Institute for Teaching, Learning and Academic Leadership

Annual Report
for Summer-Fall 2007 & Spring 2008
(Some Spring 2007 data are included as noted)

I. ITLAL's Primary Goal is to improve ***teaching practices*** and the ***learning environment*** at UAlbany. ITLAL is a center of faculty development designed to serve as an agent for innovation and transformation, in order to foster excellence in university teaching, including more effective *engagement of students and 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.

II. Overview of 2007-08: ITLAL opened its doors under its new name on February 2, 2007 and received one-time start-up funding of $70,000 from the Provost. This funding allowed the Institute to launch several initiatives targeting faculty development and instructional enhancement at UAlbany. The early months of operation were spent moving into a temporary home in Social Science 251, re-organizing the Institute's personnel and work, building a database for communication with faculty and instructional staff, creating a robust web presence with online teaching resources, acquiring a modest resource library, developing a slate of consultation and media services, offering public events, establishing a new identity, filling two vacant positions, and putting in place processes for staff development. By August 2007 the re-organized center launched its public functions via a Fall Faculty Colloquium, a series of workshops, newsletters, a web-based resource area for new faculty, and two pilot projects (clickers for large classes; mid-term surveys) designed to quickly engage faculty in teaching innovation and to disseminate easy-to-use teaching tools. As the year closes, ITLAL is developing partnerships across campus through instructional innovation grants, the Technology Leadership Academy, the freshman writing project, general education assessment, and participation in various committees that influence the UAlbany teaching and learning environment.

III. Milestones for 2007-08

- o***Inaugural Fall Faculty Colloquium*** --collaboration with Office of the Provost and UUP **(70 attendees)**

- o***Creation of ITLAL website*** with online teaching resources for instructors, new faculty resources, online interfaces for service requests, applications, and registrations **(Non-ITLAL Visitors: 9,280; Hits: 21,469)**

- o***Development of Service Learning web area*** (collaboration with Social Welfare)

- o***Launch of Technology Leadership Academy*** on Blended Learning --collaboration with Education, Public Health, and Social Welfare **(20 faculty participants)**

- o***Steady growth in faculty requests for consultations*** and services **(333 consultations with 120 individual faculty)**

- o***Expanded event offerings***, with improving attendance patterns **(Total Faculty Attendance: 869; Total Graduate and TA attendance: 756)**

- o***Streaming Media Service*** moved from pilot to production --collaboration with ITS **(Total items stored for courses: 6,494; New individual requests in 07-08: 173)**

- o***Pilot and implementation of Clickers*** dissemination project --collaboration with ITS **(23 faculty piloteers)**

- o***Pilot and implementation of Mid-term Student Survey*** service for feedback to instructors on their teaching

- o***Pilot of "Future Faculty" program*** with credit-bearing graduate course (collaboration with Graduate Studies)

- o**Re-tooling of Graduate Student and TA Orientations** --collaboration with Graduate Studies **(620 total attendance)**

- o***Re-launch of SKILL Conference*** (dormant since 2004) for graduate students **(40 participants)**

IV. Consultation Summary

ITLAL consultations with faculty, GTA's and staff in teaching roles occur over a wide range of topics. The majority of consultations deal with specific teaching objectives that faculty wish to explore with a staff member: increasing student engagement and participation; challenging students to think at a higher level; assessing student learning. Other topics include trouble-shooting for an ongoing course, selecting and learning appropriate media and technologies, evaluation of teaching, reflection on career choices, and reflection on professional relations.

College of Arts and Sciences	164
College of Computing and Information	9
College of Nanoscale Science and Engineering	1
Rockefeller College of Public Affairs and Policy	16
School of Business	31
School of Criminal Justice	2
School of Education	11
School of Public Health	28
School of Social Welfare	47
Library	1
TOTAL	333

V. Events Summary 2007-08

(Breakdown by college/school currently not available, but will be in 08-09)

Special Events		**Attendance**
2-Feb-07	ITLAL Debut: Subverting The Academic Model	103
27-Feb-07	Chairs Workshop: Evaluation of Teaching in Undergrad	54
22-Aug-07	Fall Faculty Colloq: Turning Beginners into Neo-Experts	70
2-Nov-07	Tara Gray: Publish and Flourish	60
1-Feb-08	Loscocco & Asal: Teaching through Difficult Dialogues	36
7-Mar-08	Virginia Lee: Inquiry-Based Learning	65
8-May-08	L Michaelsen: Team-Based Learning	40
Total		**468**
Average		**49**
Workshops on Teaching for Faculty and Instructional Staff		
17-Jan-07	Will This Be On The Test?	36
13-Mar-07	Dynamic Classroom Teaching	28
21-Mar-07	Teaching Portfolios	18
28-29 Aug-07	Streaming Media For Your Course (Open House)	7
7-Sep-07	Who Are My Students and Why Are They Like That?	5
25-Sep-07	How To Create A Smart Grade Book (Open House)	19
5-Oct-07	New Faculty: When to Say Yes; How to Say No	8
10-Oct-07	Evaluation of Your Teaching	35
18-Oct-07	Encouraging Academic Integrity	4
22-Oct-07	What's A Wiki and How Can You Teach With It?	18
17-Jan-08	Course and Syllabus Design for Significant Learning	39
13-Feb-08	Creating Substantive Discussions	32
28-Feb-08	Assessment: You Taught it, How do you know if they got it?	28
22-Apr-08	Putting Technology in its Place	9
22-25 Apr-08	Technology Open Houses	20
Total		**277**
Average		**18**

Workshops for GTA's and Future Faculty

24-Aug-08	Graduate Student Orientation	620
9-Mar-08	SKILL Conference	40
25-Aug-07	International Teaching Assistant Orientation	15
7-Sep-07	Developing A Grading Scheme	4
27-Sep-07	Preparing Yourself for the Academic Job Market	27
4-Oct-07	Teaching in America: Event for International GTA's	5
15-Oct-07	Writing a CV for an Academic Job	4
6-Nov-07	Writing an Effective Cover Letter	6
14-Nov-07	The Teaching Portfolio and Teaching Statement	13
1-Feb-08	The Academic Job Interview	7
18-Mar-08	Finding A Fit in a Faculty Job	15
28-Apr-08	What Every New Faculty Member Should Know	8
Total		**756**
Average	(Excluding Orientation)	**12**

Workshops and Presentations for Departments/Groups

	Classroom Management (Sociology)	12
	Course and Syllabus Design (Sociology)	8
	Course Design for Critical Thinking (Social Welfare)	5
	Team-Based Learning (Social Welfare)	5
	Team-Based Learning (Library)	7
	What is ITLAL? (Library)	16
	What is ITLAL (UUP)	10
	What is ITLAL (Faculty Emeriti)	7
	Faculty Development in America (Chinese visitors)	18
	Faculty Development in America (Afghan visitors)	20
	Faculty Development in America-2 (Chinese visitors)	16
Total		**124**

ITLAL Presentations/workshops within faculty courses

	"Writing collaboratively using Google Documents" for Barry Loneck, School of Social Welfare	30 students
	"Active Reading and Effective Note-Taking," for Nina Esaki, Human Behavior and the Social Environment	20 students
	"Ba-Fa Ba-Fa" for Victor Asal, Political Science	243 Students
Total		**293 students**

VI. Major Projects

Instructional Innovation Grants

In March ITLAL issued a call for proposals for instructional and faculty development grants. Twelve awards were granted, ranging from $500 to $7000.

- o *George Robinson, Biological Sciences, Planning and preparing a Pine Bush Interpretive Garden.* Students will produce a native garden for use as both outdoor classroom and informal open space.
- o *Ineke Murakami and Helene Scheck, English, Dancing with Death in the 21st Century.* In a final project for up to five courses, students will craft and perform vignettes of the medieval "Dance of Death."
- o *Vivien Ng, Women's Studies, Integrating Game Design in a U.S. Women's History Course.* Students enrolled in a special section of AWSS 260 (Spr 2009) will have the opportunity to create computer games.
- o *Hilde Hoogenboom, LLC, Summer faculty training in The Rassias Method to teach Russian.* To attend a workshop on this method of teaching language.
- o *Erzsebet Fazekas, Public Administration & Policy: Organizational Behavior Teaching Society Conference.* To attend and participate in this conference to improve her teaching.

o**Bill Jaeger, Art: History of Photography Database Foundation.** Will put together a database of images for graduate and undergraduate art students to use for classes and in research.

o**Linda Krzykowski and Paul Miesing, School of Business, G3: Going Green Globally.** G3 is a 10-day required project at the end of the first year of the full time MBA program.

o**Benjamin A. Shaw, Health Policy, Management, and Behavior: Enhancing Online Learning in Public Health.** A major redesign of two online courses

o**Kristen Wilcox, ETAP: Best Practices Video for Teachers of English Language Learners.** Film and create on-line video resources are available for showing best practices for future ESL teachers.

o**Gerald, Zahavi, His/Documentary Studies: Documentary Studies Fieldwork & Collaborative Learning Initiative.** Purchase of equipment and training necessary for the success of this new discipline.

o**Robert Summers, LLC: Foreign Language Podcasting: Computer Mediated Language Use at UAlbany.** Developing a series of podcasts to be created by UAlbany graduate students and used in teaching foreign languages at UAlbany.

o**Rachel Harris, Judaic Studies: Hebrew Resources Bank.** Upper level students will work closely with Rachel in the development of activities for a companion workbook to be used at UAlbany and in other institutions.

Expanded Media (Digitization) Services

ITLAL continues to provide digitization services for faculty, transferring nearly any kind of media source into formats usable in web-based applications. In 2007 ITLAL also moved its Streaming Media pilot into full production. With this service faculty may give large numbers of students access to copyright-sensitive media, by distributing it in non-downloadable formats on a secure server.

New requests for digitization of media: 173

Total number of items stored on streaming media server: 6494

Total number of instructors using streaming media server: 129 (does not include extensive non-instructional use by SPH)

ITLAL Publications

To promote campus awareness of teaching and professional development, ITLAL launched two publication series starting in Spring 2007. These publications are archived and viewable on the ITLAL website.

Teaching at Albany (distributed to 2300 readers)
March 2007, *Why Teach Them What They Already Know?*
October 2007, *Helping Students Learn to Think Conceptually: Are we making it happen?*
February 2008, *Do Students Learn When We're Not Teaching?*
April 2008, *Ask Not What You Can Do for Technology…Ask What Technology Can Do for YOU*

Graduate Teaching at Albany (distributed to 1200 readers)
August 2007, *The Muggles' Guide to Good Teaching*
February 2008, *Reflective Teaching and Preparing for the Professoriate*

Web Site Development

ITLAL staff have devoted considerable time and energy to providing a carefully selected and easily navigable set of web resources at *www.albany.edu/teachingandlearning*.

Unique visitors (non-ITLAL) since July of 07: **9,280**
Page loads (non-ITLAL) since July 07: **21,469**

Key features include:
oExtensive practical resources for instructors
oResources for new faculty
oService Learning area for faculty
oOnline request functions for ITLAL services
oSpanish Language version
oGTA resource area (preliminary)

Service Learning Resource Area of ITLAL Website

ITLAL staff researched best practices from across the US, and compiled a comprehensive on-line guide for instructors considering the use of a service learning component in their classes. These materials will

systematically lead an instructor through the course design and development process, and also provide links to examples and other faculty members who currently use service learning.

Spanish Translation of ITLAL Website
In an effort to extend our services not only to the UAlbany community, but also to teaching centers at universities in Latin America and Europe, we have translated the more permanent parts of the website into Spanish. This initiative is intended to foster interactions with faculty development offices abroad, and to generally promote effective teaching practices globally.

Technology Leadership Academy: Blended Learning
Conversations with the School of Education began in Fall 2007 to anticipate institutionalization of practices supported by the Sloan Grant (Peter Shea of Education PI). Beginning in Summer 08, ITLAL entered into a collaboration on this grant, to broad the impact beyond the School of Education, eventually to all programs. The summer 08 project includes 3 faculty participants from Public Health and 17 from Social Welfare. The format is that of a 3-day boot camp (June 18-19-20) designed to help faculty transform a current face-to-face or online course into a blended course.
Total participants: 20 faculty

Survey Services
ITLAL purchased REMARK software and dedicated a scanner and one of its "public access" computers to the production of scannable surveys, potentially for a wide range of university functions. Training is available on demand for faculty or staff who wish to use the survey tools for research purposes.

Mid-Term Student Survey Pilot: Anticipating the need for faculty to collect better and more frequent feedback on their teaching, in 2007-08 ITLAL targeted several academic programs to offer mid-term surveys on a trial basis. The process starts with an online request form that generates an e-mail to ITLAL staff. When the request is received, a staff member takes the information provided by the instructor and generates the appropriate number of survey forms for the targeted class. The instructor receives a packet of forms with instructions, administers the survey, and returns the completed forms to ITLAL for processing. Within 2-3 days the instructor receives a report showing the results of the survey, and is invited to consult with an ITLAL staff member, if desired. This service will be made available to all instructors starting Fall 2008.

>   Fall 2007 (Pilot I)   14 surveys were administered
>   Spring 2008 (Pilot II) 21 surveys were administered

Institutional Research & Student Orientation Survey Support: ITLAL worked closely with these entities to develop instruments and administration processes for specific survey functions. IR uses the ITLAL survey system for administering summer SIRFs., to ensure rapid turnaround.

Preparing Future Faculty Program
Working with the Dean of Graduate Studies, ITLAL developed a slate of activities in support of the general professional preparation of graduate students with intentions to enter careers in academe. These included a workshop series open to all graduate students, as well as a six-component certificate program to prepare graduate students for the professoriate.
   o Launch of pilot of UNI 600 Seminar in College Teaching (five grad students registered)
   o Submitted UNI 601 Seminar: Preparing for the Professoriate and UNI 602: The Teaching Portfolio to GAC
   o Submitted certificate program to GAC for approval.

Clickers
ITLAL and ITS decided to address the problem of proliferation of different clicker systems at UAlbany (five different systems were in use as of June 2007). Based on faculty recommendations for system criteria, ITLAL worked with ITS to research, test, and select a preferred classroom response system, landing upon i<Clicker as the product to pilot with UAlbany faculty. The first iteration of the pilot was held in Fall 2007, with seven faculty members from Physics, Psychology, Philosophy, and the School of Business participating. The Pilot continued in Spring 2008 with nine participants from Anthropology, Computer Science, Informative, Earth and Atmospheric Science, Music, Biology, and the School of Business. As part of the pilot, consultants from ITLAL and ITS conducted introductory workshops and provided instructional and technical support throughout the pilot. Faculty and students involved in the pilot were surveyed twice over the course of the semester (once before midterm and

once near the end of the semester).

    Fall 2007   7 participants
    Spring 2008   9 participants
    Summer 2008   7 participants

Development of Faculty, Instructional Staff and TA Database
ITLAL now maintains what may be the most complete and up-to-date contact information of full-time and adjunct faculty, as well as TAs. This data base undergoes updates on a weekly basis.

General Education Assessment
ITLAL participated in the regular gen-ed assessment cycle as part of the Senate committee devoted to this purpose, and is partnering with IR, the Dean of Undergraduate Education, and the head of the Writing Task Force to develop a process for the assessment of writing. Over summer 2008 ITLAL staff is coordinating sessions to code both upper and lower level writing assignments.

Writing Program development
ITLAL has participated in the conceptualization of a new inquiry-based Freshman Writing Program, and will participate actively in the pilot as it comes on line in the 2008-09 academic year. Working with the head of the Writing Task Force, Bob Yagelski, ITLAL anticipates contributing faculty development functions that will be institutionalized as part of a future undergraduate writing program.

International TA Engagement
- ITA orientation -August, 2007. There was a great deal of interest, although it proved difficult to reach new international students. The students that attended the orientation (15) found the information and activities on pedagogy and classroom management to be useful.
- ITA Workshop -created for ITAs to talk about cultural differences that affect classroom management. This workshop will be expanded in 2008-09 and will include all TAs
- ITA Focus group -gathered a group of International TAs to do a needs analysis.
- ITA Blog - Focus group research led to a blog for international graduate students as a way to communicate and coordinate efforts among ISS, ITLAL, The Writing Center, and other units on campus that provide services to international graduate students and more specifically international TAs; will make its official debut in the ISS orientation and ITA orientation.

VII. ITLAL Staff Professional Development and Scholarship
- CIT 2007: Steven Doellefeld and Roger Vandawalker- "iPod, Therefore I am"
- POD 2007: Bill Roberson, "Reproblematizing the Disciplines so learning can take place"
- AIPU 2007: Bill Roberson, « L'encouragement de la pensée critique : une stratégie pour faciliter l'élaboration d'activités transformatives »
- CIT 2008
  - Roger Vandawalker and Steven Doellefeld - "Unleashing the Power of Your iPod…A Media Library in Your Pocket"
  - Sue Barnes, Billie Bennett, Lina Rincón - "Implementing a Clicker Pilot and Outcome Assessment"
    - Ruth Scipione - "Using Bloom's Taxonomy to Think Critically about Wikipedia"
  - Lina Rincón, Billie Bennett, Sue Barnes - "Can technology make teaching more effective? A Case Study with Clickers at UAlbany"
  - Kimberly Van Orman, Ruth Scipione --"Can You Spare Five Minutes? Using Web 2.0 Tools to Provide Interactive Resources to Busy Faculty"
  - Billie Bennett and Steven Doellefeld - "Everything I Need to Know I Learned from *The Simpsons*: Using Media and Popular Culture to Engage Students"
  - Steven Doellefeld and Robert Summers - "Using Video Blogging as a Catalyst for Reflective Practice"
- Lilly South 2008 and Lilly East 2008: Bill Roberson, "Turning Beginners into Thinkers"
- AAC&U 2008: Kimberly Van Orman, "Faculty of the Future: Voices from the Next Generation"
- Advancing Excellence in the SUNY Academy (Syracuse) 2008, Billie Bennett, Steven Doellefeld, Kimberly Van Orman, "Helping New Faculty by Using a Preparing Future Faculty Approach"

> Faculty Development Day (2008) at Hudson Valley Community College: Steven Doellefeld and Sue Barnes- "Teaching With the Benefits of `Instant Feedback'"
> New England Regional Association for Language Learning Technology (NERALLT) 2008: Steven Doellefeld and Robert Summers - "Using Video Blogging as a Catalyst for Reflective Practice"
> International Society for the Exploration of Teaching and Learning (ISETL) 2008: Steven Doellefeld - "Teaching the Taboo: Using "Banned" Cartoons to Teach Uncomfortable Subject Matter"
> AIPU 2008: Bill Roberson, « De débutants à penseurs : vers un paradigme transformatif et multidisciplinaire à travers l'enquête et la découverte»

VIII. ITLAL staff committee work and Service

o Writing Program Task Force
o CAA; GEAC Subcommittee; Writing assessment subcommittee
o ROTC
o Husted Classroom Committee
o General Classroom Committee
o Technology Coordinators Forum
o Center for Language and International Communication (CLIC) steering committee

IX. Potential initiatives for 2008-09 (pending available funding)

o New Faculty Orientation
o New Faculty Academy (systematic, extended engagement)
o UAlbany Instructor Handbook (online and paper)
o Internationalization initiative
o Faculty Development initiative on difficult students
o Writing Instruction Project
o Teaching Library online
o i-Pod Pilot
o Expanded web resources and services
  ▪ Event registration and attendance tracking
  ▪ Online tutorials
  ▪ Instructional resources organized by discipline
  ▪ Peer Observation resource area
  ▪ Faculty and Administrator leadership area
  ▪ Writing Instruction resource area
  ▪ Internationalization resource area

X. Selected Comments from participants in ITLAL events or users of ITLAL services

Workshops and Events

What I found useful was the discussion on how to engage the students in the learning process and evaluate them using the Perry Scheme. I learned how to better my syllabi and gear it so that the students can learn and learn to think about objectives, ways of motivating them, ways of …

I wanted to thank you for the workshop on course and syllabus design. There is no doubt it has changed my thinking on my course goals and design.

After actually using some of the suggestions for course goals and assignments over the past few hours, I developed a greater appreciation for the workshop. This was the first one that I was able to attend (have missed some) where I was able to go and immediately apply the ideas for developing and improving my syllabus for this semester.

[I found useful…] the questions that got me to reflect on who I am (or want to be) as a teacher and what I do to accomplish that and how I can help students better reach course goals. Also, this workshop had incredible ideas for documenting and better ways to show my evolution as a teacher.

…something inexplicable occurred during the workshop. I shifted from knowing what to do, to actually doing it. I have written every day since, a minimum of 30 minutes and logged over 7 hours of writing this week. Writing daily is a first and doing 7 hours over time (rather than in a marathon) is a miracle. The Writing Circle broke a critical logjam and now I know how to make the key ideas stand out. Today, a colleague and I did what we hope will be a weekly Writing Circle meeting and it was phenomenal. The process has an amazing way of bringing clarity. … I am so grateful that you brought her (Tara Gray) and that under your leadership ITLAL is truly re-invigorated.

I found the idea of readiness assessment very useful, as well as the approach to teams. I am seriously considering organizing my lecture class in the fall around these programs.

This is one of the most fun and productive workshops I have ever attended. I not only encouraged me to think about many pedagogical principles but is also filled with very practical methods.

I found the assessment rules for the "Organizational Behavior" course that we discussed absolutely fascinating. I have never seen anything so sophisticated.

At my table we wanted to discuss everything more!!! Some of us were just really excited about what we were learning (ah ha! So that's how it's done!)…Thanks for organizing a great workshop

Consultations

I wanted to tell you about the class - I thought it was great! In the first class, we established the teams and I explained a little about the way they would be learning and gave them the case that we would be working with throughout the semester and they did a team exercise with it. … it was an **incredibly** alive and stimulating discussion! And it gave me the opportunity to apply some of the concepts and point out things I would have lectured on in the past… I even got some positive, unsolicited comments - such as "I think I like this `learning backwards' business" and " it's kind of nice having a class where you do things differently". So, I walked out of there very energized!! Thanks for all your help in this

Today, I tried RAT (testing students individually & then in teams). OMG! It was such a hit! I've never seen my students more animated when discussing the information cycle! It's a tremendous motivator and team spirit builder. This was a singular Aha! day. Thank you so much for making this Team-based learning available! (and please forgive all the exclamation marks). Beside myself with joy!

Thank you so much for the other day! You are always so inspiring to me when we talk about possibilities for the CPSP. I appreciate your assistance and enthusiasm.

I wanted to thank you for meeting with me a couple weeks ago about some of the issues I was having in my class... The class time flies by and most of the students are really engaging with the materials. In fact, both weeks I had activities planned that we didn't get to because they wouldn't stop talking about the activities they were doing!...You've really helped me think about my teaching and student learning and I'm really looking forward to applying a lot of the skills I've learned in my fall classes.

Online Resources

This is wonderful. Actually, XX and I have been talking about this effort and so I am very pleased to see this. I hope we can talk more about this effort soon.

Wow…This is a great resource! Thanks for sharing it with me. I hope you don't mind if I borrow (steal?) the general idea for the resource and implement something like it here at Skidmore.

XI. ITLAL Staff for 2007-08

- Steven Doellefeld, Assistant Director
- Ruth Scipione, Instructional Consultant
- Billie Bennett, Instructional Consultant
- Kathy Plunkett, Office Manager
- Sue Barnes, Technology Coordinator
- Kimberly van Orman, Future Faculty Fellow
- Lina Rincon, Graduate Assistant
- Roger Vandawalker, Graduate Assistant
- Bill Roberson, Director