



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

ITLAL Annual Report 2016-17
(Inclusive of Summer 2016)

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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 2016-17

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

- Sue Barnes, Technology Coordinator
- Aviva Bower, Ph.D., Instructional Consultant
- Billie Franchini, Ph.D., Interim Director
- Diane Hamilton, Ph.D., Instructional Designer for Online Teaching and Learning (position funded by the Vice Provost for Online Learning)
- Lenore Horowitz, Ph.D., Teach22 Instructional Design Coach (Informatics)
- Judy Lasher, Office Manager (joined ITLAL April 2017)
- Kathy Plunkett, Office Manager (through January 2017)
- Joel Sodano, Future Faculty Fellow (English)

- Kimberly Van Orman, Ph.D., Instructional Consultant
- Scott Wolcott, Graduate Assistant (Philosophy)
- Steven Doellefeld, Ph.D., Special Advisor for Future Faculty

III. Overview of 2016-17

Now in its 11th 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, curation and development of teaching resources, 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 2016-17: 768 individual faculty and staff members took advantage of one or more of ITLAL's events, resources or services, as did an additional 228 GTA's. Of continuing high interest are Team-Based Learning Academies, which attracted 40 new participants who enter into a partnership with ITLAL for one or more semesters as they implement a new teaching strategy. In addition to two full-day workshops, built into the Academy experience are instructors' meeting of several benchmarks, designed to track progress toward real and measurable innovation. The weekly "TBL Tune Up" brown bag series continued this year as well. This series features weekly informal session designed to give faculty an opportunity to share ideas, ask questions, and brainstorm solutions to challenges they face in TBL classes. Over 30 faculty attended the series this year. Our internal assessments show that the extended, ongoing process of support and feedback over time significantly increases the likelihood of success.

ITLAL's efforts to provide leadership development opportunities for UAlbany faculty continued with two programs designed specifically for pre-tenure faculty. First, August 2016 marked the third offering of the Early Career Institute, a practical, hands-on project for new UAlbany faculty, consisting of a three-day "boot camp" and customized follow-up. The ECI is designed to accelerate the development of skills, knowledge, perspectives, attitudes, insights, and relationships needed for success as a university faculty member. 18 first- and second-year faculty participated in the Institute. In addition to the ECI, with the support of Karin Reinhold, Associate Professor in Mathematics and Statistics, ITLAL continued the Tenure Trek workshop and conversation series, which has been facilitated by ITLAL since 2014. 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 7 Tenure Trek events and 2 informal social gatherings during the academic year, and 57 pre-tenure faculty members attended events.

This year marked the development of many working partnerships between ITLAL and other units on the UAlbany campus. The "Teach22" initiative, a collaborative project between ITLAL and Faculty Technology Resources (ITS) funded by Online Teaching and Learning in the Office of the Provost, was in its last year. The program, developed in 2014-15, was originally designed to intensify and improve ITLAL's support for online and hybrid courses, with a focus on online course development projects. In addition to providing consultation and one-on-one support for faculty teaching online and hybrid courses, the Teach22 Design Coach worked with FTR staff to develop and offer four workshops focused on strategies for effective online teaching during the 2016-17 academic year. ITLAL's collaborations around online learning were further enhanced this year with the hiring in October 2016 of a new Instructional Designer for Online Teaching and Learning, who is housed in ITLAL and reports to the Interim Director. The Instructional Designer's primary responsibility is to support instructors with projects funded by Online Teaching and Learning in the Office of the Provost to ensure the growth and development of quality online programs and courses across the University. There is already significant demand for these services, with 48 consultations with instructors between October 2016 and May 2017. Finally, ITLAL has continued to build a robust and growing partnership with the Center for International Education and Global Studies, resulting in jointly-sponsored workshops for faculty interested in Fulbright Scholarships or leading Study Abroad Programs. In addition, CIEGS invited ITLAL to offer presentations for two groups of international faculty visiting UAlbany: two sessions on active learning for Computer Science faculty from Chongqing University of Posts and Telecommunications and multiple sessions as part of a two-week institute for faculty from Beijing Polytechnic College.

A major undertaking during this academic year was the decommissioning of the Real Media server, which had been in use for 17 years as a platform for instructors to store audio and video files for use by students in their courses. In 2016, ITS introduced a new campus-wide streaming media service called Ensemble Video, which allows users to upload audio and video files and manage their own content. The transition to this new platform required that files previously stored on the RealMedia server be downloaded and converted into new digital formats for uploading. In addition, many instructors also

sought support in learning how to upload and manage their own files in Ensemble. These file conversions took place alongside processing of requests for new media digitization and uploads, resulting in a significant increase in demand for media services. A total of **4006** files were converted into new formats for upload to Ensemble media or use on other platforms.

The 2016-17 academic year also marked several staffing changes in ITLAL. In July 2016, we welcomed a new Instructional Consultant, Dr. Aviva Bower. Dr. Bower holds a Ph.D. from the University at Buffalo and was previously a faculty member in Educational Psychology at another institution. Dr. Kimberly Van Orman took partial leave during the academic year to work as a Visiting Professor of Philosophy at Bennington College in Vermont, returning to ITLAL full-time in June 2017. Finally, January 2017 marked the retirement of ITLAL's long-time Office Manager, Kathy Plunkett. Judy Lasher was a welcome addition to the ITLAL team, joining us in April 2017 as Office Manager.

ITLAL's graduate student development efforts continued as well, with 8 students enrolled in the Future Faculty Teaching and Development Program during the 2016-17 academic year. An additional 189 graduate students participated in teaching and professional development workshops, and 28 students enrolled in the future faculty development courses.

IV. ITLAL Highlights for 2016-17

- 768 individual faculty/staff users during the academic year
- 228 individual GTA users during the academic year
- 18 participants in Early Career Institute for UAlbany Faculty
- 57 faculty participants in Tenure Trek events
- 43 new participants in ITLAL's Instructional Leadership Academies
- 15 participants in inaugural offering of the Teach Online Academy, presented by ITLAL and Faculty Technology Resources (ITS)
- Growth in demand for ITLAL services (media digitizing +332%; mid-term surveys +3%; clickers +8%)
- 800+ individual consultations
- 15 customized workshops for groups across the UAlbany campus
- Future Faculty Leadership Council sponsored College Teaching Symposium (100 attendees) and Summer Teaching Boot Camp (19 attendees) for graduate students

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

A. *UAlbany Fall Faculty Retreat (August 25, 2016)*

The annual Fall Faculty Retreat hosted Michael Palmer, Ph. D., Associate Professor and Lecturer in Chemistry and Managing Director of the University of Virginia's Center for Teaching Excellence. **129** faculty members participated, representing all colleges and schools. The retreat was facilitated at the Century House in Latham, NY. The following is a small sampling of what participants indicated they valued most about this event:

- This workshop gave me a lot of good strategies to use in the classroom. It also made me think about things from the student's perspective when learning difficult topics.
- Michael is an engaging speaker about some important educational concepts and used good examples.
- The speaker gave a lot of suggestions. He is very interactive and engaged with the audience.
- Wonderful opportunity to speak with others across campus
- Great speaker, these events are really helpful to me as I develop my teaching skills.
- The concepts we learned were very interesting. The examples used were thought provoking. I learned specific exercises that I can use in my classes.
- I loved the workshop, so important of a topic; critical thinking is so integrated to advising our students not just through their tenure at school but to be engaged citizens.
- Morning session on critical thinking was great.
- [The best part of the day] was actively engaging in pedagogical strategies with colleagues across the university.
- Excellent presenter – his interactive learning examples (like the work painting) were great. I need to adapt this somehow to my engineering students.

B. *Team-Based Learning Academies*

ITLAL's Team-Based Learning 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 + customized follow-up with ITLAL consultants, 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 2017, **386** faculty members and **70** 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 in the Academy workshops during the 2016-17 year:

- It was really informative and engaging. Thank you for your hard work.
- I learned so much in 2 days, maybe more than ever before.
- Thank you—it was eye-opening and informative. I think my students will benefit greatly from the shift.
- I have to say the instructors for the course were phenomenal—I was so impressed with our preparation, knowledge, openness and ability to flow with one another—share the floor and build on our comments.
- This academy has helped me to think more clearly about my role as an instructor and strategies to foster meaningful student learning.
- TBL has brought immense relief and is working just like you said - you literally hear the students debating back and forth and thinking through which is SO exciting - and I no longer feel this huge sense of stress trying to pack in so much information that is at once repetitive with the reading and extra research on top because I don't want to regurgitate the readings.

Team-Based Learning Academies participation summary

Semester	Attendance
August 2016	11 Faculty Participants 5 Graduate Student Participants
January 2017	11 Faculty Participants 4 Graduate Student Participants 3 Guest Participants
May 2017	7 Faculty Participants 2 Guest Participants
Total for 2016-17 (3 Academies)	29 Faculty Participants 9 Graduate Student Participants 5 Guest Participants (from other institutions)

C. Early Career Institute for UAlbany Faculty

There were 18 faculty participants in the August 2016 Early Career Institute, which is designed to introduce new faculty to UAlbany and the resources available to them here, to create a sense of community, and to offer concrete strategies for immediate success at the University. 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 2016-17 ECI grads:

- I loved this experience! I came to this to meet people, and ended up motivated to completely change the way I teach my classes. The instructors were so friendly and approachable, I feel a lot of support as I go into teaching in a completely new environment. Thank you, thank you for doing such a great job on this. I also agree that meeting other faculty was really great.
- I am very glad I decided to participate. I think it will be very useful to me over the coming months.
- I really loved the Institute -- thank you for your hard work!!

D. New Offering: Teach Online Academy

In May 2017, ITLAL joined forces with Faculty Technology Resources (ITS) and Online Teaching and Learning to offer the inaugural Teach Online Academy. This two-day Academy is designed to guide and support faculty in the design and development of highly effective fully online courses. In addition to the two full days of workshops, faculty in the Academy are continuing to work with consultants from ITLAL and FTR to continue developing their courses in the 2017-18 academic year. 15 instructors participated in this Academy. Here are some comments from participants in this Academy:

- The whole workshop was excellent.
- Loved the backward course design approach and the one on one consultation at the midpoint
- A good immersive experience

- I enjoyed my time in this workshop and acquired very important information about teaching online.

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

*Indicates workshop was a collaboration between ITLAL and Faculty Technology Resources (ITS).

Date	Title of Event	Attendance
Aug. 25	Fall Faculty Retreat (with Michael Palmer, Ph.D.)	129
Sept. 10	Do Your Students Know How to Learn? – UAlbany Teachers Brunch	17
Sept 20 & 21	Make Your Lectures More Interactive (offered uptown and downtown)	18
Sept. 29	Facilitating Group Work Online*	8
Oct. 6	Using Formative Assessment to Drive Student Learning	6
Oct. 17	Encouraging Academic Integrity in the Online Environment*	10
Dec. 16	Winter Interlude with Michael Sweet, Workshop 1	33
Dec. 16	Winter Interlude with Michael Sweet, Workshop 2	27
Jan. 21	Teaching with Cases	19
Jan. 31	Establishing and Maintaining a Civil Classroom (collaboration with Community Standards, the Disability Resource Center, and Student CARE Services)	8
Feb. 3	Excel and Blackboard Gradebook Consultations*	6
Feb. 6	Encouraging Academic Integrity in the Online Environment (offered on Health Sciences Campus)	6
Feb. 7	What’s an IITG Grant, and How Can I Get One?	6
Feb. 13 & 15	Engaging with Difficult or Controversial Topics (offered uptown and downtown)	14
Feb. 14	Boost Engagement in the Online Classroom with VoiceThread*	10
Feb. 27	Debriefing In-Class Activities to Ensure Successful Discussion—and Student Learning!	10
Apr. 26	Enhance Communication in the Online Classroom with VoiceThread* (offered on Health Sciences Campus)	11
Total		338

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

Date	Title of Event	Attendance
Sept. 27	Working with Students who are Facing Challenges	4
Oct. 14	Take Charge of Your Career by Getting the Mentoring YOU Need	6
Oct. 27	Writing Effective Teaching, Research, and Service Statements	10
Feb. 10	Workshop on Tenure Statements	6
Feb. 21	Increasing the Impact of Your Scholarly Research	9
Mar. 2	“What I wish I’d known”: A Panel Discussion with Recently Tenured Faculty	9
Mar. 21	Developing an Effective Tenure Packet	13
Total		57

G. Customized Events for departments/special groups

Date	Title of Event	Attendance
Jun. 1	“Building Tasks for Engagement AND Critical Thinking” for faculty teaching first-year students	5
Jun. 2	“Building Tasks for Engagement AND Critical Thinking” for faculty teaching first-year students in Living & Learning Communities	13
Jun. 13	“Building Tasks for Engagement AND Critical Thinking” for faculty teaching transfer students	12
Jul. 15	“Productive Teamwork,” a workshop for the CIEGS Staff Retreat	35
Aug. 24	Being a Successful International Teaching Assistant	15

Aug. 25	“What is ITLAL?” A Presentation for Rockefeller College GTAs	30
Aug. 29	“What is ITLAL?” A Presentation for LACS GTAs	6
Sep. 19, 22, 30 and Mar. 1	“Strategies for Peer Educators”: A Workshop for Peer Educators in EAPS courses	80
Sep. 27	Faculty-Led Study Abroad Programs (collaboration with CIEGS)	6
Oct. 4	Introduction to Active Learning Practices in US Higher Education for faculty from Chongqing University of Posts and Telecommunications	6
Oct. 6	Pedagogical Practices in Computer Science: Team-Based Learning (collaboration with CEAS faculty) for faculty from Chongqing University of Posts and Telecommunications	6
Oct. 11	“Course Design for Deeper Learning” for Biomedical Sciences Faculty	15
Feb. 13-24	Institute for Beijing Polytechnic College faculty (collaboration with CIEGS) – 8 workshop sessions	15
Mar. 6	Fulbright Scholarship Workshop	5
Mar. 27	“What is ITLAL?” A Presentation for Informatics Ph.D. Students	11
May 12	“Engaging with Difficult or Controversial Topics in the Classroom” (for School of Public Health Faculty Retreat)	30
Total		290

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, **11** 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. 8 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 courses as additional opportunities to model active learning techniques for the college classroom.

Semester	Course	Enrollment
Fall 2016	ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching	17
Spring 2016	ACAS 602/RPAD 591/RPOS 612: Preparing for the Professoriate	11
Total		28

Students represented the following colleges:

Seminar in College Teaching: College of Arts & Sciences (10), Public Health (3), Criminal Justice (1), Engineering and Applied Sciences (1), Rockefeller College (1), Social Welfare (1)

Preparing for the Professoriate: College of Arts & Sciences (6), Engineering and Applied Sciences (2), Public Health (1), Rockefeller College (1), Social Welfare (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 2016 Symposium, in which 100 graduate student instructors participated, was facilitated by 20 experienced graduate students who developed and delivered both plenary and mini-workshop topics. ITLAL 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)

Date	Title of Event	Attendance
Aug. 26	College Teaching Symposium for Graduate Students (a collaboration with the Future Faculty Leadership Council)	100
Sept. 17	Academic Job Market Boot Camp	8
Sep. 28	Writing a Statement of Teaching Philosophy for an Academic Job Search	8
Oct 6	Teaching Portfolios for Future Faculty	14
Feb. 1	Designing Dynamic Discussions	8
Feb. 20	Preparing Your Teaching Demonstration	6
Mar. 7	Grant Proposal Writing for Graduate Students	14
Mar. 25	Academic Job Market Boot Camp	12
May 17	Summer Teaching Boot Camp (a collaboration with the Future Faculty Leadership Council)	19
Total		189

E. Future Faculty Leadership Council (FFLC)

1. FFLC Members 2016-17

College of Arts and Sciences: Josh Alland, Jeremy Berman, Rosimar Rios-Berros, Joel Sodano, and Jessica Somers

College of Computing & Information: Felipe Cronemberger

Rockefeller College of Public Affairs and Policy: David Jones

School of Criminal Justice: Melissa Noel

School of Education: Diana Akmedjanova, Angela Lui, Hirah Mir, and Thomas Robertson

School of Public Health: Austin Roberts

School of Social Welfare: Amanda Aykanian and Lara Bowen

2. FFLC Outreach 2016-17

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. To this end, in 2016-2017 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 campus-wide workshops during the Fall and Spring semesters. In addition, several FFLC members developed and offered events specifically targeted to the needs of their particular departments. Ongoing activities of the FFLC can be viewed on the UA Future Faculty blog at <http://www.uafuturefaculty.blogspot.com/> and on the FFLC's Facebook page.

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

Date	Title of Event	Attendance
Nov. 11	Intersectionality and the Academic Job Market	19
Apr. 7	Attending Conferences (presentation at the Graduate Student Association's Professionalization Day)	15
Total		34

Departmental Events hosted by individual members

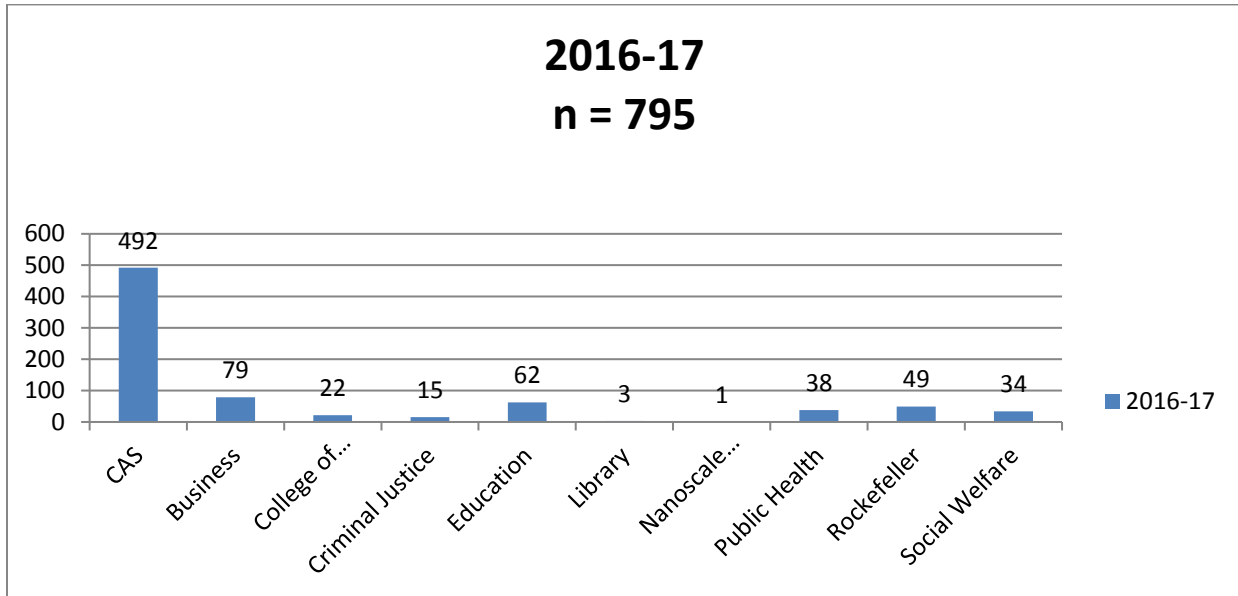
Department (Presenters)	Title of Event	Attendance
Atmospheric and Environmental Sciences (Josh Alland and Jeremy Berman)	Transition to Graduate School	12
Social Welfare, Political Science, and Criminal Justice (Amanda Aykanian, David Jones, and Melissa Noel)	Crafting an Online Identity for the Job Market	4
Social Welfare (Amanda Aykanian)	Using Letter Writing for Policy Advocacy	5
Criminal Justice (Melissa Noel)	PhD Student Mentoring Program	

Noel)		
Lara Bowen and Jessica Somers	Interdisciplinary Writing Accountability Group (throughout Spring 2017)	8
Total		

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, assessing student learning, departmental culture, scholarship of teaching, academic career development, and use of instructional technology.



B. Mid-term student surveys

Requests for this service have stayed consistently high as instructors continue to recognize the value of surveying their students before or 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	2015-16	2016-17
Summer	0	3	2	0	5	6	4	4	4	0
Fall	14	58	73	98	129	153	205	264	244	248
Spring	21	48	88	126	132	176	228	245	199	211
Total	34 (pilot)	136	163	224	266	335	437	513	447	459
Growth	Baseline	300%	20%	37%	19%	26%	30%	17%	-12%	3%

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 2016-2017 there were **12 new clicker users**, bringing to a total of **170** 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. **42** instructors at UAlbany took advantage of consultations for this service in 2016-17.

C. Streaming Media Production

ITLAL continued to provide digitization services for faculty, transferring nearly any kind of media source into formats usable in web-based applications. This academic year marked the decommissioning of the RealMedia server and conversion to Ensemble Media, a service facilitated by ITS. Now digitized items are made available to faculty and their students on the Ensemble Media platform.

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total new requests	173	345	275	308	299	233	174	144	92	111
Total requests for file conversion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	227
Total number of files converted	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4006
Total items (cumulative) processed and stored on server for streaming	6,494	8,804	10,296	10,872	11,775	11,407*	12,213	12,556	12,041	n/a
Total number of instructors using streaming media	129	160	205	221	281	318	336	374	312	n/a
Annual increase in number of users	Baseline	24%	28%	8%	27%	13%	6%	11%	-16%	+332%

(*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 (statistics exclude ITLAL staff visits) from 6/1/16 to 5/31/17 included **7,048** page loads and **4,803** unique visitors to our site. These numbers do not include visits to our old site, www.albany.edu/teachingandlearning, which remains active for preservation of older links.

B. Print Publications

Teaching at Albany distributed to 1600 readers

Fall 2016: “Making it Stick: Undoing Student Confusions about Learning and Memory with Counterintuitive Teaching”

Spring 2017: “Make the Most of Difficult Discussions”

Graduate Teaching at Albany distributed to 800 readers

Spring 2017: “What Effective Writers Know about ‘The Power of Habit’”

X. Committee Work and University Service

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

- Technology Coordinators Forum
- Online Teaching and Learning Steering Committee
- SUNY University Faculty Senate

- UAlbany Faculty Senate Executive Committee
- University Senate Council on Libraries, Information Systems, & Computing (LISC)
- Strategic Planning Implementation Committee: Faculty and Instructional Development
- Faculty and Staff Mentoring Subcommittee, President's Council on Diversity and Inclusion
- Future Faculty Leadership Council
- Search committee, Instructional Developer for Faculty Technology Resources
- Search committee, Instructional Designer for Online Teaching and Learning
- Search committee, Online Teaching and Learning Coordinator

XI. Staff Participation in Ongoing Professional Development, Service, and Scholarship

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 2016-17 academic year and contributed to local, national, and international work in educational development.

Conference presentations

- Franchini, Billie. "Are your students making enough mistakes?" Lilly Conference on Evidence-Based Teaching and Learning, 22 Oct. 2016, Park Place Hotel, Traverse City, Michigan. Invited Plenary Workshop.
- Franchini, Billie. "Fostering Deep Learning in an Online Professional Development Course." Professional Organizational Development Network Conference, 10 Nov. 2016, Galt House Hotel, Louisville, Kentucky. Conference Presentation.
- Hamilton, Diane (with Debra Gelinas, Trudi Jacobson, Kelsey O'Brien, Christy Fogal, and Ken Lindblom). "Microcredentials as Life-Changing Capital? Help Figure It Out!" SUNY Conference on Instruction and Technology, 1 Jun. 2017, SUNY Oneonta, Oneonta, New York. Birds of a Feather Session.
- Horowitz, Lenore (with Julie Cuccio-Slichko). "Rethink, Retool & Rekindle Online Groups." SUNY Conference on Instruction and Technology, 31 May 2017, SUNY Oneonta, Oneonta, New York. Conference Presentation.
- Van Orman, Kimberly. "Teaching for a growth mindset as a Path to Retaining more Women and Minorities in Philosophy," American Association of Philosophy Teachers Conference, Jul. 2016, Saginaw Valley State University, Saginaw, Michigan. Conference Presentation.
- Van Orman, Kimberly. "Graduate Student Development Showcase: Leveraging our Community for Transformative Programs" Professional Organizational Development Network Conference, Nov. 2016, Galt House Hotel, Louisville, Kentucky. Conference Presentation.
- Van Orman, Kimberly. "Engaging Philosophy Students using Team-Based Learning" American Philosophical Association Conference, American Association of Philosophy Teachers Mini-Conference, Jan. 2017. Conference Presentation.

Conference attendance

- Sue Barnes, EDTECHDAY 2017, 23 Mar. 2017, Ithaca College, Ithaca, New York.
- Aviva Bower, Professional Organizational Development Network Conference, Nov. 2016. Galt House Hotel, Louisville, Kentucky.

Publications

- Bower, Aviva. "Using Queer Theory to Read the Hushing of Boy's Reading: 'A Thought of a Method' of Queer Educational Ethnography." *New Directions in Educational Ethnography*. Eds. Rodney Hopson, William Rodick, and Akashi Kaul. UK: Emerald Group Publishing, 2016. 35-64. Studies in Educational Ethnography Vol. 13.
- Van Orman, Kimberly. "Spotlight: Mind-Body Identity: Are We Just Our Brains?" *Routledge Handbook of Neuroethics*. Eds. L. Syd M Johnson and Karen S. Rommelfanger, London: Routledge, 2017.

Other professional contributions

- Planning Committee for the Professional Organizational Development Network's Institute for New Faculty Developers, held June 2017 in Saratoga Springs, NY
- Proposal reviews, Professional Organizational Development Network Conference, Louisville, Kentucky, November 2016
- Proposal reviews, Lilly Conference on Evidence-Based Teaching and Learning, Bethesda, Maryland, June 2017
- Proposal reviews, Innovative Instruction Technology Grants, SUNY

- Steering committee for the SUNY Faculty Developers' Community of Practice
- Diversity and Outreach subcommittee of the Graduate student, Professional student, & Postdoctoral scholar Development (GPPD) Special Interest Group, Professional Organizational Development Network

Appendix A: Descriptions of 2016-17 Workshops for Faculty and Instructional Staff

* indicates workshop was a collaboration between ITLAL and Faculty Technology Resources (ITS).

Fall Semester 2016

August 25, 2016: Fall Faculty Retreat: “Teaching for Critical Thinking and Reflective Learning,” with Guest Presenter Michael Palmer, Ph.D.

Learning is hard. Deep learning—the kind that changes the way students think and feel about the world and interact with it—requires a dedication that extends beyond the test, the grade, and outside the classroom walls. But how do we encourage this level of engagement in our students? Drawing on theories of motivation, natural critical learning environments, experiential learning cycles, and brain-based learning, we’ll explore the nature of engagement through two signature cognitive moves—critical and reflective thinking.

September 10, 2016: A Saturday Gathering of UAlbany Teachers: Do Your Students Know How to Learn?

Have you ever been surprised when a “good” student can’t define a concept without using the exact wording that appeared in the textbook? Or heard students complain that they performed poorly on a test even though they re-read the chapter several times? And let’s not even talk about what they do with those yellow highlighters... The sad fact is that many of our students come to the University with a set of study skills that serves them well when all they need to do is regurgitate facts on a test and move on, but they often lack the strategies that are necessary for deeper learning. Ready for the good news? We can teach our students how to learn—without having to give up too much classroom time. In this session, we’ll examine, practice, and develop some simple techniques for helping students develop some basic metacognitive skills that will help them become more effective and efficient learners.

September 20 & 21, 2016: Make Your Lectures More Interactive (offered uptown and downtown)

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

September 29, 2016: Facilitating Group Work Online*

Online group work poses challenges for faculty and students for a number of reasons, including differing technology skills, variances in team member participation, and logistics such as time and schedule conflicts. In this workshop, you will learn how to evaluate models and processes that support effective group work and develop a toolkit of resources for designing and facilitating online collaborations. You will be introduced to various types of student group interactions and will explore strategies and techniques to improve student-group and instructor-group interaction and engagement.

October 6, 2016: Using Formative Assessment to Drive Student Learning

If you’ve ever had the experience of grading a student’s test, quiz or paper that seemed to have nothing to do with what you imagined students were learning, this session is designed for you. Ditto if your students’ unexpectedly poor performance on an exam ever caught you completely by surprise. Effective assessment of student learning occurs when it is strategically interwoven with other learning activities. In this session, participants will reflect on their current evaluation practices and consider the power of using formative assessment (including Classroom Assessment Techniques) to improve student learning.

October 17, 2016: Encouraging Academic Integrity in the Online Environment*

Students cheat and plagiarize for a variety of reasons, including lack of preparation, poor time management, and academic anxiety. The ease of cutting and pasting online submissions can make this choice even more tempting for struggling students. However, it is possible to create conditions that will make plagiarism less attractive or even virtually impossible, even in courses that include online work. In this workshop, we will take a closer look at why students plagiarize and offer strategies for preventing it with effective assignment design. We will also share strategies for handling plagiarism when it does happen.

December 16, 2016: 2016 ITLAL WINTER INTERLUDE: Teaching for Critical Thinking and Deep Engagement, with Special Guest Presenter Michael Sweet, Ph.D.

Session 1: Teaching for Critical Thinking

We all want our students to be better critical thinkers. But beyond a “we-know-it-when-we-see-it” intuition, it can be difficult to fully describe what we mean by “critical thinking” and design activities that intentionally cultivate those skills. In this workshop, we will use Halpern’s four-part “teaching for critical thinking” framework to structure our brainstorming and dialogue. Specifically, we will explore how to cultivate:

- a critical thinking attitude or habit of intellectual deliberation;
- individual intellectual skills, like analysis and inference;
- the ability to transfer material into new contexts;

- the ability to reflect upon and evaluate one's own thinking.

Participants will come away with concrete practices they can use in their classes.

Session 2: Classroom Mindfulness Practices to Increase Attention, Creativity, and Deep Engagement

Learning begins with experience, and mindfulness practices—activities that focus one's attention on in-the-moment experience—are associated with a wealth of benefits, including increased attention and emotional regulation, greater creativity, and increased perspective-taking abilities. This session will offer an overview of the growing "contemplative pedagogy" movement in higher education, and participants will experience three classroom mindfulness practices demonstrated to cultivate attention, creativity, and deep engagement. We will consider the rapidly-expanding body of research into mindfulness practices and discuss how implementing the practices can look in various classrooms.

Spring Semester 2017

January 21, 2017: A Saturday Gathering of UAlbany Teachers: Teaching with Cases

Are you looking for a way to help students engage with and ask meaningful questions about the real-world application of your disciplinary concepts? Case studies have long been used in professional schools to do just that, but they can be used in any discipline where you want to move students beyond just "knowing" and begin practicing higher-order thinking in your field. Join us for this inter-

active session and learn how to construct effective cases, ask questions that will get students thinking more like experts, and manage the conversations that follow. You will leave with concrete ideas for building and implementing cases in upcoming courses.

January 31, 2017: Establishing and Maintaining a Civil Classroom (Collaboration with Community Standards, the Disability Resource Center, and Student CARE Services)

Many of us struggle with student behaviors that we find confusing, irritating, or downright rude—like students who routinely come to class late and/or leave early, spend the entire class text-messaging, or simply won't engage with you or the course material in a meaningful way. In some cases, a student's behavior is so far out of bounds that it disrupts the entire classroom. This workshop will explore some of the causes of student incivility and demonstrate strategies for avoiding problems. We will also consider what to do when you think a student's behavior signals a deeper problem. You will leave with a set of tools to help you encourage a civil classroom and an understanding of the support that's available to you when the best laid plans go awry.

February 3, 2017: Excel and Blackboard Gradebook 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? Electronic grade book solutions can help with basic management, and setting up your grade book early in the semester will also save 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 a consultant will work with you one-on-one to create your electronic grade book in Excel or Blackboard.

February 6, 2017: Encouraging Academic Integrity in the Online Environment (offered in Health Sciences Campus)*

Students cheat and plagiarize for a variety of reasons, including lack of preparation, poor time management, and academic anxiety. The ease of cutting and pasting online submissions can make this choice even more tempting for struggling students. However, it is possible to create conditions that will make plagiarism less attractive and more difficult to accomplish. In this workshop, we will take a closer look at why students plagiarize and offer strategies for preventing it with effective assignment design. We will also share strategies for handling plagiarism if and when it does happen.

February 7, 2017: What's an IITG Grant, and How Can I Get One?

Did you know that SUNY has money available to instructors who would like to try innovative pedagogies and share them with faculty across the system? Innovative Instruction Technology Grants (IITG) is a competitive grants program open to SUNY faculty and support staff across all disciplines. This year's RFP is under development, and proposals are typically due March 1. If you're thinking of applying—or would just like to learn more about the program—join us for this panel discussion and hear from UAlbany faculty who have received an IITG grant.

February 13 & 15, 2017: Engaging with Difficult or Controversial Topics (offered uptown and downtown)

Introducing and discussing "hot button" topics can be intimidating, but we can't always avoid them, especially in certain courses. 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. 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.

February 14, 2017: Boost Engagement in the Online Classroom with VoiceThread*

Would you like to be more 'visible' to your online students and communicate on a more personal level than using email or discussion forums? Voicethread, a Web 2.0 technology, can help enhance collaborative learning and knowledge building, increase connections

between students, and enhance student engagement. In this workshop, we will show VoiceThread's capabilities such as sharing and discussing dynamic presentations and creating documents containing drawings, audio, photos, and more, to share.

February 27, 2017: Debriefing In-Class Activities to Ensure Successful Discussion—and Student Learning!

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

April 26, 2017: Enhance Communication in the Online Classroom with VoiceThread* (offered on Health Sciences Campus)

Would you like to be more 'visible' to your online students and communicate on a more personal level than using email or discussion forums? VoiceThread, a Web 2.0 technology, can help enhance collaborative learning and knowledge building, increase connections between students, and enhance student engagement. In this workshop, we will show VoiceThread's capabilities such as sharing and discussing dynamic presentations and creating documents containing drawings, audio, photos, and more, to share.

Appendix B: Descriptions of Tenure Trek Events

Fall Semester 2016

September 27, 2016: Working with Students who are Facing Challenges

Our student population continues to grow more diverse, and many of our students are facing learning challenges (or personal challenges) that may interfere with their academic performance. In this session, we will consider the variety of situations our students may be facing, examine how these issues may manifest in the classroom, and offer some best practices for responding to those challenges. Join our discussion with staff from the Disability Resource Center, Student CARE Services, and the Advocacy Center for Sexual Violence to learn more about how to work with students who are navigating a difficult journey.

October 14, 2016: Take Charge of Your Career by Getting the Mentoring YOU Need

So you've got a mentor (or two!)—now how do you make sure to get the most out of their expertise? How do you maintain this key relationship over time? What are the things that get in the way of successful mentoring relationships? When you take the lead in your mentoring relationship, you will positively affect the quality of mentoring you receive. Come to this session to find out how you can help your colleagues mentor you well.

October 27, 2016: Writing Effective Teaching, Research, and Service Statements

Join us for this practical session to learn how to craft effective teaching, research, and service statements that communicate the value of your work to people within and outside your discipline. In this session, we will examine sample statements and begin to develop strategies to help you frame your own statements and tell your 'story' clearly and persuasively.

Spring Semester 2017

February 10, 2017: Workshop on Tenure Statements

Your research, teaching, and service statements for tenure must communicate the value of your work to people both within and outside your discipline. Take this opportunity to get a peer review of your statements and get feedback on important questions: Are the most important things about your work clear enough? Is anything missing? Are there parts of your statements that do not communicate well? In this session, we will use a guided critique format that allows you to receive input from UAlbany colleagues from outside your discipline. This will help you hone your statements for *all* readers, whether they are in your field or not. Bring a copy of one of your statements for feedback.

February 21, 2017: Increasing the Impact of your Scholarly Research (Presented by Elaine Lasda, University Libraries)

Learn the various ways to demonstrate the influence and impact of your scholarly works. We'll cover standard citation-based measures (bibliometrics), newer measures that add to your impact profile (altmetrics), and discuss strategies for promoting and making your research more visible to your colleagues and other stakeholders.

March 2, 2017: "What I wish I'd known": A Panel Discussion with Recently Tenured Faculty

The tenure process (and imagining what comes after it!) can be daunting. The good news is that you have colleagues here at UAlbany who are willing to share what they're learned from their own experience. Come to this session to hear what recently tenured faculty say about how they did it, what to expect, and what it's like to get tenure.

March 21, 2017: Developing an Effective Tenure Packet

Writing strong research, teaching, and service statements is only part of communicating your work: all of the pieces of your tenure

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

Appendix C: Descriptions of GTA and Future Faculty Events

Fall Semester 2016

August 26, 2017: 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 *Teaching for a Growth Mindset*.

September 17, 2016: 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.

September 28, 2016: 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 philosophy of teaching. 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 6, 2016: 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 2017

February 1, 2017: 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 don't go well) in our courses. Participants will experience techniques that can be adapted to any classroom situation.

February 20, 2017: 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 community colleges and becoming more common even 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.

March 7, 2017: Grant Proposal Writing for Graduate Students

The ability to write a successful grant application is not a gift: it is a skill that is practiced and developed over time. As a graduate student, you are in a position to make yourself even more marketable by learning the rules early on. This hands-on workshop will provide crucial information and help you practice the skills you will need to start applying for grants for your current projects and research and to get a jump on your academic career.

March 25, 2017: 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.

May 17, 2017: Summer Teaching Boot Camp for Graduate Students

Are you a graduate student who will be 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 (FFLC) is hosting a 4-hour workshop for graduate student instructors in summer teaching roles. Topics will include: course design, syllabus development, assessment, and student motivation. Participants will leave with practical strategies and immediately implementable tools for boosting student engagement and using class time efficiently.

****Please bring a working copy (or draft) of your syllabus, if you have it. Participants will work on critiquing and improving their syllabus.****