Steering Committee

## **APPENDIX A: DESCRIPTIONS FOR 2014-15 WORKSHOPS FOR FACULTY AND INSTRUCTIONAL STAFF**

\* indicates workshop was a collaboration between ITLAL and Faculty Technology Resources as part of the Teach22 initiative.

### **Fall Semester 2014**

#### **August 21, 2014: Fall Faculty Retreat: "Card Sorting, Superheroes, and Moving Towards Measuring Conceptual Expertise among Undergraduates," with Guest Presenter Kimberly D. Tanner, Ph.D.**

How do experts structure their thinking about the concepts in their discipline? How is this different from the way those new to the field approach these same ideas? In this interactive seminar, Dr. Kimberly Tanner will engage the audience in thinking about expert and novice thinking by drawing upon her own research that integrates methodologies from biology education and cognitive psychology. Approaches to understanding and measuring conceptual expertise, specifically, are strongly tied to ideas put forward by the American Association for the Advancement of Science (AAAS) and the National Science Foundation (NSF) in the recently published, *Vision and Change for Undergraduate Biology Education*.

#### **September 6, 2014: A Saturday Gathering of UAlbany Teachers: How do I get my students to do the reading...and what do I do when they've read?**

It's a question for the ages: Why won't they do the reading?!? While it's easy to write it off as laziness or apathy, the truth is that the explanation isn't always that simple. In some cases students aren't well-prepared for college-level reading assignments, and sometimes they just don't see how doing the reading helps them learn. The good news is that there are ways not only to ensure that they read, but also to help them process the content effectively in class. This workshop will demonstrate strategies for accountability and for in-class task design to show students why doing the reading matters.

#### **September 18 & 19, 2014: Special Event: Publish and Flourish (with Guest Presenter Tara Gray)**

The myth persists that prolific scholars are born not made, but research suggests otherwise. New Mexico State's Tara Gray, one of the most highly sought-after presenters in the US on professional productivity in academe, is our guest for a pair of interactive, hands-on workshops. Tara has presented workshops on academic and professional productivity in more than thirty-five of the United States, and in Thailand, Guatemala, Mexico, Canada, Saudi Arabia and the United Arab Emirates.

UAlbany faculty members are invited to sign up for either of two events that are sure to have an impact on your daily work as well as on your long-term goals. Thursday's short session will present strategies for increasing your scholarly productivity. In the longer Friday session, participants will put those strategies to use on their own writing and that of their colleagues. **Please note:** *If you plan to attend the Friday session, please bring four copies of the first two pages from a rough draft of anything written in paragraph form that you want feedback on (dissertation, journal article, book chapter, grant proposal, tenure and promotion document, etc.).*

#### **September 30, 2014: Creating Effective Student Interactions in the Online Environment\***

Staging and managing effective interactions between students in the face-to-face classroom can be challenging; doing it online can be downright daunting. With thoughtful planning, though, you can design engaging, challenging discussions that will provoke your students in all the right ways. In this session, we will consider strategies for creating conditions to ensure that students are having the kinds of conversations you want. We will also have the opportunity to learn from a panel of experienced faculty members who have successfully integrated online discussions into their web-enhanced and online courses.

#### **October 7 and 8, 2014: Take Control of the Evaluation of Your Teaching**

Showing that you are an effective teacher is crucial to your success as a faculty member, especially if you are preparing for tenure review, but too often it seems that the only demonstrable measure of our teaching is SIFR scores. This workshop will consider more effective and more meaningful methods for showcasing your teaching, explaining why you do what you do in the classroom, and demonstrating how your methods work. You will also get advice on collecting and displaying materials that will help you articulate your philosophy of teaching and demonstrate your strengths as a teacher.

#### **October 23, 2014: Write a Teaching Statement for your Tenure Dossier**

Don't wait until the year you go up for tenure to write your teaching statement. Write it now, then refine it over time, as you reflect upon who you are as a teacher. In this active and interactive workshop, you will learn what makes a statement effective and develop a set of strategies for creating your own. You will also begin reflecting on the key beliefs and teaching behaviors from your own courses that you should articulate and emphasize in your own statement. You will leave with a draft that will be the beginning of your own statement and a plan for further development.

#### **December 12, 2014: 2014 ITLAL WINTER INTERLUDE: Teaching for the 21<sup>st</sup> Century: Making Technology Work for Learning, with Special Guest Presenter Christopher Price, Ph.D.**

*Session 1: Academic Integrity in the 21<sup>st</sup> Century (ITLAL Underground--LI 069)*

Has technology made it easier for students to engage in academically dishonest behavior? Has it made the "rules" of academic integrity even harder to understand and follow? Many of us would answer those questions with a resounding yes, but there are ways to help avoid these unfortunate byproducts of teaching in the information age. Join us for this interactive session to learn more about the 21st century

variables (online learning, mobile devices, mashup culture, etc.) that influence students' and instructors' approach to academic integrity. You will leave with some practical strategies for promoting academic integrity in your courses.

#### Session 2: The Courage to Teach with Technology

Technology offers us many opportunities to facilitate student learning, from utilizing electronic textbooks to online discussion boards to holding virtual office hours. While these benefits can be great, do we engage with technology at the risk of de-personalizing our classrooms and alienating our students? In this interactive session, participants will learn a process for overcoming this alienation based on ideas found in Parker Palmer's *The Courage to Teach*.

### **Spring Semester 2015**

#### **January 17, 2015: A Saturday Gathering of UAlbany Teachers: Make Your Course Irresistible**

It used to be enough to distribute your topics and readings across a calendar, add a brief description, and presto! Course Designed!! That's certainly efficient for a busy professor...but what about the students? Does that work for them? In this two-part special event (feel free to attend either or both), participants will zero in on key, critical elements of course design and syllabus construction. Our goal is to make your course and syllabus "irresistible" to students, where learning cannot (and will not!) be avoided under any circumstances.

#### **January 28, 2015: Excel Grade Book Consultations**

Isn't it time you stopped calculating all those grades at semester's end, when you could let a piece of software do it for you? It's not hard to use Excel for basic grade book management, and once you do it you'll have the template forever. Setting up your Excel grade book early in the semester will save you time and allow you to keep up with students' progress so as to avoid surprises at the end of the semester. Just bring in any relevant grading information (your syllabus, written grade book, etc.) and ITLAL staff will work with you one-on-one to create your Excel grade book.

#### **February 11 and 12, 2015: Curiosity by Design**

Using active learning strategies means putting students into the role of thinking and discovering in the discipline and helping them develop a sense of responsibility for building their own structures of understanding. Essential to successful implementation of these strategies is designing questions that provoke students' intellectual curiosity, challenge their assumptions and misconceptions, and help them learn to think critically. This workshop will explore the role of good questions in active learning and give participants the chance to experience and begin designing questions and exercises that engage and challenge students.

#### **February 25, 2015: How Can I Use Writing to Help Students Learn Content?**

There is broad scholarly agreement that writing is closely related to critical thinking and to learning new information. Students who are frequently required to produce short, informal pieces of writing perform better on tests of conceptual understanding, suggesting not just better recall but deeper learning as well. Asking students to write frequently in your discipline helps them to begin creating organizational structures, trains them to begin thinking more like an expert, and creates opportunities for your feedback to guide their development. In this workshop, we will explore principles for designing both short writing tasks and more formal writing assignments that will help your students become more fluent in your content *and* improve their disciplinary thinking.

#### **March 6, 2015: Enhance Your Course with Online Tools and Proven Strategies!\***

Are you ....

- Looking to add excitement and novelty to your online course?
- Trying to streamline administrative duties and grab a little time?
- Nervous about using online tools in your course for the first time?
- Worried that your online social presence is not up to par?
- Concerned that you cannot keep up with responding to your students?

This workshop will provide information on online tools and strategies to enhance the learning experience for both you and your students. In this session we will consider readily available tools and simple strategies for creating the learning environment you want for your class. We will also have the opportunity to learn from a panel of experienced instructors who will share their tips, tricks and advice for running a smooth classroom be it online or face to face. Individuals with expertise in online teaching in *large classes, labs, math classes, running discussion sections and teaching their own online course for the very first time* will be on hand to answer all your questions.

### **APPENDIX B: DESCRIPTIONS OF TENURE TREK EVENTS**

#### **Fall Semester 2014**

#### **September 10, 2014: Time Management and Life Balance**

Feeling frustrated that there are only 24 hours in a day? While that just doesn't seem like enough sometimes, there are strategies for managing those hours to maximize your productivity and stay sane. Come to this session to learn about what current research and UAlbany faculty members have to say about using time to get things done, manage stress, and avoid burnout.

### **October 2, 2014: Writing Effective Research and Service Statements**

Join us for this practical session to learn strategies for writing effective research and service statements that communicate the value of your work to people within and outside your discipline. In this session you will learn how to frame statements that tell your 'story' clearly and persuasively.

### **October 27, 2014: Advising and Mentoring Graduate Students**

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

## **Spring Semester 2015**

### **February 25, 2015: Spring "Check-in"**

Come have a cup of coffee, catch up with your colleagues, share stories of success, and get advice about any challenges you're facing.

### **March 26, 2015: Documenting your Work to Prepare for Tenure**

Learn from a panel of tenured faculty about how to begin documenting your research, teaching, and service so that you can present your work effectively in your tenure dossier.

## **APPENDIX C: DESCRIPTIONS FOR GTA and FUTURE FACULTY EVENTS**

## **Fall Semester 2014**

### **August 22, 2014: College Teaching Symposium for Graduate Students**

This event, sponsored by the Future Faculty Leadership Council and the Institute for Teaching, Learning and Academic Leadership (ITLAL), is an opportunity to enjoy a day of valuable conversations on teaching and good food with your colleagues across campus. This event is open to all graduate students in teaching roles of any kind. Both new and returning graduate student instructors are encouraged to attend. The theme of this year's Symposium is *Spotlight on You: Crafting an Effective Teaching Persona*.

### **September 27, 2014: Academic Job Market Boot Camp**

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

### **October 16, 2014: Writing a Statement of Teaching Philosophy for an Academic Job Search**

It's the new norm: when you enter the academic search process you need to be ready to show—and speak in depth about—your statement of teaching philosophy. In this active and interactive workshop, you will reflect on the key beliefs and teaching behaviors from your own courses that you should articulate and emphasize in your statement. We will also identify the qualities of an effective statement, evaluate samples, and consider possibilities for effectively organizing a teaching philosophy. You will leave with a beginning draft of your statement and a plan for further development.

### **October 29, 2014: Teaching Portfolios for Future Faculty**

Are you ready to convince a search committee that you are a confident and competent teacher, able to hit the ground running with their students? Teaching is becoming important to all sorts of schools, and successful job candidates are able to articulate their thoughts and behaviors clearly. A great way to prepare 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 2015**

### **February 4, 2015: Preparing Your Teaching Demonstration**

More and more colleges and universities require prospective hires to demonstrate their ability to be an effective teacher during on-campus interviews. It is almost a certainty at a community college and becoming more common at research institutions. This workshop will give you ideas of how to best communicate your teaching skill in a high-pressure situation. Come and get ideas.

### **February 17, 2015: Teach and Still Get Your Dissertation Research Done**

The day-to-day concerns of teaching can be so great and so immediate that it's hard to focus on more long-range plans (like finishing that

dissertation and graduating!). This workshop will offer time-management techniques to keep you chipping away at that dissertation writing and explore pedagogical strategies to help you spend less time on your teaching without sacrificing the quality of your students' learning.

**March 2, 2015: Designing Dynamic Discussions**

What do students learn from discussion? Not much, unless you've designed and constructed a dynamic situation that guarantees students will engage in independent, analytical thinking. There are two key elements necessary to getting there: 1) carefully designed discussion questions that give students something significant and concrete to chew on and 2) a mechanism for getting students to interact with one another and with you, the instructor. In this session, we will examine (and discuss!) why and how classroom discussions go well (or not) in our courses. Participants will experience techniques that can be adapted to any classroom situation.

**March 28, 2015: Academic Job Market Boot Camp**

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

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

**April 16, 2015: Finding an Academic Job That Fits Your Needs**

You know you want to work in academe, but in what capacity and where? 80% of PhD graduates don't end up working at research universities, and many who do aren't happy in that environment. Join us for a panel discussion with faculty members from local four-year schools and community colleges to learn what faculty life is like at different kinds of institutions.

**May 20, 2015: Summer Teaching Boot Camp for Graduate Students**

Are you a graduate student teaching a summer class? Do you have questions about how to structure class time, design assignments, manage behaviors, etc.? In partnership with ITLAL, the UAlbany Future Faculty Leadership Council (UAFFLC) is hosting a 4-hour workshop for graduate students who will be teaching a course this summer. Topics will include: course design, syllabus development, assessment, integrating online components and use of class time (including how to keep students engaged through a long meeting time). Join us and get some ideas and ask questions to help with your syllabus revisions or delivery of established course content. This session is timed so that you can apply what you learn directly to your upcoming teaching assignment. You will leave with strategies and tools to turn your course into an opportunity for authentic engagement and genuine fun for both instructor and students.