

ANNUAL REPORT

2021-2022



To foster evidence-based teaching in higher education
so students learn, develop, and succeed.



215-204-8761



cat@temple.edu



TECH Center, Suite 112
1101 W. Montgomery Ave
Philadelphia, PA
19122

03. Who are we?

Message from the Assistant Vice Provost
Meet Our Staff
CAT at a Glance

08. What have been our significant accomplishments and initiatives?

Significant Accomplishments
Initiatives We've Piloted

10. How do we support teaching at TU?

Attendance Data
Digital Presence: Communications
Faculty Development Programming
Provost Teaching Academy
Special Events
Scholarship & Service to the University and the Field
Teaching in Higher Education Certificate

22. What is our vision for the future?

Future Plans and Initiatives

Who Are We?

Message from the Assistant Vice Provost

This has been a year of transition at the CAT as it has been for so many of our faculty. We are still affected by the lingering pandemic and recent stressful events. Yet, many of us have also begun to look forward and take hopeful steps to create a promising future. While the CAT needed to respond to faculty needs in the moment, we also had to think holistically about how to productively move our center, the faculty we serve, and teaching and learning at Temple in a positive direction.

The CAT responded to concerns about high levels of student disengagement by supporting faculty to explore effective ways to help students and develop coping strategies for managing the emotional labor of this work. For example, we led faculty discussions on how to reset expectations in order to help students "do college" well, and how to think about rigor in a way that promotes learning for all students. We engaged faculty in thinking about how to understand and alleviate their own and students' burnout but we also looked beyond today's issues toward where we want to go tomorrow.

So much of the work of envisioning a better future revolves around community. How can we create a community of learners that supports each other to learn and reach our potential? Can we reimagine teaching that is equitable and effective? How do we refashion classrooms as places where students can feel safe to take risks? How do we care for students' well-being while upholding standards?

The CAT has worked diligently to catalyze progress towards these goals. We launched our new Teaching for Equity Institute, a deep dive into habits of mind and teaching practices that nurture equity and provided programming on teaching particular populations such as first-generation and LGBTQIA+ students. We have created a full suite of opportunities to help faculty move the needle towards a more just future and have been proactive in seeking ways to break down silos in order to share ideas across schools and colleges and brainstorm new directions together. For example, our Community of Practice on Community-Engaged Learning is a university-wide group dedicated to enhancing and promoting a high-impact practice proven to ramp up learning, connection, and civic engagement. The Community of Practice for Instructional Support Staff brings together instructional designers and IT academic support staff from across Temple to discuss common issues and brainstorm solutions to roadblocks. We believe in these efforts as we know that true change can only happen within a community that supports it.

Building community takes effort and commitment from us all. So join the community yourself and encourage colleagues to do the same! Get connected to the work happening at the CAT and be part of creating solutions that will lead us forward.



“Providing both virtual and in-person services and programming for our faculty means increased flexibility and choice for faculty. They can learn and connect meaningfully with each other in the modality that works best for their lives and for the topic at hand.”

Stephanie Laggini Fiore on New Hybrid Services

MEET OUR STAFF

The Center for the Advancement of Teaching could not continue to offer its many events, programs, and services without the dedicated staff who organize and facilitate them. The CAT’s service to the university community is made possible by a team of outstanding and knowledgeable educational developers, educational technology specialists, operations and administrative professionals, a postdoctoral fellow, graduate research assistants, and student workers.



Stephanie Laggini Fiore
Assistant Vice Provost



Hleziphi (Naomie) Nyanungo
Director of Educational Technology



Dana Dawson
Associate Director of Teaching and Learning



Kyle Vitale*
Associate Director



Sreyrath (Sara) Vann
Associate Director of Operations



Linda Hasunuma
Assistant Director



Jeff Rients
Assistant Director



Emtinan Alqurashi
Assistant Director of Educational Technology



Clifford Rouders
Pedagogy and Design Specialist



Shawn Ta
Lead Educational Technology Specialist



Jonah Chambers
Senior Educational Technology Specialist



Ariel Siegelman*
Senior Educational Technology Specialist



Denise Hardiman
Educational Technology Specialist



Lacey Harmantzis
Senior Department Administrative Specialist



Emily Barber
Graphic and Digital Design Specialist



Benjamin Brock
Postdoctoral Fellow



Bill Pilny
Graduate Research Assistant



Max Robinson
Graduate Research Assistant

Student Office Workers & EdTech Student Partners

Main Office Student Workers
Shanelle Robinson
Moony Park

EdTech Student Partners
Robert Bryant
William Bryant
Sydney DeRoma
Vanessa Jones
Yomarilis Gueits

Education Technology Lab (ETL) Student Consultants
ETL Main Campus & Virtual Labs:
Jackson Carpenter
Asef Haque
Ashanti Henry
Kolton Nullmeyer
Mikun Pecku
Zaina Walker-Bey
Ellen Zheng

ETL Health Science Campus:
Oladunno Adepitan

***Former CAT Member**

47 **CUSTOMIZED**
Programs



LAUNCHED
Teaching for Equity Institute

123
Teaching in
Higher Education
Certificates **AWARDED**




INCREASED
AAPI Programming



 **2000+**
Individuals
SERVED

300+
Annual Faculty Conference
ATTENDEES



Focused on
COMMUNITY
BUILDING Initiatives



5000+ Website **USERS**

WHAT HAVE BEEN OUR SIGNIFICANT ACCOMPLISHMENTS AND INITIATIVES?

Meaningful additions to our services were added to our already robust repertoire.

SIGNIFICANT ACCOMPLISHMENTS

The Teaching for Equity Institute

The CAT developed and launched the Teaching for Equity Institute in October 2021, an opportunity for faculty to reflect on and learn about issues of diversity, equity and inclusion as they relate to teaching and learning. The overarching question explored by participants in this institute is: How can we help students (especially those from underrepresented groups) feel welcome and supported, experience a sense of belonging, acquire the tools needed to succeed, and fulfill their aspirations? The 12-hour program is open to instructors of all ranks. Offered three times last year, it filled to capacity each time. News of the Institute has spread, the CAT has been invited to offer custom programming on inclusive and equitable teaching for specific colleges, programs and departments.

“It was heartening to see so many faculty invest time and effort into learning about creating inclusive learning environments in which students from all backgrounds, and particularly those from underrepresented communities, thrive and succeed.”

H. Naomie Nyanungo on the Teaching for Equity Institute

AAPI Faculty & Staff Group

In April of 2021, the CAT's Assistant Director, Linda Hasunuma, Ph.D. founded the AAPI Faculty & Staff Group. This affinity group is the first of its kind at Temple and is housed under IDEAL. The CAT has supported the group's efforts to help faculty and staff of AAPI heritage feel a greater sense of belonging, inclusion, and support at Temple through shared meals, discussions, celebrations, and networking. Members of the group created a new Gen Ed course on AAPI experiences, which will be offered in Spring 2023. The CAT also provided workshops and resources for creating AAPI inclusive classrooms.

Expansion of CAT Tips Video Series

The CAT Tips video series was launched last year to offer short tutorials from CAT staffers on a variety of technical topics, primarily focused on the use of our Canvas learning management system and Zoom video conferencing solution. This year Tips programming was expanded to include other pedagogical topics, such as motivating your students, the benefits of using humor in the classroom and creating a promising syllabus. To check out our CAT Tips series, view our [season one playlist](#).

Expanded Social Media Outreach

In addition to adding a fourth social media venue, YouTube, to our ongoing suite of social media, we also expanded our usage of Facebook, Instagram, and Twitter. We cross-promoted our workshops and other program offerings via all three platforms, with increased usage of Instagram slideshows and twitter hashtag campaigns.

Improved Management and Growth of Custom Workshops

Over the 2021-22 academic year, the CAT was able to respond to increased requests for workshops on a variety of topics. Departments/ schools often sought multi-session programming to allow faculty time to reflect on what they were learning and to build more robust knowledge. As these requests increased, the CAT developed an online system for requesting custom workshops which allows for more timely and effective management of workshop requests.

Communities of Practice

The CAT is a place where faculty from across the disciplines can gather as a community to talk about common concerns, share ideas, and brainstorm new directions for teaching and learning. This year, we made an intentional effort to create communities of practice. We partnered with the Office of Undergraduate Studies to begin conversations about Community-Engaged Learning. We also invited all the IT academic support staff from the schools and colleges to meet monthly. In both cases, we are providing opportunities for often siloed staff and faculty to reach across the university to create connections and get things done.

INITIATIVES WE'VE PILOTED

Faculty Teaching Commons

The CAT ran a pilot of the Faculty Teaching Commons from August to November 2021, gathered feedback from faculty who participated in the pilot, and officially launched the platform in November 2021. The Commons is an asynchronous open online discussion forum where Temple instructors can discuss all aspects of teaching. Open to faculty and instructors of all ranks, the Commons is a space where faculty can connect across disciplines to share experiences, ideas and resources for improving teaching practices. Our hope is that the Commons will become a supportive space where faculty make meaningful connections with each other.

CAT SoTL Café

One of our new and exciting initiatives related to the Scholarship of Teaching and Learning (SoTL; research focused on instructor teaching and student learning) is our CAT SoTL Café. This open (no registration needed) offering allows faculty dedicated space and time to work on their SoTL projects either independently or collaboratively with colleagues from across the university. The Café is staffed by CAT personnel who are experts in educationally anchored scholarship.

HOW DO WE SUPPORT TEACHING AT TEMPLE?

We support Temple faculty in a variety of evidence-based ways.

ATTENDANCE DATA

We collect attendance data for our workshops, programs, events, and consultations to determine the total number of faculty, students, administrators, and external guests we serve, as well as how our services are distributed among individual schools, colleges, and faculty populations. In addition, we track usage of our website, email campaigns, and other digital resources. The data we collect informs our short and long-term planning in order to maximize our impact in an ever-changing educational landscape.

Table 1: Total Contacts Served from FY 2014-2015 to FY 2021-2022

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1,8155	5,812	10,163	11,915	10,029	11,960	21,689	10,049

Table 2: Total Individuals Served from FY 2014-2015 to FY 2021-2022

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
965	2,369	2,756	3,816	2,730	3,118	3,650	2,448

Table 3: Individuals Served by Affiliation

Affiliation	Total Individuals	Total Contacts
Faculty	1,438	8,090
Administrators	226	733
TA/RA Grad Students	411	832
External Guest/Unknown	373	394
Total	2,448	10,049

Table 4: Faculty Served by Position

Position	Total Faculty Contacts	% Served by Position
Tenured and Tenure-Track	2,185	27.01%
Non-Tenure Track	2,879	35.59%
Adjunct	3,026	37.40%
Total	8,090	100%

“Each spring the CAT hosts the STEM Educators’ Lecture, an interactive workshop featuring a speaker who is advancing the field of STEM pedagogy through their research and/or practice.”

Cliff Rouder on the STEM Educators Lecture

Table 5: Individuals Served by Department/School/College

Department/School/College	People Served
Beasley School of Law	34
Boyer College of Music and Dance	90
Center for the Performing and Cinematic Arts	10
College of Education and Human Development	125
College of Engineering	64
College of Liberal Arts	387
College of Public Health	215
College of Science and Technology	212
Fox School of Business and Management	180
International Campuses: TU Rome and TU Japan	76
Kornberg School of Dentistry	14
Lew Klein College of Media and Communication	132
Lewis Katz School of Medicine	84
Libraries	24
Non- Academic Unit	98
School of Pharmacy	25
School of Podiatric Medicine	3
School of Sport, Tourism and Hospitality Management	33
School of Theater, Film and Media Arts	50
Tyler School of Art and Architecture	156
University College	14
Unknown	422
Total	2448

*Temple personnel wishing to use any data appearing in these reports in any external report or submission are required first to submit a request for approval to the Data Verification Unit (DVU) before any data is shared. For questions, contact dvunit@temple.edu.

“Being the Graduate Research Assistant for the Center for the Advancement of Teaching (CAT) has been one of my most positive experiences at Temple. Working with professionals who genuinely care about students and faculty, have encouraged me to be vocal during staff meetings, and have been invested in my professional growth has been so fulfilling. I am grateful that this role has allowed me to broaden my worldview and participate in meaningful projects.”

Bill Pilny on being a Research Assistant at the CAT

DIGITAL PRESENCE

Our digital presence continues to expand as we add new channels for communication to and among faculty. Uploading our expanded CAT Tips video series—which now includes pedagogical tips as well as tech tips—to YouTube opens up a fourth social media venue (in addition to Facebook, Instagram, Twitter) and allows for easy archiving and distribution of video content.

Our biggest digital communication project this year was working with ITS to create and deliver the Faculty Teaching Commons, a message board available to all Temple faculty. There, instructors can connect and communicate with each other asynchronously. Topic categories at the Commons include Assessments, Classroom Anecdotes, Community-Based Learning, Connecting Across Disciplines, Course Design, Equitable Teaching, Learning Activities, Tech Talk, Reading List, and a special Adjunct Faculty Corner.

We continue to grow the amount of blog content we publish via our EDvice Exchange, publishing 23 articles this year. Authors of these articles include CAT staff, librarians, and faculty, as well as academics from other institutions. Topics range from the purely pedagogical to faculty and student wellness to ed tech support.

Going forward, we intend to continue to expand both the types of content delivered to our faculty and the channels used to reach them. Our digital presence allows us to better reach faculty with information about our programming and events, as well as teaching strategies and tools that will help them achieve their mission of delivering an excellent educational experience to Temple students.

Table 6: Total CAT Website Users and Pageviews by Month

Month	Users	Pageviews	Unique Pageviews
May	4195	7056	6182
June	3822	6310	5497
July	3678	6556	5648
August	5932	13428	11229
September	5175	9773	8248
October	5350	10340	8507
November	4708	8041	6856
December	3945	7449	6159
January	5777	10803	9172
February	4900	8907	7321
March	5658	9999	8402
April	5451	9557	8086

Graph 1: Social Media Follower Count

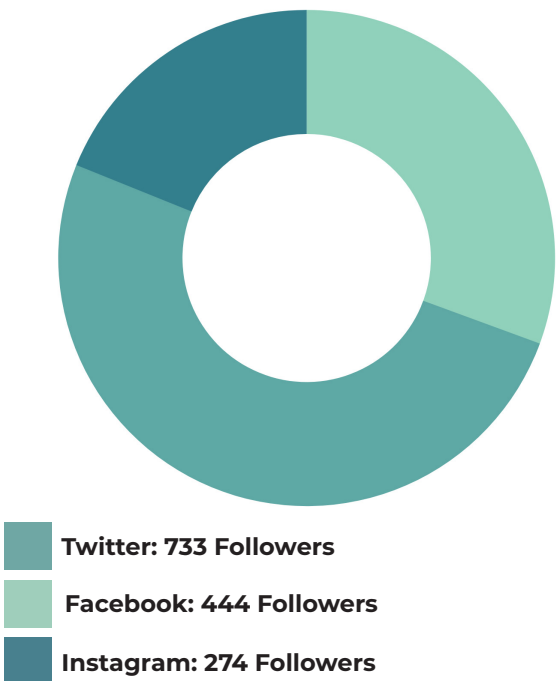


Table 7: Users and Pageviews, CAT Website and Selected Pages

	2019-2020	2020-2021	2021-2022
Total Site Users	42411	48936	54715
Total Site Sessions	66240	73296	70882
EDvice Exchange Blog (Pageviews)	804	1057	915
Resources (Pageviews)	3214	3789	2118

Table 8: Views of CAT Tutorials

	2019-2020	2020-2021	2021-2022
“Ready, Set, Zoom”	955	8261	1833
“Ready, Set, Canvas”	375	3910	*
CAT Workshop Resources	N/A	1461	1474

* Due to a technical error with “Ready, Set, Canvas” the usual data is not countable

Table 9: Views of Zoom and Canvas Guide Pages

	2019-2020	2020-2021	2021-2022
teaching.temple.edu/zoom	3865	4775	497
teaching.temple.edu/canvas	3527	3420	3353

“This year we have focused time on growing our social media presence, impacting both the Temple Faculty and educators in the greater community.”

Emily Barber on Social Media and Digital Presence

“The CAT continues its effort to make content as friendly & accessible to faculty as possible. It is increasing its original digital content delivery by highlighting shorter technology demonstrations, continuing the CAT Tips shorts, and more through a streamlined delivery system.”

Jennifer Zaylea on Future Directions- Media Services

FACULTY DEVELOPMENT PROGRAMMING

General Programs

The CAT provides one-on-one consultations and programming related to pedagogy, educational technology, and research focused on teaching and learning to Temple faculty and teaching assistants. In addition, the CAT offers faculty learning communities and institutes that allow intensive investigation of particular topics. In 2021-2022, the CAT conducted over 967 confidential one-on-one consultations and offered 94 programs on a wide range of topics. This year, we offered a balanced mix of in-person and virtual workshops as well as a small handful of asynchronous workshops. Here are a few of the programs we offered this year:

Teaching Workshops

- Resetting Expectations: Helping Students to do College Well
- Level Up! Learning with Games and Gamification
- Let's Talk About Pandemic Burnout: Strategies for Supporting Faculty and Student Wellness
- Critical Thinking and Information Literacy in an Age of Dis/Misinformation

Teaching with Technology Workshops

- Online Teaching Institute
- Digital Storytelling as an Inclusive Teaching Practice
- Leveraging Technology in In-Person Classes
- Using Polls to Engage Students and Gauge Understanding

Book Groups

- **Ungrading** by Susan Blum
- **Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do** by Claude Steele
- **Multimedia Learning** by Richard Mayer
- **Syllabus: Notes from an Accidental Professor** by Lynda Barry

Technology Trainings

- Managing Canvas Courses from Semester to Semester
- Creating Engaging Videos with Canvas Studio
- Zoom: Facilitating Synchronous Learning Online
- Taking Canvas to the Next Level (for Advanced Users)

In collaboration with the Dean of Students Office, the Wellness Resource Center, CARE Team, and Tuttleman Counseling Services, the CAT offered several workshops for faculty on university resources for supporting student mental health and wellness, and programming on managing faculty stress and preventing burnout.

Linda Hasunuma on Mental Health and Wellness Initiatives

Custom Programs

In addition to our advertised workshops and programs, the CAT provides custom programming upon request. All of these programs are customized to fit the needs of individual schools, departments, and academic units. In 2021-2022, we created and delivered 47 customized programs that were facilitated online and in person across Temple's campuses. Below is a sample of the programs we offered:

Beasley School of Law

- Planning for Difficult Conversations and Hot Moments

College of Engineering

- The Flipped Classroom

College of Liberal Arts

- Building a Teaching Portfolio

College of Science and Technology

- CST Teaching for Equity Series: A Six-Part Workshop

Fox School of Business

- Diversity, Equity and Inclusion Workshop for Chairs
- Valuing Teaching: Rethinking Our Roles in the Classroom

Global Reach, Global Teach: TU International Education Week

- Teaching Through an Intercultural Lens

Klein College of Media and Communications

- Designing Learner-Centered Experiences

Lewis Katz School of Medicine

- Polling and Active Learning

Temple University Japan

- Resources for Supporting Our Students' Mental Health and Wellness

Temple University Rome

- Book Group: Teaching Community by bell hooks

“Strengthening our students’ capacity to consume, create and share information conscientiously in digital environments is among the most critical challenges for educators today.”

Dana Dawson on Information Literacy

PROVOST'S TEACHING ACADEMY

Each summer, the CAT hosts The Provost's Teaching Academy (PTA), an intensive six-week academy for Temple educators on the research and practice of teaching excellence. CAT staff facilitate sessions on topics including student development theory, integrated course design, active learning, assessing student learning, teaching for equity and developing a reflective teaching practice. The 20 educators selected to participate in PTA this summer will join 203 past graduates who continue to support the CAT's mission by promoting learner-centered teaching in their departments and colleges and modeling what they have learned in their own work with students.

PTA Faculty Members 2022

- **Neela Bhajandas**, Clinical Associate Professor, School of Pharmacy, Pharmacy Practice
- **Debra Blair**, Associate Professor of Instruction, School of Sport, Tourism and Hospitality Management, Sport and Recreation Management
- **Elizabeth Cerkez**, Assistant Professor of Instruction, College of Science and Technology, Chemistry
- **LaVonne Couch**, Assistant Professor of Instruction and Director of Clinical Education, College of Public Health, Health and Rehabilitation Sciences
- **Delaney DeMott**, Assistant Professor of Instruction, Tyler School of Art and Architecture, Fibers and Material Studies
- **Felicidad Garcia**, Assistant Professor of Instruction, College of Public Health, Communication Sciences and Disorders
- **Jun Han**, Research Assistant Professor, College of Science and Technology, Chemistry
- **Mike Hesson**, Associate Professor of Instruction, College of Liberal Arts, Anthropology
- **Jennifer Johnson**, Assistant Professor, College of Education and Human Development, Policy, Organizational and Leadership Studies
- **Lisa Kay**, Associate Professor and Chair, Tyler School of Art and Architecture, Art Education and Community Arts Practices
- **Jay Lunden**, Assistant Professor of Instruction, College of Science and Technology, Biology
- **Karl Morris**, Associate Professor of Instruction, College of Science and Technology, Computer and Information Sciences
- **Laura Rauth**, Clinical Instructor, College of Public Health, Nursing
- **Rick Ridall**, Associate Professor of Instruction, School of Sport, Tourism and Hospitality Management, Sport and Recreation Management
- **Fauzia Sadiq Garcia**, Assistant Professor of Instruction, Tyler School of Art and Architecture, Architecture and Environmental Design
- **Gena Vargas**, Assistant Professor of Instruction, College of Public Health, Health and Rehabilitation Sciences
- **Don Wargo**, Associate Professor of Instruction, College of Liberal Arts, Economics
- **Andrea Wenzel**, Assistant Professor, Lew Klein College of Media and Communication, Journalism
- **Nicole Westrick**, Associate Vice Provost University College, University College, University College
- **Beverley Zuccarello**, Assistant Professor, Lewis Katz School of Medicine, Physician Assistant Program

SPECIAL EVENTS

In the past year, the Center for the Advancement of Teaching offered a number of special events for the Temple community– both online and in person. All of these events were designed to support teaching excellence, including the strategic use of educational technology. Participation in a number of these events was also extended to faculty across the region and the nation.

Annual Faculty Conference

This year's annual faculty conference, held online on January 6 and 7, 2022 featured the theme "Teaching for Equity: Making Meaningful Commitments for a More Just Future." The conference drew 305 educators from Temple and 20 other institutions nationally. Our speakers, Stephen Brookfield, author of many nationally recognized books on teaching and learning, and Courtney Plotts, National Chair of the Council for At Risk Student Education and Professional Standards, helped us think about what equity in the classroom looks like as well as the preparation required to teach for equity. Faculty remarked that the conference was thoughtfully designed to utilize best practices for a virtual event, featured knowledgeable speakers and presentations, offered practical advice, and served as a great social gathering.

TA Orientation

On August 18 and 19, 2021, the CAT successfully delivered its new TA Orientation to 152 participants online. The orientation began with a session on inclusive teaching followed by breakout sessions on a variety of teaching topics. The orientation concluded with a panel of experienced faculty discussing challenging teaching situations.

STEM Educators' Lecture

This year's STEM Educators Lecture was held online and featured Dr. André Thomas, Associate Professor of Practice in the College of Architecture at Texas A&M University. Dr. Thomas shared his experience creating and testing a video game to help calculus students master fundamental concepts they often struggle with. Dr. Thomas engaged us in exploring how game-based learning could be utilized in a variety of STEM courses.

Lunch with Temple's Award Winning Teachers

In April, the CAT hosted an in-person luncheon with an interactive panel event featuring the 2020-2021 recipients of Temple University's Great Teacher Award and the Christian R. and Mary F. Lindback Foundation Awards. Panelists Leora F. Eisenstadt, Kathleen Giangiacomo, Kelly Holohan, Mohammed F. Kiani, Augusto Lorenzino, Bryant Simon, Karen M. Turner, and Ann M. Valentine reflected on their development as teachers and shared stories about how their teaching has changed over the course of their careers.

“Providing a venue for Temple faculty and TAs to come together with each other and with those from other universities to think deeply about the art and science of teaching is extraordinarily valuable!”

Cliff Rouser on the Annual Faculty Conference

“In this lively panel discussion with Temple’s Great Teacher and Lindback Award winners, we heard inspiring stories of shining teaching moments and also moments of professional learning and growth.

Stephanie Fiore on the Lunch with Temple’s Award Winning Teachers

SCHOLARSHIP & SERVICE TO THE UNIVERSITY AND THE FIELD”

CAT staff lend our expertise to various university-wide committees at Temple. We engage the wider academic community by conducting our own research, presenting at conferences and publishing in scholarly journals. CAT staff also serve as manuscript and conference submission reviewers, and hold positions on boards and committees in the community.

Committee Work

- **AAPJ Faculty and Staff Group:** Supports AAPJ faculty and staff, offering educational, cultural, and professional development programming to members and the broader university community
- **Assessment of Instruction Committee:** Makes recommendations for effective measures to assess teaching at Temple
- **Chief Communicators’ Group:** University-wide key communicators committee
- **College of Liberal Arts Italian Department NTT Search Committee:** Sought and hired a new NTT faculty member for the College of Liberal Art’s Italian department
- **Community-Based Learning Working Group:** Working to establish CBL initiatives at Temple and strengthen community engagement in Philadelphia
- **COVID-19 Liasons Group:** Tasked with acting as a resource for communicating and educating on health and safety measures
- **Diversity, Equity and Inclusion Collaborative:** DEI liaisons from across the university in both academic and administrative roles collaborate to share best practices
- **First Generation Community of Practice:** Develops greater awareness, resources, and programming for our growing First Gen student body, including National First Gen Awareness Week events in November
- **Higher Education Excellence in Diversity (HEED) Awards Committee:** A group formed to prepare an application for HEED Awards
- **International Collaboration Connection Program Planning Committee:** Planned workshops and activities for Global Reach, Global Teach virtual event series for International Education Week
- **Polling Committee:** University-wide committee to review, evaluate, and select an online polling tool for Temple
- **Richard J. Kozera Teaching Academy Steering Committee:** Promotes a culture of excellence in teaching at the Lewis Katz School of Medicine
- **Textbook Affordability Task Force 2 (Stephanie Fiore co-chair):** Task force devoted to researching, advising, and implementing more affordable and open educational resources for Temple students
- **Video CSS Committee:** University-wide committee to select a video solution to replace Ensemble

Grant Collaborations

- **Rients, J.** Educating STEM students & teachers about the relevance of social engineering in cyberattacks and cybersecurity, National Science Foundation Grant awarded to PI Aunshul Rege, Department of Criminal Justice.
- **Nyanungo, N.** Advancing Geriatric Oncology training among Hematology/Oncology fellows in the clinical and research setting (application in progress) Collaboration with PI Efrat Dotan, MD, The Research Institute of Fox Chase Cancer Center.

“There’s nothing like the energy generated by collaborating with faculty and staff across units. Together, we can make great things happen!

Jeff Rients on Grant Participation”

Presentations

- **Alqurashi, E., & Chambers, J.** (2021). *Creating Multimodal Learning Opportunities With Adobe Spark Page*. Online Learning Consortium Accelerate Conference, Virtual.
- **Fiore, S., & Nyanungo, N.** (2022). *Beyond Checkboxes: Engaging Faculty in Sustainable Equitable Teaching*, Association of American Colleges & Universities (AAC&U) Conference on Diversity, Equity, and Student Success, New Orleans, LA.
- **Hasunuma, L.** (2021). *AAPJ Ed Developers and Learners Roundtable*. Professional and Organizational Development Network in Higher Education (POD) Annual Conference, Birds of A Feather Session, Virtual.
- **Hasunuma, L.** (2021). *Resources for an AAPJ Inclusive Classroom*. American Political Science Association Teaching and Learning Symposium, Teaching Race, Ethnicity, and Politics, Virtual.
- **Hasunuma, L.** (2021). *Building an Inclusive Syllabus: A Teaching & Learning Webinar*. American Political Science Association (APSA), Virtual.
- **Nyanungo, N., & Hardiman, D.** (2021). “I Don’t Do Computers”. Self-efficacy of Faculty with Low Technology Skills. Professional and Organizational Development Network in Higher Education (POD) Annual Conference, Virtual.

Publications

- **Hasunuma, L.** (2022). Contextualizing Current Events and Asian Pacific American Experiences for a More Inclusive Political Science Curriculum. *The Journal of Political Science Education*.
- **Vann, S., Harmantzis, L., Rients J., & Fiore, S.** (2022). Order from Chaos: Creating a UDL Structure and Effective Workflow for Clear, Timely and Calm Communication. *The Journal of Faculty Development*.

Service to the Field

- **Fiore, S.** Coordinator. (2021). Annual POD Network Conference Birds of a Feather Session.
- **Hasunuma, L.** Committee Member. (2022). American Political Science Association Presidential Task Force on Rethinking Political Science Education.

TEACHING IN HIGHER EDUCATION CERTIFICATE

Matriculated graduate students who serve as teaching assistants (TA) or instructors earn a 3-credit graduate certificate by completing the Teaching in Higher Education Seminar (ESPY 8985), followed by a non-credit individually-designed reflective practicum during which the student thinks deeply on and discusses their teaching experience with a faculty mentor.

Since 2010, 664 graduate students have earned the Teaching in Higher Education certificate. In the 2021-2022 academic year, the Teaching in Higher Education Seminar was offered across 9 schools/colleges for a total student enrollment of 153 graduate students (Table 10). Of these students, 84 earned the Teaching in Higher Education Certificate (Table 11).

Table 10: Matriculated Enrollment in the Seminar by School/College

School/College	Students
College of Public Health	56
College of Liberal Arts	38
College of Science and Technology	27
Tyler School of Art and Architecture	14
Klein College of Media and Communication	9
School of Sport, Tourism and Hospitality Management	4
College of Education and Human Development	2
Boyer College of Music and Dance	2
Lewis Katz School of Medicine	1
Total	153

The Teaching in Higher Education Certificate is also available to current and aspiring college teachers by guiding participants as they develop high-quality teaching materials shown to increase student learning and development. Participants take two sequential courses: Teaching in Higher Education Seminar (EPSY 8985, 3 Credits), followed by Innovation, Technology, and Teaching in Higher Education (EPSY 8960, 3 Credits). Last year, 39 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate (Table 12).

Table 11: Matriculated Graduate Students Who Completed the Certificate by School/College

School/College	Students
College of Public Health	34
College of Liberal Arts	16
Tyler School of Art and Architecture	10
College of Science and Technology	8
Klein College of Media and Communication	5
College of Education and Human Development	4
School of Sport, Tourism and Hospitality Management	4
Boyer College of Music and Dance	3
Total	84

Table 12: Non-Matriculated Students Who Completed the Certificate by Semester

Term	Course	Students
Summer II 2021	ESPY 8960	11
Fall 2021	ESPY 8985	5
Spring 2022	ESPY 8960	5
Summer I 2022	ESPY 8985	18
Total		39

Our certificate program takes great people and helps them grow into reflective practitioners of the art and science of teaching.

Jeff Rients on our Teaching in Higher Education Certificate

It’s so rewarding to create a reference for communications and team workflow for the teaching and learning community!

Sara Vann and Lacey Harmantzis on their Communications Article

Working with faculty in the Virtual EdTech Lab this year has been incredibly fulfilling. The ability to support faculty with EdTech at a moment’s notice, exactly when they need it, is what makes the Virtual Lab so valuable.

Jonah Chambers on on the Virtual Lab Services

WHAT IS OUR VISION FOR THE FUTURE?

The Umbrella IRB

A significant area of growth at the CAT is the promotion of and support for the Scholarship of Teaching and Learning (SoTL). In addition to SoTL workshops, consultations, and resources, we are embarking on our most ambitious effort—an Umbrella IRB. Through an agreement with Temple's Institutional Research Board (IRB), CAT will officially review and approve teaching and learning focused research conducted within the university. The Umbrella IRB is a more streamlined process for approval of projects whose scope is limited to SoTL research on our campuses, and will bolster Temple's mission to conduct state-of-the-art research and promote evidence-based teaching practices.

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The CAT added numerous SoTL-related activities (e.g., one-on-one consultations, workshops, a book group, the CAT SoTL Cafe, the Umbrella IRB, and a SoTL Faculty Learning Community—to say nothing of the research we've conducted) to our already extensive and robust repertoire of holistic faculty services. This has been an exciting adventure and a privilege which will help faculty and their students for years to come.

Ben Brock on Scholarship of Teaching and Learning

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HSC Outreach and Expansion

The CAT is redesigning its office space at the Health Sciences Campus to better serve faculty at this campus. The space will be reconfigured as a flexible, multi-use space for a variety of programming and services, including reading groups, topic-focused discussions or workshops, technology support, and one-on-one faculty consultations. We envision the CAT at HSC to be an opportunity for interprofessional dialogues on teaching.

Advanced Online Teaching Institute (AOTI)

For faculty who wish to gain a deeper understanding of online teaching to best serve diverse Temple students, the Advanced Online Teaching Institute (AOTI) helps faculty create inclusive online learning environments for their students, use visualization tools and multimedia effectively, engage students with online discussions and collaborative learning, and apply effective assessment techniques to help students learn and enhance academic integrity.

A Teaching Certificate for Faculty in Creative Disciplines

The CAT, in partnership with College of Education and Human Development and Tyler School of Art and Architecture, has launched the Teaching in Higher Education Certificate for the Creative Disciplines. Participants add a third course - Teaching Effectively in the Creative Disciplines (ART 8986, 3 credits)—to the already established 6-credit Teaching in Higher Education Certificate. Outreach to Temple faculty and graduate students—as well as to teaching artists in the region and beyond—will produce our inaugural Teaching in Higher Education Certificate in the Creative Disciplines cohort.

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We are delighted about the continued success of the Online Teaching Institute in which faculty members develop their online teaching skills to provide students with a rich, interactive learning experience. Participants' feedback indicated a need for an advanced institute, and thus, we are developing the Advanced Online Teaching Institute that will launch in the fall 2022.

Emtinan Alqurashi and Cliff Rouder on the Online Teaching Institute

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CAT's outstanding services are available at the Health Sciences Campus. We are conveniently located on the second floor of the Student Faculty Center.

Denise Hardiman on the Health Sciences Campus Services

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Our poster printing service is back after a year and a half since the pandemic. We have a new poster printer and strive to provide a speedy poster printing service to all faculty and staff.

Shawn Ta on our Poster Printing Services

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PARTICIPANT FEEDBACK

“You've certainly made an impact on my life and my teaching!”

“I feel inspired and empowered.”

“I came away with so many tools, a greater understanding of how students see an asynch course because I was in their seat for this course, and a higher level of confidence that I could make my classes have impact.”

“Thank you so much for your awesome, valuable services!”

“I really enjoyed the course, especially how clearly it was organized and how the goals, tasks and assessment all lined up really well. I hope I can make my courses this clear.”

“What I love about these workshops is the opportunity to be a student again and learn what that is like, and learn new teaching skills from the moderator. While the content of the workshop is always relevant and helpful, it is the opportunity to see other faculty engage and in fact teach, is such a wonderful opportunity and learning experience.”

“I really appreciated all of the thoughtful and tailored advice to my discussions and assignments. I felt like I could ask questions and get a thoughtful answer.”

“I am always challenged with trying to adapt to fit my curricular needs, but in the CAT sessions, I get coaching and support for making these happen.”

“Almost all of the content is equally applicable regardless of teaching modality. I primarily teach F2F and feel that the content and ideas I gained from this course are going to lead to a tremendous improvement in the quality of my teaching across the board. I am very excited about this and incredibly happy I chose to do the AOTI.”

“I've used several techniques we worked on this summer in my class already and it was enormously successful.”

“I remain very impressed by the IT and Instructional Technology specialists at Temple. They always pull through for me!”

“Each member of the crew sends a positive message that they're knowledgeable and ready, willing, and able to help instructors to be successful. You and your team are truly customer driven and customer focused.”

“The entire ed tech team rocks.”

“I didn't just get through the semester, I THRIVED.”

“Terrific. Positive. Simple. Logical. Easy but filled with information and inspiration.”

“I was impressed at how attentive, respectful and knowledgeable the professors were.”

“The presenters clearly presented information in a digestible way, offered concrete examples, shared their own vulnerability, welcomed feedback, great examples came through discussion and chat, too. They did a good job explaining the difference between safe and brave spaces and how to establish the safe space/trust first.”

“Thank you for all you and the CAT Dept. do to support and inspire us all year long.”

“I feel confident in my position knowing that the support and knowledge I need to deliver my best to my students is available to me through her expertise.”

“What I especially liked about this workshop is that it provided a clear picture of how new skills might help my teaching. It inspired new creative ideas.”

“I believe this workshop will improve my ability to continue to work on self-health, indirectly improving my teaching and relationships.”

“This was my first CAT workshop, and it was an all-around excellent experience. The facilitators brought sensitivity and awareness to conversations about delicate but important subjects. They provided a valuable model for how to productively and respectfully engage others in difficult conversations. I look forward to participating in more CAT events in the future.”

“I felt incredibly welcomed and supported.”

“I am consistently floored by the genuine passion CAT offers to faculty in our learning experiences.”

“Working with you all has made me a better teacher in so many ways.”

“Excellent facilitator with tons of experience on the subject. Discussions about theoretical and research issues, but also how to apply them in a university setting.”

“It was interactive and gave practical suggestions that can be implemented into practice immediately.”

“I am always challenged with trying to adapt to fit my curricular needs, but in the CAT sessions, I get coaching and support for making these happen.”

“When we switched to remote learning mid-semester, Denise was instrumental in helping me learn all the technology I needed to finish the semester. She was there for me every time I needed help which was often - sometimes daily. She taught me all the tools I needed to finish my class remotely. Most importantly, she was patient and encouraging, and over time we developed a professional relationship.”

“Every single candidate has highlighted their experience with CAT workshops and praised the CAT for its work. It really stood out – kudos and congratulations on the great work!”

“It was really great, the facilitators and presenter were very knowledgeable and engaging! I really learned a lot about a topic that I've already spent a lot of time doing independent research on, and learned about more tools and resources that I can explore. The discussions were stimulating.”

“Each facilitator brought their own expertise, as well as personal experiences to the discussion. It was uplifting to have something geared toward the mental health of faculty.”

CONTACT US

1101 W. Montgomery Avenue, Suite 112
Philadelphia, PA 19122

Phone: 215-204-8761

Email: cat@temple.edu

Follow us on social media
[@templeucat](#)



teaching.temple.edu