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

ITLAL Annual Report 2012-13
(Inclusive of Summer 2012)

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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 2012-13
ITLAL reports to the Senior Vice Provost and Associate Vice President for Academic Affairs
- Bill Roberson, Ph.D., Director
- Billie Franchini, Ph.D., Assistant Director
- Kimberly Van Orman, Instructional Consultant
- Sue Barnes, Technology Coordinator
- Kathy Plunkett, Office Manager
- Katherine Truby, Future Faculty Fellow (Political Science)
- Michael Tanski, Graduate Assistant (Informatics)
- Steven Doellefeld, Ph.D., Special Advisor for Future Faculty

III. Overview of 2012-13
Now in its 7th year of operation, ITLAL continues to focus on its core activity of engaging faculty and instructional staff in the improvement of teaching and learning at all levels. This work consists of academies, seminars and workshops, as well as individual consultations and a set of on-demand services. ITLAL staff members participate broadly across campus on committees and task forces that work on issues of curriculum, instruction and assessment.

Use rates for ITLAL services climbed again this year—1090 individual faculty and staff members took advantage of one or more of

ITLAL's events, resources or services, as did an additional 315 GTA's. We interpret the growth to mean that more faculty, staff and graduate students are discovering ITLAL and/or are finding its services to be valuable. Of continuing interest appear to be the Instructional (ILA) and Technology (TLA) Leadership Academies. These are different from workshops in that participants receive continuing close support for the duration of an innovation project. This partnership usually lasts one full semester, and sometimes two, depending on the extent and challenge of the implementation. Funding for participation is tied to instructors' meeting of several benchmarks, designed to track progress toward real and measurable innovation. Our internal assessments show that the extended ongoing process of support and feedback significantly increases the likelihood of success.

In response to campus interest in using technology to change the culture of teaching and learning, ITLAL joined with ITS to sponsor its first Instructional Leadership Academy with a focus on "Flipped Classrooms." Ten faculty members registered for the academy and made the commitment to attend a 2-day workshop on course design, followed by consultation and feedback from ITLAL and ITS staff throughout the Spring 2013 semester. Five of the original registrants eventually met all the benchmarks within the Spring 2013 semester. A sample comment from a participant: "This project has been very educational for me. It has forced me to think about what exactly I want my students to get out of my course, how to help them get it, and how to assess whether they have gotten it. It has given me more ideas on how to approach classroom instruction differently and concrete techniques for doing so." Brief excerpts from five project outcome reports are included in section V. The remaining five participants are continuing to work on their projects, and expect to meet the benchmarks during Fall 2013.

In order to expose more instructors to the creative possibilities of technology and to showcase ways of expanding student access, ITLAL conducted an experiment in a live-stream of one of its events. The "Spotlight on Faculty: Team-Based Learning," a panel discussion with five UAlbany faculty members, was broadcast for web access for both local and international viewers, and attracted 65 online viewers. The practice will be repeated, as appropriate, for future ITLAL events.

Of final note is ITLAL's continuing movement toward a self-sustaining program of graduate student professional development, with graduate students taking full ownership through their leadership roles. The Future Faculty Leadership Council, the organizational unit sponsored by ITLAL, now provides direction for both the annual *College Teaching Symposium* for graduate students in teaching roles, and the *Summer Teaching Boot Camp* for graduate students with summer teaching positions.

IV. ITLAL Highlights for 2012-13
- Inaugural "Flipped Classroom" Academy (10 participants)
- First live-streamed workshop featuring panel of UAlbany faculty elicited 65 individual views
- 38 new participants in ITLAL's Instructional Leadership and Technology Leadership Academies
- 1090 individual faculty/staff users were recorded during the academic year
- 315 individual GTA users were recorded during the academic year
- Growth in demand for ITLAL services (media digitizing +13%; mid-term surveys +26%; clickers +17%)
- 600+ individual consultations
- Future Faculty Leadership Council assumes direction of College Teaching Symposium (102 attendees) and Summer Teaching Boot Camp (24 attendees) for graduate students

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

1. UAlbany Fall Faculty Retreat (August 23, 2012)
The annual Fall Faculty Retreat hosted Ed Prather, Ph.D., Executive Director of the NASA (JPL Exoplanet Exploration Public Engagement Program) and NSF funded Center for Astronomy Education (CAE) at the University of Arizona. **109** faculty members participated, representing all colleges and schools. The retreat was facilitated at The Edison Club in Rexford, NY. The following is a small sampling of what participants indicated the valued most about this event:
- Interactive teaching techniques, Excellent Presenter. Excellent Program.
- The lecture was inspiring and helpful in both broad and specific concrete ways
- Examples of different ways of engaging students
- Good tidbits of tools and strategies that we can use in the classroom
- Many specific techniques for implementing introductive lectures
- The whole session. I was exposed to something totally new, very interesting.
- …excellent – showing/exhibiting how to engage the audience (student) w/learning activities.
- everything – we need to see/know we are reaching our students and how/why when we are not AND how to vary the presentation methods of the material to keep students' interest and "assure" learning
- The necessity to structure questions properly to initiate interaction in the classroom

- Techniques for interaction "getting to know" "mental models" setting the standards of interaction

2. Academies

ITLAL academies continue to be a focal point of sustained contact with faculty members and graduate student instructors. These events, in the format of 2-3 day boot camps + semester-long follow-up by staff members occur at the beginning or end of each semester and are designed to guide participants completely through concrete changes in how they teach. As of May 2013, **243** faculty members and **32** graduate students have participated in ITLAL Academies since the program began in 2008. Recurring topics have been "Team-Based Learning" and "Web-Enhanced Courses." The newest topic of the Academy is the "Flipped Classroom," a project in which participants implement a two-part instructional strategy: 1) use web technologies to capture instructor presentations and package online resources, so as to give students greater access to mediated content before class meetings; 2) reconfigure class meetings so that students work actively to solve problems using the content provided online (in lieu of listening to lectures during class time).

Excerpts from Faculty Reflection Statements about their Flipped Classroom Project

> *"The project has definitely improved my ability to reach my students... I continue to carry the flipped class message to my … colleagues whose subjects are heavily case-or problem-centric. Those instructors spend more hours than I do going over the same complex topic to student after student."*

> *"This project …has given me more ideas on how to approach classroom instruction differently and concrete techniques for doing so. It is nice to hear a lecture on teaching methods but to actually have to implement one is much more instructional and challenging. It has also given me tools to expand my range of instructional material to video and I'm excited about creating my own prelab videos. I'm also excited about sharing the interactive classroom methods with new TAs and to help them become better teachers.*

> *"For me, I really enjoyed that the project helped minimize my role in the classroom to a facilitator. The students were doing most of the work and engaged in the learning process while working on their language skills. This enabled them to utilize their language skills meaningfully to communicate ideas. I really look forward to incorporating this approach to other classes!"*

> *"…Now that I am more used to the technology, I am going to try it for one more semester before I decide if it is worth the investment for students. However, I will continue to use the team based learning concept of an individual answering question, group discussing question, group simultaneously answering question. I liked the "question of the day" which really got students thinking critically. As we discussed why an answer was preferred (and why others weren't) students really seemed to start preparing for class better…. It also created a much more collaborative class environment. I also changed my original policy to just have one correct answer to students being able to defend their choice in writing for credit on the question, as long as they used support from the reading. This was very helpful for me to see where students' thinking skills were. I have concluded that it is not the critical thinking skills they are having difficulty with, but rather the critical reading (higher order, abstract) skills. So I would like to work on these reading skills in all of my courses."*

> *"I was not sure if I could do this [flip the classroom] at the beginning. My fear was that my students wouldn't prepare for the class. I believe more than 80 % of the students prepared for the class, and they were very happy about themselves. Most of my students are very eager to show what they learned the previous day. This made me feel very happy and rewarded."*

Instructional Leadership Academies (ILA) Participation summary

August 2012	Team-Based Learning	13 Faculty Participants 8 Guest Participants
December 2012	The Flipped Classroom Project	10 Faculty Participants
January 2013	Team-Based Learning	9 Faculty Participants 7 Graduate Student Participants 1 Guest Participant
May 2013	Team-Based Learning	2 Faculty Participants 6 Graduate Student Participants 5 Guest Participants
Total for 2012-13	**4 ILA's**	**24 Faculty Participants** **13 Graduate Student Participants** **14 Guest Participants (from other universities)**

Technology Leadership Academy (TLA) Participation Summary

August 2012	Web-enhanced Courses	7 Faculty Participants 5 Graduate Student Participants
January 2013	Web-enhanced Courses	1 Faculty Participants 2 Graduate Student Participants
May 2013	Web-enhanced Courses	6 Faculty Participants 3 Graduate Student Participants
Total for 2012-13	**3 TLA's**	**14 Faculty Participants** **10 Graduate Student Participants**

Sampling of participant comments
- I have nothing but positive things about the presenters during the workshop: knowledgeable, enthusiastic, friendly. It was a pleasure taking this workshop.

- The workshop leaders were very competent, engaged, and role modeled the TBL process well. I was definitely impressed with their teaching, presenting, and facilitating abilities.

- Interaction with colleagues was a good learning opportunity. Variety of class assignments and procedural issues were helpful -- gave me ideas about how I will approach handling some of the "behind the scenes" logistics of course designing and implementing a TBL.

- Everything was very useful and applicable -- loved the balance between general information and opportunity to tailor lessons learned to our individual course and syllabi.

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

Date	Title of Event	Attendance
June 18	Design Your Course for Significant Learning	13
July 31	Are You Ready to Try Clickers? An ITLAL Workshop for New Adopters	13
Aug 23	Fall Faculty Retreat	109
Sept 8	Task Design to Ensure Productive Discussion	35
Sept 21	Special Event: Therese Huston on "The Joy in the Chaos"	48
Oct 2 & 5	Teach Them to Write Real Good	43
Oct 15 & 16	Build an Effective Teaching Portfolio for Tenure and Promotion	14
Oct 18	Grade-Fest!	31
Oct 26	Write a Teaching Statement for Your Tenure Dossier	8
Oct 31	Know the Truth about Peer Observations	6
Dec 12	Clicker-Mania	12
Dec 14	ITLAL Winter Interlude: Make Your Students the Conscious Agents of Their Own Learning with Guest Linda Nilson	41
Jan 19	Course Design for Critical Thinking and Active Learning	22
Jan 29	Excel Gradebook Consultations	9
Feb 4, 5, & 8	Teaching to the Whole Brain	24
Feb 27	You Taught It, How Do You Know They Got It?	12
Mar 11	Faculty Spotlight: Team-Based Learning	**20**
Total		**460**

4. *Customized Events for Departments/special groups*

Aug 15	"Leading Through Teaching" for CLUE Seminar	9
May 10	"Teaching to a Higher Level" for School of Public Health Retreat	35
Total		**44**

VI. Albany Interactive Theater Ensemble (AITE)
AITE continues to provide interactive enactments of faculty professional situations as a means of creating opportunities for reflection and change of perspective.
Performances for 2012-13
- "In the Chair's Office: The Sabbatical Request" and "In the Chair's Office: The Unsatisfactory Rating" performed for the CAS Chairs Retreat, August 2012

- "The Annoyed Student" parts 1 and 2 for the CLUE Seminar hosted by the Provost's Office, August 2012
- "The Concerned Observer" performed for the Fall Faculty Retreat, August 2012
- "The Name on the Roster" and "The Student who Fell Behind" performed for the LGBTQ Advisory Committee, May 2013

VII. Graduate Student Professional Development and Preparation to Teach

1. College Teaching Symposium
In 2012, the annual College Teaching Symposium for Graduate Students continued its evolution toward graduate student self-management (with ITLAL's assistance) with the Future Faculty Leadership Council playing a more prominent role in the planning and execution of the event. FFLC members and other current, experienced GTAs played leadership and mentoring roles, and the event continues to move beyond its earlier format as an orientation for new TA's. The goal is for the College Teaching Symposium to become a graduate student version of the UA Fall Faculty Retreat. The Fall 2012 Symposium was facilitated by 23 experienced graduate students who developed and delivered both plenary and mini-workshop topics. ITLAL director Bill Roberson delivered the keynote plenary workshop.

Professional Development Workshops for Graduate Students (See Appendix B for full descriptions)

Aug 24	College Teaching Symposium for Graduate Students	102
Sept 20	Special Event: Therese Huston on "Teaching What You Don't Know Well"	29
Oct 1	Demystifying the Academic Job Market	12
Oct 9	Writing Effective CVs and Cover Letters	11
Oct 17	Writing a Statement of Teaching Philosophy for an Academic Job Search	15
Nov 1	Preparing for the Academic Job Interview	11
Feb 12	Preparing Your Teaching Demonstration	17
Feb 19	Teach and Still Get Your Dissertation Research Done	13
Mar 4	Finding an Academic Job that Fits Your Needs	10
Apr 5	What I Wish I'd Known…Advice for Future Faculty	17
Total		**237**

Customized Events for Departments/Special Groups Aimed at Graduate Students

Sep 11	"Instructor Credibility and Student Civility" for Department of Physics	11
Nov 6	"Using Student Evaluations to Improve Teaching" for Department of Sociology	8
Mar 14	"CVs for the Academic Job Market" for Career Services	3
Sep 19	"Managing Your Career (and your time) in Graduate School…and Beyond!" for Social Welfare Graduate Students	8
Total		**30**

2. Preparing Future Faculty Certificate Program
ITLAL's Future Faculty Program, a suite of activities to prepare graduate students for their careers in academe, entered its fourth year of operation, and completed its third full cycle of three courses. The Certificate in College Teaching is now fully up and running with the creation of a process for graduate students to enter into pre-professional mentoring relationships as part of the program. In May seven graduate students applied for and were accepted into the Certificate program. Those accepted represented Rockefeller College (1) and the College of Arts and Sciences (6).

Fall 12	ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching	27
Spring 13	ACAS 602: Preparing for the Professoriate	17
Fall 12	ACAS 603/RPOS 613: Becoming a Reflective Teacher	11

Students represented the following colleges:
> ACAS 601: College of Arts & Sciences (13), Education (2), Social Welfare (2), Rockefeller (5), Public Health (2), Computing & Information (3)
> ACAS 602: College of Arts & Sciences (11), Social Welfare (2), Rockefeller (4)
> ACAS 603: College of Arts & Sciences (8), Social Welfare (1), Rockefeller (2)

3. *Future Faculty Leadership Council* (FFLC Members 2012-13)
- College of Nanoscale Science and Engineering: Abraham Hmiel
- College of Arts and Sciences: Caroline Girard, Kristen Hourigan, Stephanie Kazanas, Maryann Kelly, Rebekah Layton,

Elizabeth Peterson, Daniela Pila
- Rockefeller College: Katherine Truby
- School of Social Welfare Sarah Maynard

Future Faculty Leadership Council Outreach
In 2012-2013 the Future Faculty Leadership Council (FFLC) focused on topics relevant to professional development at the campus level, while each member individually provided events specifically targeted to the needs of their particular departments. Additionally, each member posted to the FFLC blog on issues related to professional development, teaching, and managing life as a graduate student. As the FFLC continues to expand its reach across campus, it has grown from eight members to ten active members who will be involved in planning for the upcoming year, which includes adopting greater responsibility for the annual College Teaching Symposium for Graduate Students. In the upcoming year, the FFLC plans to work more closely with the campus-wide Graduate Student Association to expand the reach of its professional development programs across the graduate student community. 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		Participants
Oct 25	Panel Discussion: Grant Applications for Graduate Students	7
April 9	Panel Discussion: Tales from the Search Committee…Advice for Graduate Students Entering the Job Market	17
May 22	Summer Teaching Boot Camp	24
Total		48

Departmental Events hosted by individual members

Psychology • Rebekah Layton • Stephanie Kazanas	1) Peer Observations in the Classroom 2) Writing Workshop	10 10
Social Welfare & Rockefeller • Sarah Maynard • Katherine Truby	1) Academic Job Market Timeline 2) The 5 Year Plan Workshop 3) Organizing a Dissertation Writing Group 4) Syllabus Design Workshop	5 2 8
Biology • Liz Peterson • Caroline Girard	1) How to Successfully Obtain a PostDoc in Biology 2) Successfully Navigating Your Graduate Career 3) The Basics of Teaching Writing and Minimal Marking	6 18 1
Sociology • Kristen Hourigan • Daniela Pila	1) Publishing your Research 2) Summer Internships for Graduate Students 3) Engaging Large Classes	 10 10
College of Nanoscale Science and Engineering • Abraham Hmiel	1) Publishing your Research	13
History • Maryann Kelly	1) Leading Effective Discussion Sections	6
Total		99

VIII. Consulting and Assessment Services

Individual Consultations
Consultations vary in format, from classroom observations, virtual visits to online course activities, face-to-face meetings, and

extended phone and online exchanges. They range over a wide array of topics, such as course design and management, increasing student engagement, use of instructional technology, assessing student learning, departmental culture, scholarship of teaching, and academic career development.

2012-13 Consultations by School/College (N=681)
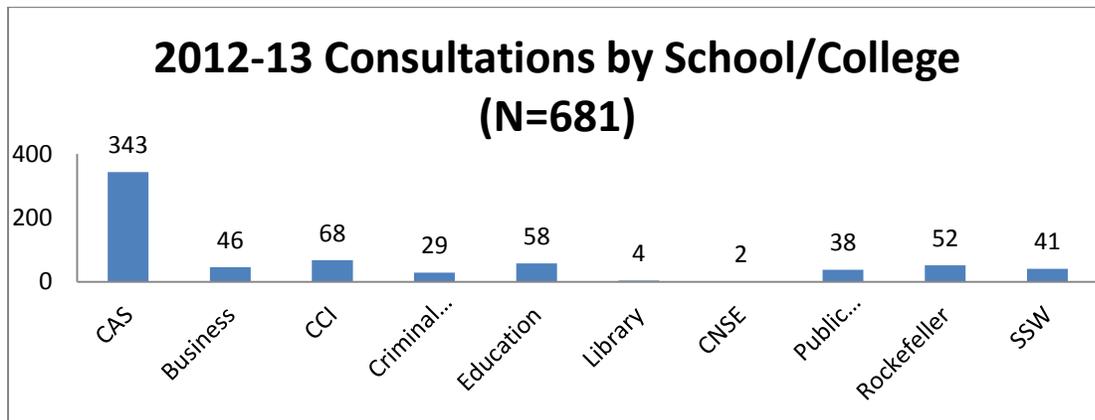
Mid-term student surveys
Requests for this service continue to increase year to year.

Semester	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Summer	0	3	2	0	5	6
Fall	14	58	73	98	129	153
Spring	21	48	88	126	132	176
Total	**34 (pilot)**	**136**	**163**	**224**	**266**	**335**
Growth	**Baseline**	**300%**	**20%**	**37%**	**19%**	**26%**

IX. Instructional Media and Technology Services

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. In 2012-2013 there were **15 new users,** bringing to a total of **105** the number of instructors who have taken advantage of this service since its inception in 2007-08. Fall 2012 marked a move to the new iClicker 2 technology, with several instructors using the new platform, which allows whole word responses rather than simply multiple choice ABCDE options.

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. Twenty-One instructors at UAlbany took advantage of this service in 2012-13. The site received 7,551 visits in 2013, some from curious non-UAlbany instructors.

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

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

X. Print and Web Resources

ITLAL's extensive web-based resources continue to be visited frequently by faculty and faculty development specialists world-wide. Website Traffic for *www.ITLAL.org* (statistics exclude ITLAL staff visits). These numbers do not include visits to our old site, *www.albany.edu/teachingandlearning* which remains active for preservation of older links.

Page Loads	Unique Visitors
36,832	11,862

ITLAL Publications

Teaching at Albany. This year, due to limited staff time, ITLAL published only one newsletter, "Allow for a Little Student Grieving…Before you Give Up on Active Learning," distributed to 2200 readers.

XI. ITLAL Committee Work and University Service

ITLAL staff members served on the following committees and work groups.
- Strategic Planning Implementation Committee: Faculty and Instructional Development
- Classrooms Advisory Committee
- Technology Coordinators Forum
- Campus Committee on University-Community Engagement (CCUCE)
- CCUCE Subcommittee on Engaged Learning
- Future Faculty Leadership Council
- LISC
- Online Teaching and Learning Conversation: Steering Committee
- Online Teaching and Learning Conversation: One-stop Resource Committee

XII. Unsolicited Comments from participants in ITLAL events or users of ITLAL services
- Thank you very much for introducing me to TBL and for helping me to implement it: this teaching style definitely improved the level of understanding of the majority of students, and it makes their learning more enjoyable… I graded the midterm, and the results are very amusing. The mean value is almost identical to the one from the last year, but the median is 27% higher. ..It appears that the TBL method is significantly improving performance of the students at the bottom and in the middle of the distribution…

- I wanted to send you a quick note to say thank-you for the writing workshop yesterday. I knew I made the right decision the moment I walked into the class. I was greeted by a hard working student who said, "Prof, I want to ask why my grades have been decreasing lately in the weekly commentaries". It was the perfect question to talk about writing and the thinking and planning my TA had done (after your workshop) to talk about writing before class!... This flowed into a larger class conversation about writing, grades and the feedback we provide within the rubric….We shared our assessments, the paradox of cognitive complexity and writing quality, and that what we are asking them to do is hard! It resulted in a great conversation and focused discussion on what they could do to improve their writing and grades.

- I was just referring someone to your streaming media service and saw your renovated site and I think it looks great. I like the one click access to services especially. Nice job!

- Recent UAlbany Ph.D. graduate: My [first] year at ____ just ended, and I just wanted to write a quick note to thank you for all of your help, advice, suggestions, and guidance… many, many, many points in the year I thought to myself, "I do not know what I would have done without ITLAL." …My experience would have been incredibly different if I would not have had the training I received from ITLAL. It has been, simply, a lifesaver. So, I just wanted to send along a tremendous thank you for everything.

- …Once again, thanks to…ITLAL for the very instructive 2 day workshop. I learned a lot of good directions for strategies in course organization plus a multitude of practical concrete tips for enhancing Blackboard use.

- Thanks so much. The seminar was very helpful. I had never even seen a teaching portfolio before Monday, so it's good to know what's coming.

- I just wanted to let you know that I taught a team-based session to junior faculty at the ____ Medical University in June. It

was very well received. The faculty had been asking how we make sure students do their work at home--team-based learning was one of the examples I provided on how students are held accountable. Also, they had a lot of fun doing it. I suspect that a couple will try it with their courses, but time will tell. I also taught problem-based learning during the same week on teaching methods. Again, they were excited to learn new ways to teach students and participate in active learning....It will take time to turn things around, however the workshop was a big step because it exposed many junior faculty to new methods.

- Just wanted to say thanks for the presentation yesterday. Very interesting. I never regret going to ITLAL functions.

- A student from last semester just stopped by and told me how much fun it was to work in groups last semester. He finds himself missing the group interaction now. He said that now he realizes how great it was to have someone to bounce ideas off, ...He realized that the class would have been more difficult without the TBL. He also noted that even though at times he was somewhat overwhelmed, he was able to grasp all topics because of the group discussions.

- Slowly but steadily, I have been using some of the TBL techniques in my [class]... Today, I took a much deeper leap into the pool. I broke them into groups and tried to give them fairly focused questions. I modified the RATs given the means I had at the time....we got more discussion this way. I need more tinkering. BUT, I am REALLY EXCITED by what I saw and that I convinced myself (finally) to give it a go. I'm really, really encouraged by what I saw, but I need more data too. So, I'm cautiously optimistic and yet I'm gushing too at the same time.

- … the first day of the class we have been working on went great! The students really enjoyed providing feedback about tasks needed to accomplish course objectives on the syllabus. One student wrote to me about how fast the 3 hours went due to class participation and group work. Thanks for your help in making the first week of classes a success!

- I just wanted to let you know how much I appreciate ITLAL's live stream of the TBL workshop. It worked perfectly. I have couple of suggestions. First, it would be helpful to make the written material (e.g., case study) available to people viewing the live stream. Second, give the microphone to the audience members asking the questions so that we can hear the questions or repeat the questions. On a scale of 1-10, I would rate this workshop a 10.

- TBL teaching is going great so far, by the way. The academy/workshop was really really helpful. Thanks, for that!

- *On the midterm surveys:* Fantastic! Thank you so much for both having these surveys available as well as having them turned around so quickly – I'm amazed.

- … your recent posting [to the UAlbany teaching listserv] about dualist thinking prompted me to send you…this note. I've been doing one-on-one student meetings for my argumentative methods course this week, and especially liked one student's comment. After saying that he "enjoyed" the class discussions and analysis of samples, he said "Your class FEELS like a college course. I really have to pay attention and think" (emphasis his). The trade-off between "covering more content" in straight presentation versus having student teams work to apply information seems to be paying off for him, and at least a couple others.

- I learned so much from the TBL academy and putting it into practice. It just makes me want to enroll in more workshops, when there is more time.

APPENDIX A: DESCRIPTIONS for ITLAL ALL-CAMPUS EVENTS

July 2012
Design Your Course for Significant Learning
Are you preparing a new course for fall? Or are you sick of the course you're going to be teaching for what feels like the millionth time? In either case, now is the time to start planning! In this workshop, we will focus on the skills and thinking that students should demonstrate by the end of the course, and then begin to create a set of learning experiences to ensure that these changes will be realized. We will zero in on design factors that contribute directly to the development of critical thinking and meaningful engagement. You will leave the workshop with a design plan to promote greater understanding of disciplinary inquiry and significant changes in the ways your students think and act in your discipline.

Are You Ready to Try Clickers: A Workshop for New Adopters
ITLAL invites all interested faculty and member of the instructional staff to join us for an orientation to the world of "instant feedback" in the classroom. Imagine being able to check students' thinking on a knotty problem, or to poll them to determine their presuppositions, or even to check their understanding of a basic concept, All of this can be done quickly, so that you can direct your class time and efforts toward those things students really need. This workshop includes an opportunity to practice for those who are contemplating the use of this maturing technology. Come see how clickers are being used here at UAlbany and in other institutions and join us for a discussion on best practices, benefits, challenges and technical issues related to the use of this tool.

Fall Semester 2012

2012 Fall Faculty Retreat: Mastering the Craft of the Interactive Lecture (to ensure and improve student learning)

Any university professor who lectures, whether frequently or occasionally, will wonder from time to time if what we're saying is having an effect on students. We've all heard the old saw about the guy who is proud of having taught his dog to talk. When tested, the dog continues to bark the way he always did. No doubt the dog appeared to listen patiently and respectfully to the teacher, but did it really matter? While teaching dogs to talk might be different from teaching our students to solve calculus problems, conduct statistical analyses or interpret literature, the issue is the same: lecturing does not automatically lead to learning. The goal of this workshop is to help participants implement provable learning strategies within the more traditional lecture portion of their classes, both large and small. From various ways of questioning, to small group activities, interactive teaching will be modeled by both the workshop leader and participants. Active audience participation will be required—no, really, it will be fun, really!!

Task Design to Ensure Productive Discussion

Nothing is more frustrating than working up great materials for a class discussion only to find that your students apparently have nothing to say. It's easy to forget that our students need to be "primed" and their encounter with content needs to be carefully "designed" if we want to ensure an active, high level discussion. This practical work-shop will model several proven ways to ensure student engagement and improve the intellectual outcomes of class discussions.

Therese Huston, author of *Teaching What You Don't Know :* The Joy in the Chaos: Teaching Beyond What You Know Best

Most people don't like to admit it, but we know it's true: as faculty, we often find our-selves teaching the unfamiliar. In some instances, we're adding our own cutting edge research into our courses, and in others, we're teaching topics we haven't studied (or used) since we were sophomores ourselves. In this interactive seminar, Therese Huston shares her research and interviews with faculty from across the country. Whether you're teaching your next course for the first or the umpteenth time, we hope you'll join us to examine this experience of "teaching while learning" and what it suggests for how we can work more creatively and innovatively with students.

Teach Them to Write (Real) Good!!

It can be hard to focus on improving our students' writing when they seem to lack even the most basic skills required to produce college-level work. The good news is that a deeper understanding of why students struggle to write and how writing skills develop—plus a more strategic approach to assignment design—can improve student writing without sacrificing your sanity or your sleep. This workshop will demonstrate approaches to writing instruction informed by theories of student development, and help you consider how you might use these ideas/tools in your own classes.

Take Control of Documenting your Teaching, Part I: Build an Effective Teaching Portfolio for Tenure and Promotion

Showing that you are an effective teacher is crucial to your success as a faculty member, especially if you are preparing for tenure review or going on the job market. A teaching portfolio showcases your teaching, explains why you do what you do in the classroom, and demonstrates how your methods work. This workshop will help you develop a plan for collecting and displaying materials that articulate your philosophy of teaching and demonstrate your strengths as a teacher.

Take Control of Documenting your Teaching, Part II: Write a Teaching Statement for your Tenure Dossier

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

Take Control of Documenting your Teaching, Part III: Know the Truth about Peer Observations

At some point in your journey toward tenure you'll be observed in the classroom as part of the evaluation of your teaching. This can be an opportunity to showcase confidently your teaching abilities...or a time to panic if you are unprepared. Don't become a victim of a poorly managed process. How can you make peer observations useful—both to you in your teaching and to readers of your file? In this interactive session we'll examine how to set up effective peer observations, address several myths about them, and take the role of peer observers in an actual classroom moment. Participants will come away with a clear idea of the potential pitfalls of peer observation, how to avoid them, and how to excel in the process.

Spring Semester 2013

Course and Syllabus Design for Critical Thinking and Active Learning

In the dinosaur days of course design it was common practice to equate a syllabus with a calendar: line up your topics, spread them across the weeks of a semester, and PRESTO! Course designed!! But if you want to really raise the intellectual bar of your courses and get more student buy-in, you'll need to think more systematically about how the moving parts of your course work together. How do you use your content to induce critical thinking? How do you energize students with well-conceived activities and assignments? How do you eliminate non-essential paper-work and irrelevant sinks of your time? How do you write effective policies that do not smack of control and punishment. And most importantly, How do you get your students to aim higher and be happier doing so? Join us for a provocative session that will have a lasting impact on your professional life. This workshop will help with both face-to-face and online courses.

Excel Grade Book Consultations

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

Excel grade book early in the semester will save you time and allow you to keep up with students' progress so as to avoid surprises at the end of the semester.

Teaching to the Whole Brain

Most of the changes we want to engineer in our students are primarily intellectual, so we often tend to focus exclusively on our students' rational brain. What we often forget is that the affective functions of the brain are actually programmed to work against change, and therefore actively interfere with learning of the intellectual kind. If we want to change the way our students think (and act!), we have to find ways to connect those two parts of the brain. In this work-shop, we will examine strategies for making the two parts of the brain work with, not against, each other by working with both the affective and the cognitive domains.

You "Taught" It; How Do You Know If They Got It?

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, evaluation and measurement of student learning occur when they are strategically interwoven with other learning activities. In this session participants will reflect on their current evaluation practices, and consider the power of using CATs (classroom assessment techniques) to improve student learning.

Faculty Spotlight: Team-Based Learning

150+ UAlbany faculty instructors can't all be crazy! Come and learn about the experiences of those instructors who have chosen to incorporate the Michaelsen method of Team-Based Learning (TBL) into their classrooms. TBL is a method of teaching that holds student teams accountable for their learning while also ensuring that individuals pull their weight. Various faculty members will share their personal experiences and anecdotes in adopting this method of teaching as well as some challenges and rewards they have experienced in the classroom.

APPENDIX B: DESCRIPTIONS FOR GTA and FUTURE FACULTY EVENTS (All 2012-13)

Therese Huston, Ph.D. Teaching What You Don't Know Well (and Staying Just Ahead of Your Students)

The landscape of university teaching has been changing in ways that faculty and administrators can be reluctant to admit: at many institutions, it's necessary but no longer sufficient to be brilliant in one's discipline. There is a growing demand to broaden teaching repertoires and teach on the edge of one's expertise. This does not, however, have to be the excruciating squeeze of a square peg in a round hole. How can we be prepared to enter the professoriate with the tools and attitudes needed to navigate such challenges? And what can we learn from professors who have mastered this mindset (and skill set) that might inform, invigorate, and improve our own teaching?

Demystifying the Academic Job Market

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? In this session graduate students considering a life in academe will learn from UAlbany faculty members who have recently entered the professorate. Join us in this discussion, which will consider issues as wide-ranging as application strategies, CV's, and on-campus interviews, including some do's and don'ts.

Writing Effective CV's and Cover Letters

What does your undergraduate experience working in the campus bookstore have to do with getting a faculty job? Probably very little, so it doesn't belong in your CV. A focused, well organized CV and cover letter will convince prospective employers that you have the perspective, skills and energy necessary for the job AND that you are a fit for their institution. This workshop will help you develop a plan to organize your credentials in ways that bring you one step closer to that perfect academic position.

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—or talk in depth about—your statement of teaching philosophy. In this active and interactive workshop, you will reflect on the key beliefs and teaching behaviors from your own courses that you should articulate and emphasize in your statement. We will also identify the qualities of an effective statement, evaluate samples, and consider possibilities for effectively organizing a teaching philosophy. You will leave with a beginning draft of your statement.

Preparing for the Academic Job Interview

So you've landed an interview…and the panic is setting in! This workshop will walk you through the "typical" faculty interview, and give you an idea of what to expect. Learn the ins and outs of interviewing for faculty positions. We will discuss the proper preparation and potential pitfalls of the most common interviewing scenarios: phone, conference and on-campus.

Preparing Your Teaching Demonstration

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

Teaching and Still Get Your Dissertation Research Done

The day-to-day concerns of teaching can be so great and so immediate that it's hard to focus on more long-range plans (like finishing that dissertation and graduating!). This workshop will offer pedagogical strategies to help you spend less time on your teaching without sacrificing the quality of your students' learning, and we will explore time-management techniques to keep you chipping away at that dissertation research.

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

What I Wish I'd Known...Advice for Future Faculty
A panel of first and second year faculty members from within and outside of the University at Albany discuss their experiences on the job market, landing their first job, and the surprises they encountered once they arrived. Panelists will also share their thoughts on negotiations, getting along with colleagues, and managing to stay productive in the first year without going crazy. Also join us to hear about ITLAL's new Teaching Certificate program, and how such preparation has helped these professors as they prepared for their current positions.

Summer Teaching Boot Camp for Graduate Students
 Are you a graduate student teaching a summer class? Do you have questions about how to structure class time, design assignments, manage behaviors, etc.? In partnership with ITLAL, the UAlbany Future Faculty Leadership Council (UAFFLC) is hosting a 4-hour workshop for graduate students who will be teaching a course this summer. Topics will include: course design, syllabus development, assessment, and use of class time (including how to keep students engaged through a long meeting time).