INSTITUTE FOR TEACHING, LEARNING AND ACADEMIC LEADERSHIP

UNIVERSITY AT ALBANY
State University of New York

Annual Report 2010-11
(Inclusive of Summer 2010)

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 2010-11

ITLAL reports to the Vice-Provost/Dean for Undergraduate Education. Staff members for 2010-11 included
- Bill Roberson, Ph.D., Director
- Steven Doellefeld, Ph.D., Associate Director (& Assistant Dean of Undergraduate Education)
- Billie Franchini, Ph.D., Assistant Director
- Ruth Scipione, Instructional Consultant
- Sue Barnes, Technology Coordinator
- Kathy Plunkett, Office Manager
- Kimberly Van Orman, Future Faculty Fellow (Philosophy)
- Shannon Scotece, Graduate Assistant (Public Administration and Policy)
- Rosti Spitchka, Graduate Assistant (Information Technology Management)

III. Overview of 2010-11

In 2010-2011 ITLAL entered its fourth year but first phase of a more established center for teaching and learning. With its identity established and functions generally known on campus, less emphasis was placed on marketing and publicity of programs and services. The focus for the academic year was on greater in-depth connectivity with academic units, with faculty clusters, and with broader initiatives. Evidence of this change can be seen in the growing number of requests for department-tailored services and events. ITLAL worked extensively with the Library, Rockefeller College and Criminal Justice on projects of faculty collaboration in adopting new teaching methods and on developing and implementing plans to improve evaluation of teaching. Another indicator of connectivity is the 15 separate occasions on which ITLAL was referenced (in four separate chapters) in the Middle States Self Study as a place of collaboration and support for UAlbany initiatives[1]. ITLAL was also referenced twice in the Middle States External report, and identified as a potential resource or possible responsible unit in 9 different action steps of UAlbany's Strategic Plan.

IV. Milestones for 2010-11

Increased participation by faculty in ITAL's Instructional Leadership and Technology Leadership Academies (91 new participants)
Growth in demand for ITLAL services (digitizing 8%; mid-term surveys 37%; clickers 17%)
Increased demand for department-specific workshops and trainings
Recognition by or reference to ITLAL in Middle States Self Study, Going Forward Plan, and Strategic Plan
Expansion of Albany Interactive Theater venues; piloted marketing to external venues
707 individual faculty/professional users recorded during the academic year
338 individual GTA users recorded during the academic year
Total number of consultations increased by 12%
Continued high levels of web traffic, locally, nationally and internationally, with more than 22,000 unique visitors
Participation in 13 different campus-wide councils, committees, task forces, or other working groups

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

UAlbany Fall Faculty Retreat (August, 2010)
The Fall Faculty Retreat had its second year as a gathering of faculty and staff for exploration of and reflection on teaching practices. 98 faculty participated, representing 10 colleges and schools. The retreat was facilitated at Pinehaven Country Club by Todd Zakrajsek, Ph.D. of UNC-Chapel

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[1] Chapter 5: Institutional Effectiveness and Assessment of Student Learning, Chapter 6: Student Admissions and Retention, Chapter 8: Faculty, and Chapter 9: Educational Offerings and General Education.

Hill, who led a series of sessions on "Overcoming Apathy and Creating Excitement in the Classroom."
Small sampling of participant comments
- Good presenter. Good content. I appreciated that it was engaging and interactive.
- Terrific <u>demonstration</u> of a strong variety of ways to make teaching engage active participation. Good opportunity to talk with faculty from other departments.
- The speaker (Todd) is wonderfully knowledgeable and energetic and humorous and engaging—and he offered many ideas which I believe I will find success in implementing in my classrooms. Thank you, Todd!
- The theater-at-lunch presentation was very effective—the actors were excellent.
- Connecting brain science to actual teaching techniques was helpful and getting new classroom ideas…
- Hands on, practical techniques for overcoming student apathy were quite helpful. Also, exposure to some of the actual research on this subject gave more substance to the discussion.
- I really appreciate the interactions with other faculty. That is a big part of why I attend.
- Keep up these late-summer retreats because they really help us regain our spirits!
- A well designed retreat, I garnered an immense amount of information. THANK YOU!!

Academies
ITLAL academies in the format of 2-day boot camps and semester-long follow-up occur at the beginning or end of each semester and are designed to lead participants completely through concrete changes in how they teach. Instructors are required to achieve specific benchmarks and meet clear standards in order to receive the honoraria associated with participation. This year ITLAL has also built the capacity to tailor specific academies to fit the needs of specific departments. Since the beginning of this initiative in January 2008, 19 Academies have taken place, with a three-year total of 184 faculty members having participated. Academies for the 2010-11 academic year:

Instructional Leadership Academies

May 2010	Team-Based Learning	11 Faculty Participants
December 2010	Team-Based Learning	6 Faculty Participants
February 2011	Team-Based Learning for the Library	7 Faculty Participants
May 2011	Team-Based Learning for Criminal Justice	4 Faculty Participants
May 2011	Team-Based Learning	12 Faculty Participants
May 2011	Teaching Writing	17 Faculty Participants
Total for 2010-11	**6 ILA's**	57 Faculty Participants

Technology Leadership Academy

May 2010	Blended Courses	9 Faculty Participants
August 2010	Web-enhanced Courses	13 Faculty Participants
December 2010	Web-enhanced Courses (for Library)	6 Faculty Participants
January 2011	Web Enhanced Courses	6 Faculty Participants
Total for 2010-11	**4 TLA's**	34 Faculty Participants

Sampling of participant comments
- It was wonderful--I am excited to teach again after some negative classroom experiences! Thank you for demonstrating how supportive you are of us!
- I really feel that this workshop helped me connect the dots between course design and specific assignments in a way that I haven't been able to do before. So I actually feel more independent, self-confident and energized to do this on my own than I have previously.
- Thank you! This was one of the few teaching workshops I've been to anywhere that actually held my interest the entire time!
- Overall, really a great workshop—not over long, very well-organized, and very effectively blended pedagogical theory with concrete practice.
- Very friendly environment; I liked the peer-sharing component. Both professors were very personable and helpful answering our questions & sharing their experiences with TBL.
- Very good, very organized, very helpful. Thank you! I'm excited to become a better teacher.

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

Date	Title of Event	Attendance
August 19	Creating an Interactive Classroom with Clickers	12
Aug 26	Fall Faculty Retreat	98

Sept 14 & 15	Learning and the Brain	35
Sept 29	UAlbany Faculty Panel: Celebrating Success with Team-Based Learning	26
Oct 5 & 6	Encouraging Classroom Civility	14
Oct 19	Are You a Candidate for Community-Based Teaching and Learning?	11
Oct 19 & 20	Take Control of the Evaluation of Your Teaching	22
Jan 13	Course and Assessment Design	29
Feb 8, 9 & 10	Curiosity by Design	36
Jan 25-27	Technology Week: Open Consultations	11
March 2	Preventing and Handling Plagiarism	10
March 16	Faculty Spotlight: Engaging Students in Large Classes	20
April 4	Overcoming Barriers to Learning	12
May 10	Gaming as a Way to Challenge and Engage Students	33
Total		**369**

Customized Events for Departments/special groups

August 4	Teaching and Learning using BLS (Library)	6
August 11	Fulbright Gateway Orientation	35
August 16	Leading through Teaching (for CLUE Seminar)	9
October 21	Sample class for University in the High School Program	8
Dec 22	Intro to Clickers (Public Health)	
January 14	Teaching with Clickers (Public Health)	5
March 2	Peer Observation and Evaluation of Teaching (Public Administration)	14
April 25	Where might ITLAL find funding (UAlbany Foundation)	15
April 29	Effective and Efficient Teaching (Biomedical Science)	24
June 3	Revitalize your Teaching by Putting the Focus on Learning (Health Policy Management and Behavior)	18
Total		**134**

Albany Interactive Theater Ensemble
AITE continues to provide interactive enactments of faculty professional situations, to create opportunities for reflection and change of perspective. In 2010-11 AITE also piloted moving into the broader NY market, with its first invited off-site performance at Sullivan County Community College.

Performances for 2010-11
- "The TA who Follows the Rules" performed for the GTA Symposium, August 2010
- "The Problematic Exam" performed for the Fall Faculty Retreat, August 2010
- "The Annoyed Student" parts 1 and 2 for the CLUE Seminar hosted by the Provost's office, Pinehaven Country Club, August 2010

- "The Problematic Exam" performed for faculty at Sullivan County Community College, Loch Sheldrake, NY, January 25, 2011

VI. Programming for Graduate Students

GTA and ITA Symposium
ITLAL's annual fall College Teaching Symposium for graduate students features current, experienced GTAs in leadership and mentoring roles, and no restricts is focus to new TA's. The Fall 2010 International TA Reception and GTA Symposium was partially coordinated and facilitated by 18 experienced graduate students who worked to develop and deliver this year's mini-workshop topics.

Workshops for Graduate Students

Aug 27	GTA Symposium	105
Aug 27	International TA Reception and Workshop	22
Sept 16	Demystifying the Academic Job Market	18
Sept 22	Effective CV and Cover Letters	18
Oct 12	Preparing for the Academic Job Interview	11
Nov 8	Teaching Portfolios for Future Faculty	13
Feb 9	Teach and Still Get Your (Dissertation) Research Done	8
March 8	Finding an Academic Job That Fits Your Needs	8
March 17	Grant Proposal Writing for Graduate Students	16
Total		**219**

Customized Events for Departments/special groups

Oct 5	"The Academic Job Search" for Physics Department Colloquium	20
Mar 30	"The Academic Job Search" for the MCAA conference	9

Presentations/Workshops within faculty courses (2010-2011)

Oct 4	"Active Learning and Student Civility," EPSY 780, Joan Newman	8
Mar 15	"Academic Job Search" for Informatics graduate seminar	10

Preparing Future Faculty Certificate Program
ITLAL's Future Faculty Certificate program, a suite of activities to prepare graduate students for their careers in academe, entered its second year of operation, and completed the first cycle of three courses. New to this year was the use of official course numbers.

Fall 10	ACAS 601: Seminar in College Teaching	23
Spring 11	ACAS 602: Preparing for the Professoriate	16
Fall 10	ACAS 603: Becoming a Reflective Teacher	6

Future Faculty Outreach across campus
In 2010-2011, The Future Faculty Leadership Council ran its first year of programming. The members represented several departments from around campus: Anthropology, Biology, Earth & Atmospheric Science, Educational Psychology, Political Science, Psychology, Public Health, and Social Welfare. Members met on a Saturday for training on the academic job search and materials, and were responsible for going back to their departments and sharing what they had learned. In addition, two campus-wide workshops were offered. In the fall, a panel presentation on the "Two Body" problem in academic hiring was offered, and 19 people attended. A panel discussion about balancing a family with a career in academe was offered in the spring, and 14 people attended. Members also started a blog (http://www.uafuturefaculty.blogspot.com/) with the goal of initiating discussions of teaching, learning and career development among graduate students.

VII. Consulting and Assessment Services

Individual Consultations
ITLAL consultations with faculty, GTAs and staff in teaching roles increased by 12% overall in 2010-11. 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..

Consultations by School or College

College or School	2007-08	2008-09	2009-10	2010-11
Arts and Sciences	164	218	272	248
Business	31	23	18	34
Computing and Information	9	22	35	34
Criminal Justice	2	26	22	35
Education	11	21	18	45
Library	1	3	11	35
Nanoscale Science and Eng.	1	6	10	3
Rockefeller	16	39	51	58
Public Health	28	20	44	46
Social Welfare	47	70	38	41
Totals	**333**	**448**	**519**	**579**
Annual Growth rate:	**Baseline**	**+34%**	**+16%**	**+12%**

Mid-term student surveys
Use of this service continued to expand at a rapid pace in 2010-11. ITLAL piloted an online version of the service, which was popular among faculty, but student response rates were low. The paper version will be the primary service for the foreseeable future, except for those instructions teaching online or blended courses, in which cases the online surveys will still be available.

Semester	2007-08	2008-09	2009-10	2010-11
Summer	0	3	2	0
Fall	14	58	73	98
Spring	21	48	88	126
Total	**34 (pilot)**	**136**	**163**	**224**
Growth	**Baseline**	**300%**	**20%**	**37%**

VIII. 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 2010-11 there were **11 new users,** bringing to a total of **76** the number of instructors who have taken advantage of this service since its inception in 2007-08.

Streaming Media Production
ITLAL provides digitization services for faculty, transferring nearly any kind of media source into formats usable in web-based applications. Items are converted to a stream-able format and made available on a secure server to faculty and their students. This year the service is nearing capacity and ITLAL is in conversations with ITS to increase space and capacity for further expansion.

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

IX. Classroom Support Initiatives
Classroom Furniture Research Study
ITLAL continues to serve on the Classroom Advisory Committee, and was instrumental in the new configuration of LC-3, which created 2 new collaborative classrooms and one larger multi-purpose classroom. In addition, ITLAL has been developing a web resource for faculty to allow them to preview their classrooms online, and to better inform them about their teaching options with respect to classroom configuration.

ITLAL is conducting a study on the effects of classroom furniture layout on student and instructor attitudes toward comfort and learning. The purpose of the study is to determine what kinds of furniture arrangements best facilitate student learning and effective teaching, and inform instructors of the types of classroom arrangements that are available on campus. While the study is ongoing, early findings show that students feel that they learn effectively in classrooms with more collaborative setups (moveable tables and chairs), and find group work easier to manage.

Portable Classroom Pilot
In the Fall of 2010 one faculty member took advantage of the service, and one more in Spring of 2011. By Fall 2011 nearly all classrooms will have a baseline of technology, and this service will be phased out.

X. Print and Web Resources

ITLAL's extensive web-based resources are visited frequently by faculty and faculty development specialists world-wide. For 2010-11 we added several significant content areas:

- An second spotlight video for the series, featuring Vince LaBella of Nanoscience
- A third spotlight is in progress and will go live in Fall 2011
- Resources for Adjunct Faculty

Website Traffic (statistics exclude ITLAL staff visits)

Month	Page Loads	Unique Visitors	First Time Visitors	Returning Visitors
10-Jul	**5,349**	**1,587**	**1,004**	**583**
10-Aug	**7,488**	**2,618**	**1,735**	**883**
10-Sep	**6,948**	**2,595**	**1,720**	**875**
10-Oct	**5,697**	**2,138**	**1,264**	**874**
10-Nov	**5,164**	**1,831**	**1,115**	**716**
10-Dec	**3,716**	**1,466**	**884**	**582**
11-Jan	**5,183**	**1,939**	**1,244**	**695**
11-Feb	**5,589**	**1,866**	**1,130**	**736**
11-Mar	**5,543**	**2,057**	**1,306**	**751**
11-Apr	**4,611**	**1,622**	**1,038**	**584**
11-May	**5,044**	**1,659**	**1,115**	**544**
11-Jun	**4,496**	**1,503**	**1,201**	**302**
Yearly Total	**64,828**	**22,881**	**14,756**	**8125**

Comparative chart

Year	07-08	08-09	09-10	10-11
Monthly average page loads	1,951	3,587	5,711	5,402
Monthly average individual visitors	843	1,424	2,036	1,907

ITLAL Publications
Teaching at Albany (distributed to 2200 readers)
- Control, Choice, and Student Motivation
- The Link Between Research and Teaching
- Teaching For (Not Against) the Brain

Graduate Teaching at Albany (distributed to 2200 readers)
- Ensuring Success in Your Academic Career: A Program for Future Faculty
- Learning is not a Spectator Sport: Engage Your Students through Active Learning

XI. ITLAL Committee Work and University Service

ITLAL staff members served on the following committees and work groups.
Council on Academic Assessment; General Education Assessment Subcommittee;
Strategic Planning Task Forces: Undergraduate Education and Campus Infrastructure
Classrooms Advisory Committee
Technology Coordinators Forum
Center for Language and International Communication (CLIC) steering committee
Community and Public Service Program Advisory Board
CLUE Committee: Quality of Life
Campus Committee on University-Community Engagement
Library Visioning Group
Future Faculty Leadership Council
LISC
ROTC
Committee on Centers, Institutes, and Specialized Research Labs

XII. Sampling of <u>unsolicited</u> Comments from participants in ITLAL events or users of ITLAL services

On Academies and Workshops
- Just wanted to thank you again for the workshop yesterday. It was very helpful, and today's observation went quite well, in no small part due to your advice. Muchas gracias!
- Just a quick note to thank you again for the great workshop that you developed and ran on Friday for the ___ faculty and TAs. All are very energized with the things they did and learned, and I think we will be having some positive changes in the classrooms in the fall and beyond. I fully realize the work that went into this event, and we all appreciate it.
- I have been a faculty member for five years (this is my sixth and first year at SUNY) and this is the first workshop on instructional strategies that I have been able to directly apply to my course design. I am putting the finishing touches on my instructional plan now and wanted you to know that (I think) the workshop helped me produce a better plan. Thank you for a really helpful workshop today. It made me reconsider some of the ways I present course material to make it more exciting.
- The changes I've incorporated into my teaching this semester are pretty successful so far. I am incorporating team-based learning into my graduate class for the first time, and although there are already things I know I will do differently next time, it is helping me manage an unexpectedly large class, and it has infused new energy into a class that I've taught many times and that was starting to feel a bit stale. My students seem more engaged, and overall it appears to be a good direction for the course.
- I want to thank you for [the presentation] to the members of my Educational Psychology College Teaching seminar. The students were extremely pleased with the session, and have continued online and in class discussions of some of her ideas, especially TBL. I have copies of the materials she handed out, and there is plenty in them to help me with my teaching too. Several of the students have been able to attend ITLAL sessions also, and they are very positive about those too.

On Consultations and Services
- I just wanted to say a HUGE thanks for our meeting today and the workshops in May – I still have a ways to go for the fall planning, and your instruction, counsel, and creativity are such a tremendous help as I do so. I tell people all the time how great you are, so I figured as I sit down to get back to it today I should also tell you!
- These [mid-term surveys] are formatted beautifully. If only our SIRFs looked like this!
- I want to thank-you for spending almost two hours with me yesterday. I have been working ever since on the final preparation of my class. I added a few more group learning activities to make the connections to concepts and readings. […] Thanks again for making the time. It was really beneficial as I try to create an effective learning environment.
- Thanks for all you to do to support us.
- Thanks for the trainings, the retreats, and the individual support.
- You and your ITLAL folks are doing an immense job and we are really appreciating it.

APPENDIX A: WORKSHOP DESCRIPTIONS for ITLAL ALL-CAMPUS EVENTS

<u>Creating an Interactive Classroom: Are Clickers Right for You</u>
It's a growing university trend to transform those giant lecture halls into places of student participation, active learning and critical thinking. The tool is the "clicker," a small TV-remote-like handset that students purchase like a book and bring to class each day. Using this tool instructors can survey their classes instantaneously in order to promote students' reflection and assess their thought process, knowledge, attitudes and even opinions. This presentation, discussion and opportunity to practice is designed 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 rapidly growing use of this tool.

<u>Learning and the Brain</u>
It's hard enough to stay on top of the research in our field; who has the time to keep up with the latest findings on how the brain works and how students learn? This session will bring you up to speed in a hurry, demonstrating some of the most current research on learning and the brain. Participants will experience exercises based on techniques that build on the current research and will also consider how this research potentially affects teaching in their disciplines and current courses.

<u>UAlbany Faculty Panel: Celebrating Success with Team-Based Learning</u>
Come and learn about the experiences of a cohort of UAlbany faculty who have chosen to incorporate 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.

<u>Encouraging Classroom Civility</u>
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, who spend the entire class text-messaging or surfing the internet on their laptops, or who simply won't engage with you or the course material in a meaningful way. Handling these situations when they arise can be challenging, but as with many things, an ounce of prevention is worth a pound of cure. This workshop will explore some of the reasons for and causes of student incivility and will demonstrate some tried and true strategies for eliminating student incivility before it becomes a problem.

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

Course Design for Greater Student Learning and Engagement
How do you want students to be different at the end of the semester from how they were at the beginning? What kinds of learning experiences in your course are likely to induce those changes? In this session, participants will zero in on factors that contribute to the development of student thinking, knowledge, and know-how. Participants will develop a plan that allows them to design or revise a course in ways that promote stronger student engagement with the materials, greater student mastery of disciplinary thinking, as well as more purposeful and efficient course management for the instructor.

Technology Week: Open Consultations
ITLAL and ITS team up for a week to focus on some of the technologies most often used in the classroom. Participants reserve a 20-30 minute time slot for a staff member to address specific needs.
- Wikis for Collaboration
- Blackboard Learning System
- Skype & Streaming Media

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

Preventing and Handling Plagiarism
We have all seen a mediocre paper with a sudden glowing paragraph or the student who miraculously turns in an A paper when he or she was making C's all semester. Students plagiarize for a variety of reasons, including lack of preparation, poor time management, and academic anxiety. But it is possible to create conditions that will make plagiarism less attractive or even virtually impossible. In this workshop we will take a closer look at why students plagiarize and offer strategies for preventing it with effective assignment design. We will also discuss how to handle plagiarism when it does happen.

Faculty Spotlight: Engaging Students in Large Classes
Trying to manage a class with hundreds of students is a daunting task, and can leave us longing for the flexibility and creativity that smaller classes allow. When teaching students in a large class, instructors often cite problems such as poor attendance, low participation, and a lack of student preparation. In this workshop, a panel of instructors will share the strategies they have used to improve student learning and their own teaching experiences. We will discuss ways you can enhance student motivation and involvement, hold students accountable, and make better use of class time.

Identifying and Overcoming Unexpected Barriers to Learning
Have you ever encountered students whose work or behavior just doesn't seem to make sense? Perhaps you've seen a student who speaks eloquently during class discussions but turns in written work that is nearly indecipherable, or maybe it's an obviously bright student who just can't get assignments completed and turned in on time. Sometimes students don't respond to classroom situations or assignments in the ways we would expect due to poor preparation, the nature of the subject matter itself, or an unfamiliar teaching method. In other cases, however, students are facing special circumstances such as a learning disability (either diagnosed or undiagnosed) that is limiting their capacity to navigate your course successfully. In this workshop, you will learn about dealing with some of these special cases by hearing from campus experts on student learning disabilities. You will also explore some strategies for structuring classroom encounters and assignments that will help all your students be more successful.

APPENDIX B: WORKSHOP DESCRIPTIONS FOR GTA and FUTURE FACULTY EVENTS

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
A well-organized CV and cover letter are crucial for landing the academic job you have been working toward as a graduate student. While separately they address different aspects of your preparation and experience, together they can be a powerful tool to convince a prospective academic institution that you have the skills necessary for the job AND that you are a fit for their institution. This workshop will help you develop a clear plan for how best to organize your credentials into a CV and gain techniques for putting together a cover letter that brings you one step closer to that perfect academic position.

Teaching Portfolios for Future Faculty
You know that you are a great teacher—all your students and colleagues say you are. But how can you *show* it? One great way is by developing a strong teaching statement and assembling a portfolio that showcases your accomplishments and development as a teacher. This workshop will provide examples and give you tips for collecting and displaying materials that will help you articulate your philosophy of teaching and demonstrate your strengths as a teacher.

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.

How to find the right academic job for you (and compete for it!)
In this job market it's hard to think about choosing the type of institution where you would like to work, but knowing what you want from a career and knowing how to sell that will make you a stronger candidate. Many assume that their dream job will be at a research institution (like UAlbany) but only 20% of the jobs can be found there. Whether your dream job focuses on teaching or on research, there are institutions that will support your interests. Join us for a panel discussion with faculty members from local institutions (including liberal arts and community colleges) to learn what their faculty life is like so that you can target your job search to the type of institution that will best fit your career interests. We will also discuss how to tailor your application package so that it will be attractive to a search committee at a non-research institution.