



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

ITLAL Annual Report 2017-18
(Inclusive of Summer 2017)

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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 2017-18

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

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

- Emmanuel Udoh, Graduate Assistant (Information Science)
- Kimberly Van Orman, Ph.D., Instructional Consultant
- Steven Doellefeld, Ph.D., Special Advisor for Future Faculty

III. Overview of 2017-18

Now in its 13th 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 workshops, as well as individual consultations, curation and development of teaching resources, and a set of customized on-demand services such as student surveys, media support, and personalized feedback including classroom observations.

Use rates for ITLAL services remained high again in 2017-18: **493** 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 is our signature Instructional Leadership Academy series, which attracted over **60** new participants in this academic year. This includes the Team-Based Learning Academy, which has been offered since 2009, and a new Academy, "Course Design for Deeper and More Lasting Student Learning." Instructors who participate in the Academies enter into a partnership with ITLAL for one or more semesters as they design and 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 meaningful changes in student learning and instructor satisfaction.

Our ongoing support of instructors implementing Team-Based Learning in their courses continued this year. The weekly "TBL Tune Up" brown bag series include informal sessions designed to give faculty an opportunity to share ideas, ask questions, and brainstorm solutions to challenges they face in TBL classes. There were **60** attendees at the series this year. In addition, ITLAL also offered our first "Advanced TBL Workshops" in May 2018, which focused specifically on helping experienced TBL instructors hone skills with important elements of the method, with an eye toward improved outcomes in their courses. 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. August 2017 marked the fourth offering of the Early Career Institute, a program designed to accelerate the development of skills, knowledge, perspectives, attitudes, insights, and relationships needed for success as a university faculty member. There were **9** first- and second-year faculty participants in this year's ECI, which includes three full-day workshops and customized follow-up. In addition to the ECI, ITLAL continued the Tenure Trek workshop and conversation series in 2017-18. This series of informal sessions aims to demystify the tenure process and provide participants with information, opportunities for discussion with colleagues, ideas for understanding UAlbany, and strategies for achieving success in research, teaching, and service. There were 8 Tenure Trek events during the academic year, and **33** pre-tenure faculty members attended events.

Our support of online learning continued to grow in 2017-18, in partnership with other units across campus. The new Instructional Designer for Online Teaching and Learning, whose primary responsibility is to support instructors with projects funded by Online Teaching and Learning in the Office of the Provost, has made significant contributions to the growth and development of quality online programs and courses across the University. Demand for these services grew substantially over this academic year, with 6 Designing for Online Learning workshops and **215** consultations. In addition, staff from ITLAL, the Educational Technology Center, and Online Teaching and Learning continued to build a substantive and sustainable collaborative model for supporting faculty who are designing, developing, and teaching online courses. The Teach Online support model offers opportunities for instructors to customize the type and level of support that best meets their needs.

This year also marked the development and continuation of other working partnerships, collaborative efforts, and customized offerings. There were **230** attendees at events that were either customized for special audiences or represented collaborations with other units on campus. ITLAL continues to enjoy a robust and growing partnership with the Center for International Education and Global Studies, including the continuation of jointly-sponsored workshops for faculty interested in Fulbright Scholarships and special programming for International GTAs. In addition, we supported the University Art Museum in an inaugural offering of a workshop aimed at helping faculty develop new ways of thinking about how a class visit to the museum might integrate into their courses. ITLAL's Interim Director also facilitated the work of the Provost's Open Educational Resources (OER) Faculty Fellows in 2018. This group of four faculty members

from across the University (Marcus Adams, Philosophy; Jeremy Feldblyum, Chemistry; Lenore Horowitz, Information Science; and Matthew Ingram, Political Science) worked to create greater awareness of alternatives to costly textbooks. The Fellows presented an information session in May and will be continuing their work for the remainder of 2018 to help support faculty in reducing the cost of educational resources for their students. The Interim Director also worked with John Cimino from Creative Leaps International to provide support and programming for the Creativity Fellows in Teaching, Learning and Leadership. This group comprised seven faculty from across the University: Eve Baldwin, Writing and Critical Inquiry; Duncan Cumming, Music; Andrea Kordzek, Criminal Justice; Sean Rafferty, Anthropology; Salome Raheim, Social Welfare; Ed Stazyk, Public Administration; Kelly Wissman, Literacy Teaching and Learning. The Fellows met once a week throughout the 2017-18 academic year to learn about arts-integrated education and develop new ideas for their teaching.

ITLAL's graduate student development efforts continued as well, with **8** students enrolled in the Future Faculty Teaching and Development Program during the 2017-18 academic year. An additional **228** graduate students participated in teaching and professional development workshops, and **25** students enrolled in the future faculty development courses.

IV. ITLAL Highlights for 2017-18

- 493 individual faculty/staff users during the academic year (excluding consultations with OTL Instructional Designer)
- 264 individual GTA users during the academic year
- 9 participants in Early Career Institute for UAlbany Faculty
- 33 faculty participants in Tenure Trek events
- 61 new participants in ITLAL's Instructional Leadership Academies
- 39 participants in inaugural offerings of the Course Design Academy
- 57 participants in Designing for Online Learning workshops
- Continued demand for ITLAL services: 372 requests for student survey services; 13 new iClicker users; 132 requests for streaming media services (740 files)
- 600+ individual consultations (excluding consultations with OTL Instructional Designer)
- 11 customized or collaborative programs for groups across the UAlbany campus
- The Future Faculty Leadership Council sponsored College Teaching Symposium (94 attendees) and Summer Teaching Boot Camp (17 attendees) for graduate students

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

A. UAlbany Fall Faculty Retreat (August 24, 2017)

The annual Fall Faculty Retreat hosted Gary Smith, Ph.D., Assistant Dean of Faculty Development in Education for the School of Medicine at the University of New Mexico. **94** faculty members participated, representing all colleges and schools. The retreat was facilitated at the Riverstone Manor in Glenville, NY. The following is a small sampling of what participants indicated they valued most about this event:

- It was helpful and enjoyable to meet teachers in their disciplines all striving to improve our craft.. The presenter and the exercises (and conversations with other participants) gave me ideas for enhancing my class design to increase interaction and active learning.
- I really liked ideas presented on first day class - goals and outlining for students what they value.
- Active, engaging and fun.
- Reinforce and re-activate me to become a better teacher to ask "the right" questions to design my classes
- Suggestions of specific activities we could use and the opportunity to connect with faculty from across the university.
- Wonderful guest speaker
- Connecting classroom motivation and setup in the early week to give greater effort
- Gary was great. Spoke directly to my concerns about motivations.
- Guest presenter was great speaker. I really enjoyed and was inspired to rethink about in-class activities.

B. Instructional Leadership Academies

ITLAL introduced a new Instructional Leadership Academy in June 2017, which focused on *Course Design for Deeper and More Lasting Student Learning*. This Academy, also offered in January 2018, features two full-day workshops

designed to help instructors use the backward design process to design a new course or re-design a course they have previously taught. In addition to the workshops, faculty were encouraged to follow up with ITLAL consultants prior to and throughout the semester in which they were offering their newly-designed course. There was significant interest in this offering (39 participants total), which demonstrates that our constituents recognize the benefit of developing strategies to address their courses at a deep level. Here are some comments from participants in the Course Design Academy in 2017-18:

- I was shocked to hear that this was the first time you'd done this academy. I thought it was fantastic, flowed well and covered tons of ground.
- This was amazing. I feel stimulated and engaged. I learned something new with every piece of the workshop. The right amount of variety and a great balance of individuals, team and collective activities.
- Step by step instruction is really helpful – discussions in class were very helpful.
- Thinking about goals and using bloom's taxonomy to rewrite them was more difficult than expected but very valuable. It really started my thinking about my course, what I want students to take away. Also really liked to prompt/found it helpful to think about what I want students to say about my course and its impact.
- The most useful activity was formulating the course goals and then editing them based on the language of learning levels and understanding why changing that language was important. I was sincerely benefited from critique the samples/models of other teachers' strategies. First individually and then as a group.
- I thought the activities were all excellent. I really appreciated how you built on work that you asked us to do early on in later assignments. Also appreciated your modeling...great learning activities!
- I loved all of the activities; they challenged my thinking and ultimately made my syllabus stronger.

Course Design Academies 2017-18 Participation Summary

| Dates | Attendance |
|--|--|
| June 2017 | 22 faculty participants 5 graduate student participants |
| January 2018 | 8 faculty participants 4 graduate student participants |
| Total for 2017-18 (2 Academies) | 30 faculty participants 9 graduate student participants |

ITLAL's *Team-Based Learning Academies* continue to be the drivers of pedagogical change for faculty members and graduate student instructors. These events, in the format of two full-day workshops + customized follow-up with ITLAL consultants, occur at the beginning or end of the semester and are designed to guide participants completely through concrete changes in how they teach. As of May 2018, 396 faculty members and 77 graduate students have participated in ITLAL Academies since the program began in 2008. Here are some comments from participants in the Team-Based Academy in 2017-18:

- I felt very supported in this and had useful and transformative experiences here. I believe in interaction based everything and now I understand how to practice this is in my teaching.
- What a thoughtful experience. Carefully designed and modeled. Thank you so much!
- You all were great, helpful and have extremely useful ideas and expertise.
- You 3 work so well together! Great content!
- I truly found all the activities very helpful due to the discussions.

Team-Based Learning Academies 2017-18 Participation Summary

| Date | Attendance |
|--|---|
| August 2017 | 7 faculty participants 2 graduate student participants 2 guest participants (from other institutions) |
| January 2018 | 3 faculty participants 5 graduate student participants 3 guest participants (from other institutions) |
| Total for 2017-18 (2 Academies) | 10 faculty participants 7 graduate student participants 5 guest participants (from other institutions) |

C. Early Career Institute for UAlbany Faculty

August 2017 marked the fourth annual offering of the Early Career Institute, which is designed to introduce new faculty to UAlbany and the resources available to them here, to create a sense of community, and to offer concrete strategies for immediate success at the University. There were 9 faculty participants in the August 2017 workshops, and many of these faculty engaged in follow-up consultations with ITLAL staff throughout the academic year. In addition, we added informal brown bag session in Fall 2017 and a “Reunion” in Spring 2018, which attracted a small number of participants but helped to continue building a sense of community among the participants. Here are some comments from 2017-18 ECI participants:

- The mere fact that someone is taking the time to talk to us and provide advice is really nice. I have felt very on my own in figuring out how to be a faculty member so this was GREAT! I am really glad I did this!
- You rock ladies! THANK YOU!
- This was the best learning and teaching I’ve ever had at 4 different institutions both public and private. This was phenomenal! Thank you!
- A nice by-product of the institute is that it created a space for junior faculty members to bounce ideas off of each other. The perspective and experience of the instructors enhanced this experience.

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

| Date | Title of Event | Attendance |
|--------------|---|------------|
| Aug. 24 | Fall Faculty Retreat (with Gary Smith, Ph.D.) | 94 |
| Sept. 9 | Designing and Implementing In-Class Activities for Student Learning (Saturday Brunch) | 32 |
| Sept 18 & 19 | Teaching for Transfer (offered uptown and downtown) | 16 |
| Sept. 28 | How to Write Effective Multiple Choice Exams | 12 |
| Oct. 11 | Minimal Marking for Maximum Impact | 9 |
| Oct. 17 | ITLAL Special Event with Dr. Perry Samson: “What happens when we let students “opt out” of face-to-face class participation?” | 9 |
| Jan. 20 | Planning Assignments that Don’t Turn into Ugly Surprises (Saturday Brunch) | 17 |
| Feb. 8 | Cultivating Student Attentiveness | 5 |
| Feb. 16 | What are your students thinking? (And how can you find out?) | 9 |
| Mar. 1 | Understanding and Responding to Challenging Student Behaviors | 4 |
| May 21 | Intensive Workshop: Designing and Implementing In-Class Activities for Student Learning | 20 |
| May 22 | Advanced TBL Workshop: 4S Task Design and Debrief | 5 |
| May 24 | Advanced TBL Workshop: RAT Design and Question Writing | 4 |
| Total | | 236 |

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

| Date | Title of Event | Attendance |
|--------------|---|------------|
| Sept. 29 | Become a More Productive, Prolific, and Contented Writer | 3 |
| Oct. 10 | Time Management and Life Balance | 3 |
| Oct. 23 | Saying Yes, Saying No: How to Be a Good Colleague and Get Your Own Work Done! | 0 |
| Feb. 9 | Take Charge of Your Career by Getting the Mentoring YOU Need | 4 |
| Feb. 22 | What does a successful path to tenure look like (and how do I know if I’m on it)? | 4 |
| Mar. 7 | Writing an Effective Teaching Statement for Your Tenure Dossier | 8 |
| Mar. 26 | Writing an Effective Research Statement for Your Tenure Dossier | 11 |
| Total | | 33 |

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

| Date | Title of Event | Attendance |
|--------------|---|-------------------|
| Sep. 27 | Building a Classroom Environment Through Essential Interactions | 13 |
| Feb. 2 | Essential Preparations for Teaching Online | 23 |
| Feb. 15 | Build a Classroom Environment through Essential Interactions | 5 |
| Feb. 16 | Accessibility and Universal Design for Online Teaching and Learning | 6 |
| Mar. 20 | Facilitate Discussions across Time and Space | 4 |
| Apr. 5 | Copyright Basics for Online Teaching and Learning | 6 |
| Total | | 57 |

G. Customized and Collaborative Events

| Date | Title of Event | Attendance |
|--------------|---|-------------------|
| Jun. 8 & 14 | “Are your students making enough mistakes” for faculty teaching in Living & Learning Communities | 27 |
| Aug. 21 | Orientation to Blackboard for new GTAs (Collaboration between Diane Hamilton and the Educational Technology Center) | 9 |
| Aug. 23 | "Being a Successful International TA in the American Classroom" for International GTAs | 23 |
| Aug. 24 | “What is ITLAL?” A Presentation for Rockefeller College GTAs | 15 |
| Sep. 14 | Introduction to ITLAL for New Faculty Orientation (sponsored by the Office of the Provost) | 31 |
| Oct. 30 | "Teaching with Visual Arts" (Collaboration with University Art Museum) | 20 |
| Nov. 8 & 10 | “Managing Discussions” for instructors and peer mentors in Writing & Critical Inquiry courses | 12 |
| Nov. 20 | Staff retreat for Office of Access and Academic Enrichment staff | 10 |
| Jan. 30 | Presentation at Educational Policy & Leadership department retreat | 12 |
| Feb. 26 & 27 | Fulbright Scholarship Workshop (Collaboration with Center for International Education and Global Strategy) | 18 |
| Feb. 16 | Introduction to Clickers for faculty in the School of Public Health | 5 |
| Mar. 23 | Presentation at School of Business Brown Bag session | 10 |
| Apr. 11 | Visit to Teaching Sociology (graduate class) to discuss online teaching and learning | 6 |
| May 9 | “Mentoring Undergraduate Students” for faculty in Biomedical Sciences | 20 |
| May 14 | Open Educational Resources at the University at Albany: What the Provost’s OER Fellows have learned | 12 |
| Total | | 230 |

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 seventh year of operation and has become fully institutionalized at UAlbany. To date, **12** students have completed all requirements of the program, which include successful completion of coursework (courses listed below), 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. There are **8** students currently enrolled in the program.

B. Future Faculty Courses

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

| Semester | Course | Enrollment |
|--------------|---|------------|
| Fall 2017 | ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching | 10 |
| Fall 2017 | ACAS 603/RPAD 593/RPOS 613: Becoming a Reflective Teacher | 5 |
| Spring 2018 | ACAS 602/RPAD 591/RPOS 612: Preparing for the Professoriate | 10 |
| Total | | 25 |

Students represented the following colleges:

Seminar in College Teaching: College of Arts & Sciences (4), Engineering and Applied Sciences (2), Rockefeller College (2), Education (2)

Becoming a Reflective Teacher: Rockefeller College (3), College of Arts & Sciences (1), Social Welfare (1)

Preparing for the Professoriate: College of Arts & Sciences (5), Rockefeller College (2), Social Welfare (1), College of Emergency Preparedness, Homeland Security, and Cybersecurity (1), Education (1)

C. College Teaching Symposium

The College Teaching Symposium is designed to build collegiality among participants as well as provide tools for novice and experienced teachers. The Fall 2017 Symposium, in which **94** graduate student instructors participated, was facilitated by 11 experienced graduate students who developed and delivered both plenary and mini-workshop topics. ITLAL Instructional Consultant Aviva Bower delivered the keynote plenary workshop. The Future Faculty Leadership Council (see below) plays a prominent role in the planning and execution of this event.

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

| Date | Title of Event | Attendance |
|--------------|---|------------|
| Aug. 25 | College Teaching Symposium for Graduate Students (a collaboration with the Future Faculty Leadership Council) | 94 |
| Sept. 15 | Prepare for the Academic Job Market: Effective CVs | 10 |
| Sep. 26 | Prepare for the Academic Job Market: Powerful Cover Letters | 20 |
| Oct. 5 | Writing a Statement of Teaching Philosophy for an Academic Job Search | 18 |
| Oct. 10 | Teaching Portfolios for Future Faculty | 4 |
| Jan. 31 | Ready for the Job Market? The Interview | 11 |
| Feb. 6 | Ready for the Job Market? The Teaching Demonstration | 5 |
| Feb. 20 | Finding the Balance Between Research and Teaching | 8 |
| Mar. 24 | Academic Job Market Boot Camp | 7 |
| Apr. 12 | Grant Proposal Writing for Graduate Students | 34 |
| May 23 | Summer Teaching Boot Camp (a collaboration with the Future Faculty Leadership Council) | 17 |
| Total | | 228 |

E. Future Faculty Leadership Council (FFLC)

1. FFLC Members 2017-18

College of Arts and Sciences: Jeremy Berman, Lorianna Colon, and Jessica Somers

Rockefeller College of Public Affairs and Policy: Amani Edwards

School of Education: Thomas Robertson, Autumn Florencio-Wain, Wenqian Wang

School of Public Health: Austin Roberts

School of Social Welfare: Catherine Kramer

2. FFLC Outreach 2017-18

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 2017-2018 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. 9 | Post-Doc Panel | 10 |
| Apr. 6 | Intersectionality in the Professoriate | 11 |
| Total | | 21 |

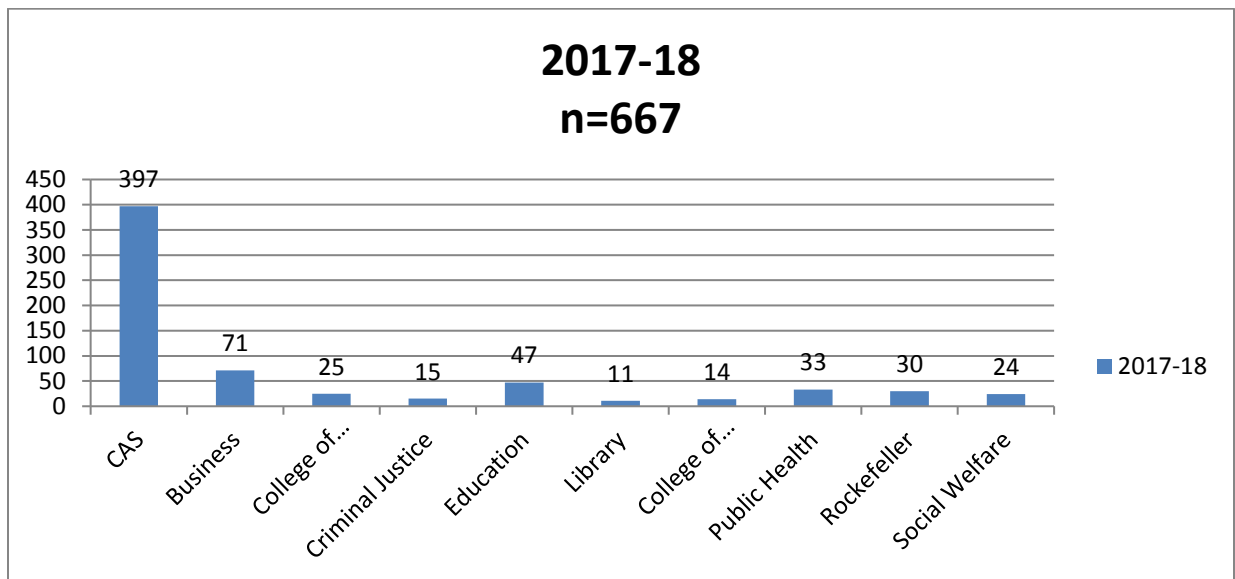
Departmental Events hosted by individual members

| Department (Presenters) | Title of Event | Attendance |
|---|---|-------------------|
| Atmospheric and Environmental Science (Jeremy Berman) | How to succeed as a PhD student | 12 |
| Anthropology (Jessica Somers) | Teaching Unfamiliar Content | 6 |
| Public Health (Austin Roberts) | Environmental Health and Public Health Careers for Doctoral Students | 7 |
| Social Welfare (Catherine Kramer) | Mixed Methods: Design, Data Collection, and Analysis | 5 |
| School of Education (Autumn Florencio-Wain, Thomas Robertson, and Wenqian Wang) | AERA Information Panel | 8 |
| Behavioral Neuroscience (Lorianna Colon) | Science Communication Workshop | 8 |
| Jessica Somers | Interdisciplinary Writing Accountability Group (throughout Spring 2017) | 3 |
| Austin Roberts | Poster Presentation for Public Health Conference | 7 |
| Catherine Kramer | SSW Doctoral Student Mentorship Program | 7 |
| Total | | 63 |

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. Student Survey Services

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

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

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 2017-2018 there were **13 new clicker users**, bringing to a total of **183** the number of instructors who have taken advantage of this service since its inception in 2008.

B. Streaming Media Production

ITLAL continues to provide digitization services for faculty, transferring nearly any kind of media source into files that

can be made available to faculty and students on the Ensemble Media platform, a service facilitated by ITS. Because the RealMedia server was decommissioned in 2017 and many files converted for uploading to the new platform, there was a spike in the number of files processed in the 2016-17 academic year. As use of Ensemble Media continues, we expect the number of requests and files processed to remain similar to the 2017-18 numbers.

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

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 from 6/1/17 to 5/31/18 included **118,682** unique page views and **87,946** 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 “Small Teaching for Deep Learning” distributed to 1600 readers in Spring 2018.

X. Committee Work and University Service

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

- Technology Coordinators Forum
- Search Committee for Instructional Developer for ETC
- Educational Technology Advisory Group
- Online Teaching and Learning Steering Committee
- SUNY University Faculty Senate
- University Senate
- University 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
- Diversity Education and Capacity Building Advisory Committee
- Human Library Project Committee
- Academic Subcommittee for Human Library Project
- University Survey Committee
- University Classrooms Committee
- Graduate Student Association
- University Life Council

XI. Ongoing Professional Development, Scholarship and Service

At ITLAL, we believe that we have an obligation to continue our own professional development and contributions to our professional communities. To that end, ITLAL staff participated in several conferences during the 2017-18 academic year and contributed to local, national, and international work in educational development.

A. Conference presentations

Billie Franchini

- “Are your students making enough mistakes?” (Invited plenary session) Original Lilly Conference on College Teaching, Miami University, Miami, Ohio, November 19, 2017.
- “Engaging with Difficult or Controversial Topics in the Classroom.” Lilly Conference on Evidence-Based Teaching and Learning, Park Place Hotel, Traverse City, Michigan, October 20, 2017.
- -with Susan Pliner from Hobart and William Smith Colleges, “Designing and Delivering Effective Workshops.”

Professional Organizational Development Network Institute for New Faculty Developers, Holiday Inn, Saratoga Springs, New York, June 23, 2017.

- -with Keith Landa from SUNY Purchase, “Facilitating Reflective Learning.” Professional Organizational Development Network Institute for New Faculty Developers, Holiday Inn, Saratoga Springs, New York, June 22, 2017.
- -with Erica Bastress-Dukehart from Skidmore College. “Critical Thinking Across the Disciplines.” Professional Organizational Development Network Institute for New Faculty Developers, Holiday Inn, Saratoga Springs, New York, June 22, 2017.
- -with Thalia MacMillan from Empire State College. “Collaborative Learning: The good, the bad, and the ugly.” Professional Organizational Development Network Institute for New Faculty Developers, Holiday Inn, Saratoga Springs, New York, June 20, 2017.

Kimberly Van Orman

- “The Power of the “Naïve Task:” Get Them Working First!” Lilly Conference on College and University Teaching and Learning, Bethesda, Maryland, May 2018.
- “All In and On Topic: Creating Effective Discussions,” and a half-day Team Based Learning workshop (invited). Seventh Annual Regional Conference on Teaching, Learning, & Scholarship, Center for Teaching Excellence, Frostburg State University, Frostburg, Maryland, January 2018.
- “Avoid undermining the learning in your classroom: strategies to encourage student perseverance toward deep learning.” (Invited plenary) Lilly Conference on College and University Teaching and Learning, Traverse City, Michigan, October 2017.
- “Teaching for Growth Mindset: Empower Underrepresented Students and Help Everyone!” Lilly Conference on College and University Teaching and Learning, Bethesda, Maryland, June 2017
- “Setting the Tone: What Your Syllabus Says to Your Students,” Roundtable session, Lilly Conference on College and University Teaching and Learning, Bethesda, Maryland, June 2017

Kimberly Van Orman, Billie Franchini, and Aviva Bower

- “Teaching for Growth Mindset: Empower Underrepresented Students and Help Everyone!” Engaging Diversity, Equity and Inclusivity in the Classroom, Campus and Community: 2017 State University of New York Diversity Conference, Albany, New York, November 30, 2017.

B. Conference attendance

- Aviva Bower, Professional Organizational Development Network’s Institute for New Faculty Developers, June 19-23, 2017. Holiday Inn, Saratoga Springs, NY.
- Billie Franchini, Diane Hamilton, and Kimberly Van Orman, Professional Organizational Development Network Conference, October 25-29, 2017. Le Centre Sheraton Montreal, Montreal, Quebec, Canada.
- Billie Franchini, Original Lilly Conference on College Teaching, Miami University, Miami, Ohio, November 16-19, 2017.
- Billie Franchini and Kimberly Van Orman, Lilly Conference on Evidence-Based Teaching and Learning, Park Place Hotel, Traverse City, Michigan, October 19-21, 2017.
- Diane Hamilton, Online Learning Consortium Conference, Walt Disney World, Orlando, Florida, November 15-17, 2017.
- Kimberly Van Orman, Lilly Conference on College and University Teaching and Learning, Bethesda Hyatt Regency, Bethesda, Maryland, June 1-4, 2017.
- Kimberly Van Orman, Seventh Annual Regional Conference on Teaching, Learning, & Scholarship, Center for Teaching Excellence, Frostburg State University, Frostburg, Maryland, January 2018.
- Kimberly Van Orman, Lilly Conference on College and University Teaching and Learning, Bethesda Hyatt Regency, Bethesda, Maryland, May 31-June 2, 2018.

C. Publications

- Bower, Aviva. Emerald Literati Award: Outstanding Author Contribution, 2017 for book chapter “Using Queer Theory to Read the Hushing of Boys’ Reading: ‘A Thought of a Method’ of Queer Educational Ethnography,” in

Rodney Hopson , William Rodick , Akashi Kaul (ed.) *New Directions in Educational Ethnography (Studies in Educational Ethnography, Volume 13, 2016)* Emerald Group Publishing Limited, pp. 35 – 64.

- Franchini, Billie Bennett. “Beyond ‘The Myth of the Latin Woman’: Teaching Critical Thinking with Judith Ortiz Cofer’s Autobiographical Work.” *a/b: Autobiography Studies* 33.1 (Winter 2018): 209-214.

D. Other professional contributions

- SUNY Faculty Developers Community of Practice Steering Committee
- FACT2 Microcredentials Task Group (SUNY)
- SUNY EIT Digital Content Subcommittee
- Proposal reviews, Innovative Instructional Technology Grants, SUNY
- Planning Committee and faculty for the Professional Organizational Development Network’s Institute for New Faculty Developers, held June 2017 in Saratoga Springs, NY (hosted by SUNY CPD)
- Conference Planning Committee, American Association of Philosophy Teachers
- Proposal reviews, Professional Organizational Development Network Conference, Louisville, Kentucky, November 2017
- Proposal reviews, Lilly Conference on Evidence-Based Teaching and Learning, Bethesda, Maryland, June 2018
- Graduate and Professional Student and Postdoc Developers Committee, POD Network
- Diversity and Outreach subcommittee of the Graduate student, Professional student, & Postdoctoral scholar Development (GPPD) Special Interest Group, Professional Organizational Development Network

Appendix A: 2017-18 ITLAL Workshops for All Faculty and Instructional Staff

Fall Semester 2017

August 24: Fall Faculty Retreat: “Designing to Motivate Student Behaviors for Effective Active Learning” with Guest Presenter Gary Smith, Ph.D.

Even if we are convinced by research that suggests the effectiveness of some active-learning methods, there are many studies that show limited impact of changing pedagogies and there are frequent complaints of student resistance to these changes. Part of the problem is that not all active-learning strategies are equally effective. What learning behaviors really matter? Another part of the problem is engaging students to undertake the behaviors that our instructional designs intend. What if we re-frame our teaching approaches to include the student motivation for learning? The day’s workshops will address these questions present a set of research-based and classroom-tested strategies to improve student learning by focusing on learner and teacher behaviors, and learner motivation.

September 9: A Saturday Gathering of UAlbany Teachers: Designing and Implementing In-Class Activities for Student Learning

The best in-class activities do more than just get students talking: they lead to higher levels of learning by requiring students to practice authentic, higher-level disciplinary thinking. Ensuring that activities lead to the type of learning we’ve targeted requires some forethought not only about the design of the activity itself, but also about how we will manage the debrief and discussion that follow. In this workshop, you will learn processes and strategies for activity design, as well as methods of debrief and discussion, to help ensure that the outcomes of learning activities align with your expectations.

September 18 & 19: Teaching for Transfer

A common source of frustration for faculty is working with students who don’t seem to have learned the concepts they need in order to do the kind of complex thinking our courses require. It’s easy to fall back on the belief that these challenges are the result of a lack of foundational knowledge, which can lead to spending more and more time just reviewing the basics (i.e., dumbing down our courses). Research suggests, however, that we should aim higher: transfer is more likely to occur when instructors design for frequent, targeted practice experiences that require students to apply course concepts frequently and in a variety of contexts. In this workshop, you will learn strategies for designing learning experiences that will help students become more aware of their own thinking and improve their ability to actively connect concepts throughout your course.

September 28: How to Write Effective Multiple Choice Exams

In an ideal world, we wouldn’t have to rely on multiple choice exams to assess higher-level thinking in our courses. But often reality (and limited resources) requires that we create tests that are quick and easy to grade. The good news is that it is possible to create test items that aim at more than just memorization of facts and details, focusing on the higher levels of thinking in your course objectives. In this workshop, you will learn strategies for creating multiple choice questions that actually assess what they’re aiming to assess and focus on the appropriate levels of cognitive complexity. We will also consider how best to use the information from students’ exam performance to improve learning.

October 11: Minimal Marking for Maximum Impact

Are you tired of spending endless hours poring over students’ work, only to watch them flip past all your comments to see their grade? Do you feel compelled to mark every error on students’ work to make sure they don’t make them again? If you answered yes to either of these questions, this workshop is for you. Research continues to show that the quantity of feedback students receive is much less important than the quality of that feedback. In this workshop, you will learn strategies for responding to student work that will help you focus on giving students the kind of feedback they need—in less time.

Spring Semester 2018

January 20: Planning Assignments that Don’t Turn into Ugly Surprises

- “What on earth is this?!?”
- “I thought they understood these concepts better. How could they possibly come up with this response?”
- “That isn’t what I was asking for at all!”

If you’ve found yourself saying any (or all!) of these things while grading student assignments, this workshop is for you! Many times we create assignments that are more complex—or less clearly explained—than we realize, and we find ourselves stymied by our students’ poor performance. In this session, we will work through strategies to help us (1) assign work for our students that assesses the appropriate knowledge and skills, (2) communicate our expectations clearly, and (3) give students sufficient opportunities to practice the key skills to ensure their success on those assignments.

February 8: Cultivating Student Attentiveness

(Note: This workshop was also scheduled to be offered on the downtown campus on February 7, but that offering was cancelled for

inclement weather.)

We live in a culture that seems to devalue careful, deliberate attention to intellectual work, which means that we often find ourselves swimming upstream in teaching our classes. The good news is that even in an “age of distraction,” we can use strategies to help retrain students’ ability to develop and maintain focus. Participants in this session will experience several practices designed to help improve attention and learn more about why those practices actually work. You will leave with ideas for how you can structure opportunities in your own classes for students to develop more mindful approaches to their academic work.

February 16: What are your students thinking? (And how you can find out?)

It’s easy to believe that if students are simply exposed to enough disciplinary thinking, they will learn. But the reality is that we need to spend time diagnosing and making sense of their *current* thinking before we can ensure that they are ready to adopt new, more sophisticated approaches that integrate the principles and concepts of our disciplines. Participants in this session will work through prompts and questioning techniques that will encourage students to make their thinking visible for examination and reflection. You will leave with a set of strategies that you can put to use right away in your classes.

March 1: Understanding and Responding to Challenging Student Behaviors

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. These behaviors are particularly frustrating when they become distracting to other students or disrupt the work of the class. In this session, we will examine research on factors that affect student behavior in the classroom and consider strategies for responding to and, most importantly, for preventing those behaviors. You will leave with a set of tools to help you create a positive, civil classroom and an understanding of how to respond when the best laid plans go awry.

Appendix B: 2017-18 Tenure Trek Events for Pre-Tenure Faculty

Fall Semester 2017

September 29: Become a More Productive, Prolific, and Contented Writer

It’s so easy to wait for semester breaks or summertime to get all your writing done, but that may not be the healthiest way—and research shows that it isn’t the most productive. Join us for this session and learn strategies for avoiding procrastination, staying consistently productive, and feeling more contented with your writing.

October 10: 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 23: Saying Yes, Saying No: How to Be a Good Colleague and Get Your Own Work Done!

You’re teaching new courses (and only just keeping ahead of the students!), working on a committee (and you want to make a good impression), planning your next journal article and/or writing a grant, and revising past research for publication. What do you say when your chair or a senior colleague sees you in the hallway and says: “Oh, I’m so glad I ran into you. I have just the project for you! Would you be able to...?” Join us for a lively discussion about when to say “yes” and why (and how!) to say “no” strategically.

Spring Semester 2018

February 9: Take Charge of Your Career by Getting the Mentoring YOU Need

You may already have relationships with mentors who can help you navigate your career, but you’d like to know more about how to get the most out of their expertise. Or maybe you haven’t built a support network yet and would like to figure out how to locate the appropriate mentors and build effective relationships with them. In either case, it’s important for you to take the lead in cultivating and maintaining a network of mentors so that you can get the guidance and support you need to be successful. Come to this session to learn about how you can help your colleagues mentor you well.

February 22: What does a successful path to tenure look like (and how do I know if I’m on it)?

Even if you’re working hard to do everything you know you should be doing as a pre-tenure faculty member, it can be hard to feel confident about where you stand. Join us for this session and learn strategies for setting benchmarks to guide your path to success, seeking helpful feedback from mentors and colleagues to gauge your progress, and keeping yourself on a trajectory for a productive and satisfying academic career that leads to tenure and long-term career success.

March 7: Writing an Effective Teaching Statement for your Tenure Dossier

Join us for this practical session to learn key principles and develop a set of strategies for crafting an effective teaching statement. We will examine sample statements and begin reflecting on the key beliefs and teaching behaviors from your own teaching and mentoring

that you should articulate and emphasize in your statement.

March 26: Writing an Effective Research Statement for your Tenure Dossier

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

Appendix C: 2017-18 Designing for Online Learning Workshops

Fall Semester 2017

September 27: Building a Classroom Environment Through Essential Interactions

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

Spring Semester 2018

February 2: Essential Preparations for Teaching Online

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

February 15: Build a Classroom Environment through Essential Interactions

You can create the “classroom feeling” in an online course even when you aren’t in the same room as your students. Come and learn how to plan essential interactions that foster a lively online learning experience for you and your students!

February 16: Accessibility and Universal Design for Online Teaching and Learning

Join us and explore principles of Universal Design for Learning and Accessibility to identify approaches you can implement right away to improve your students' ability to participate fully in your online course.

March 20: Facilitate Discussions Across Time and Space

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

April 5: Copyright Basics for Online Teaching and Learning

Did you know that using the copyright protected materials in your online class in the same way you use them face-to-face may not be in compliance with Fair Use and the TEACH Act? Join us to learn more about deciding if your use is appropriate.

Appendix D: 2017-18 Professional Development Workshops for Graduate Students and Future Faculty

Fall Semester 2017

August 25: 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 was *Helping Students Take Charge of Their Own Learning*.

September 15: Prepare for the Academic Job Market: Effective CVs

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

September 26: Prepare for the Academic Job Market: Powerful Cover Letters

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

October 5: Writing a Statement of Teaching Philosophy for an Academic Job

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

October 10: Teaching Portfolios for Future Faculty

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

Spring Semester 2018

January 31: Ready for the Job Market? The Interview

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

February 6: Ready for the Job Market? The Teaching Demonstration

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

February 20: Finding the Balance between Research and Teaching

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

March 24: Academic Job Market Boot Camp

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

April 12: Grant Proposal Writing for Graduate Students

Writing 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.