

Teaching & Learning Center, Annual Report 2010-2011

The Teaching and Learning Center has continued to grow and offer excellent faculty development services in 2010-2011. The heart of our work is direct service to Temple instructors. This year we served 1,175 individual instructors. Many have utilized TLC more than once, leading to a total of 2,140 contacts (Appendix 1). Temple faculty and TAs had the opportunity to participate in over 100 programs, ranging from university-wide offerings, to customized workshops delivered off-site to individual departments or units (See Appendix 2). Our assessments find that 91% of surveyed faculty either “strongly agree” or “agree” that TLC programs and services are beneficial; 75% report that they have tried a new teaching strategy learned at TLC (See Appendix 3). Faculty in every school and college use TLC. We have also expanded our reach through virtual offerings. Use of the TLC website is up 31% from last year, and 172 active users of the TLC facebook page receive weekly resources and pedagogy handouts. TLC is involved in almost every program or initiative on campus that is devoted to the improvement or assessment of student learning, ranging from contributions to the Community Learning Network, to the Writing Program, to the Student Feedback Forms Committee. (See Appendix 4).

Growth and Success with Key Existing Initiatives

- **Second annual Provost’s Teaching Academy.** In summer 2010, fourteen Temple faculty participated in the Provost’s Teaching Academy, a five-week intensive faculty development program that prepares individuals to teach the requisite coursework for the Teaching in Higher Education Certificate. For summer 2011, we have recruited fifteen faculty members. We will also be joined by four faculty members from Beijing Forest University recruited to the program through the Office of International Affairs. (Appendix 5).
- **Second year of the Teaching in Higher Education Certificate for Temple graduate students.** 26 students have earned the certificate, and approximately 127 are in the process of earning it. The certificate program coursework was piloted in Fall 2009, with 2 courses – one in educational psychology and one in theater. As of 2010-2011, graduate students had 9 courses to choose from. Certificate coursework was offered in CLA, CST, SCT, HRP and Education. New courses have been approved in CIS and BIO for next year, making the certificate accessible to students in 5 of the 6 CST departments. (Appendix 6).
- **Second year of the Teaching in Higher Education Certificate for non-matriculated students.** The certificate program for non-matriculated students was piloted with two courses in Spring 2010, with courses at Delaware County Community College and TUCC. 18 non-matriculated students have completed the certificate and 20 are in process. In 2011-2012, the program will expand. (Appendix 6). This nationally unique program was featured in *Inside Higher Ed* on August 25, 2010 leading to queries from across the country for an online version of the program. The potential market is huge and we are working to scale up quickly to take advantage of that pool. The auxiliary for this program has earned \$49,200 this year.
- **Second annual Health Sciences Summer Teaching Institute.** This year’s four-day program focused on: clinical teaching, team-based learning, teaching portfolios (including peer review of teaching), and instructional technology. 65 unique faculty members from all health science schools attended, there were 108 instances of participation over the 4 days. 99% of those surveyed either strongly agreed or agreed that the session was beneficial. The cross-disciplinary program led to Medicine and Pharmacy collaborating to train students in the Simulation Center. Our work with the institute has led to more programming with the Health Sciences, including a teaching portfolio series with the School of Medicine, a monthly lunch-and-learn series with the School of Dentistry, and facilitation at the annual Podiatry retreat.

- **Third annual STEM Educator’s Lecture.** With the co-sponsorship of Education, Engineering and CST, we have now hosted four leaders in STEM education in three years. This year’s program, featured Richard Moog, principal investigator of an NSF project on Process Oriented Guided Inquiry Learning. It was attended by 37 people. For 2012, we will host Dr. Bruce Alberts, Editor-in-Chief of *Science*.
- **Ninth annual Winter Faculty Conference.** This annual event brought Dr. Maryellen Weimer, author of the influential *Learner-Centered Teaching: Five Key Changes to Practice* to Temple. The program was attended by 123 Temple faculty, representing every school and college and 14 guests from local institutions.

Selected New Initiatives

- **Increased visibility through media and social media.** Last year we reached out to Temple communications with the aim of better publicizing the many ways we serve the university community. People need to know about us if they are to utilize our services and improve their approaches to student learning. In addition to being featured in *Inside Higher Ed* in August, we have been the subject of 5 articles in Temple communications this year, ranging from *Temple News*, to *Temple Today*, to the *Faculty Herald*. We also initiated the TLC facebook page which now has 172 “friends” who follow TLC news and receive TLC teaching resources through this venue.
- **Faculty Mentors for the Future of Instructional Technology.** In collaboration with the Teaching, Learning & Technology Roundtable 2.0, the TLC designed and facilitated this new program. Fifteen mentors were selected from across the university to help peers adopt a new instructional technology according to best practices in teaching. TLC held monthly meetings with the mentors; they in turn worked with 51 instructors to implement new uses of instructional technology, ultimately affecting thousands of students. TLC also helped plan the culminating “Technology Day” conference with keynote speaker Steve Gilbert.
- **TLC Graduate Teaching Associate Program.** A select group of eight graduate students who have earned the T.H.E. certificate will act as peer mentors dedicated to teaching excellence for a two year term (2011-2013). During their two-year term, GT Associates participate in monthly professional development workshops and develop a pedagogy session for the Annual New TA Orientation and Teaching Conference. They will also offer a workshops to the broader graduate student community as part of the TLC’s regular programs.
- **New Peer Review of Teaching Series.** This spring, we invited departments to nominate faculty teams to join us for a four session series, with the goal of each team designing peer review procedures and evaluation instruments. Sixteen departmental teams participated. Six of the teams were from Health Science Schools. We believe this group’s disproportionate interest reflects the success of our “Peer review of teaching” sessions at the annual Health Science Teaching Institute.
- **Redefinition and Restructuring of TLC Advisory Board.** We have developed guidelines for the advisory board, including two year terms, renewable up to four years. We have structured it with an eye toward diversity of school/college and position within the university. Advisory board members have also committed to providing service, in addition to advice. Starting in fall 2011, TLC advisory board members will contribute by facilitating workshops, providing consultation, reviewing TLC conference proposals, or contributing to the TLC blog.
- **CitiPostsecondary Success Program.** Several Temple University administrators are serving on this Philadelphia college readiness initiative, overseen by the Philadelphia Education Fund and the Academy for Educational Development. TLC was asked to serve on the “Professional Development” committee, and

oversaw a year-long project of 'Instructional Rounds' that entailed classroom observations of literacy classrooms at both Temple and Roxborough High School, and a series of faculty development programs.

Research in progress; TLC publications and presentations

TLC staff have been actively sharing their scholarship. TLC staff published two papers this year, and another is in press, all at peer-reviewed journals in the field: *Academic Leader*, *Assessment & Evaluation in Higher Education*, and *Teaching in Higher Education*. Three articles are currently under review at: *Educational Policy*, *International Journal of Science Education* and *Higher Education Research & Development*. Collectively we have delivered seven presentations and one poster at national conferences in the field. (Appendix 7).

Going forward, the TLC is implementing several research projects, including three projects that assess the Teaching in Higher Education Certificate in collaboration with Dr. Avi Kaplan and two PhD students from the College of Education. The goal is to assess the benefits of the certificate program, enhance its effectiveness, and contribute to the scholarship on self authorship in the context of professional development. The TLC is collaborating also with Dr. Steve Fleming from CST on an NSF funded project which assesses data about the efficacy of a chemistry animation instructional software.

Goals for 2011-2012: We will continue to grow our signature programs and initiatives, but have determined three priorities for the coming year.

- **Technology Initiatives:** We are working to develop faculty expertise in online learning, both through workshops and through the Online Learning Teaching Circle, a collaboration with General Education and the Office of Distance Learning. This teaching circle brings together a cross-disciplinary group of faculty members who are charged with developing training modules on best practices in online teaching to share with the university community. In this way, we hope to directly impact the quality of teaching offered in online courses. In addition, we are developing an online version of the T.H.E. Certificate for non-matriculated students to be offered beginning in Spring 2012. Finally, we are seeking innovative ways to increase contact and provide resources for our faculty through the re-design of our website, including the addition of a TLC Blog that will regularly comment on relevant teaching and learning topics and provide the opportunity for faculty to share ideas with each other.
- **Strategic Outreach to School of Law, Tyler and Boyer:** In 2007-08, we had just 35 contacts with health science faculty; in 2009-10, the second year of the institute TLC had 443 contacts. This was the result of an intentional strategy to build relationships by attending Health Science pedagogy programs, and observing medical school classrooms, simulation labs and instructional rounds. After a year of relationship building, we instituted the Health Science Summer Teaching Institute. For 2010-2011, we will target our efforts on the schools where we have the lowest participation: Law, Tyler and Boyer. Our efforts have led to an invitation to facilitate a program for the Legal Education Series next year, and we are working with representatives from Tyler, Boyer and SCT's theater and film departments to create a cross-disciplinary Arts teaching institute.
- **Expanding annual university conference to a regional meeting.** In 2011-2012, we will invite faculty colleagues from the tri-state area to attend the annual "Temple University Faculty Conference on Teaching Excellence." We are introducing a peer-reviewed poster session to the program, and charging a nominal fee.

Appendix 1: Attendance data for 2010-2011

In this appendix there are 6 tables and 3 figures that indicate TLC attendance this year. They are:

- **Table 1:** Total people served, from 2006-2007 to 2010-2011
- **Table 2:** Total contacts from 2007-2008 to 2010-2011
- **Table 3:** Frequency of Visits
- **Figure 1:** Percentage breakdown of frequency of visits
- **Table 4:** Attendance by school/college
- **Table 5:** Attendance by affiliation
- **Figure 2:** Percentage breakdown of total people served by affiliation
- **Table 6:** Faculty served according to rank
- **Figure 3:** Percentage breakdown of faculty served according to rank

Table 1: Total people served, from 2006-2007 to 2010-2011

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
715	659	983	1078	1175

Table 2: Total contacts from 2007-2008 to 2010-2011

2007-2008	2008-2009	2009-2010	2010-2011
1120	1868	2324	2140

Table 3: Frequency of Visits

CAME ONCE	772
CAME MORE THAN ONCE	1368
TOTAL	2140

Figure 1: Percentage breakdown of frequency of visits

■ CAME ONCE ■ CAME MORE THAN ONCE

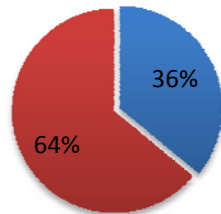


Table 4: Attendance by school/college

SCHOOL/COLLEGE	Total People	Total Contacts
Environmental Design, School of	9	13
Art, Tyler School of	40	56
Business and Management, Fox School of	179	316
Communications and Theater, School of	61	138
Dentistry, Maurice H. Kornberg School of	46	102
Education, College of	78	140
Engineering, College of	33	63
Health Professions and Social Work, College of	62	110
Law, Beasley School of	6	11
Liberal Arts, College of	258	521
Medicine, School of	55	103
Music and Dance, Boyer College of	45	70
Pharmacy, School of	18	48
Podiatric Medicine, School of	6	10
Science and Technology, College of	101	189
Temple Rome	26	31
Non-Academic	61	122
Outside University	15	15
Unknown	76	82
Total	1175	2140

Table 5: Attendance by Affiliation

AFFILIATION	Total People	Total Contacts
ADMINISTRATION	110	183
TENURED	155	286
TENURE TRACK	70	142
NON TENURE TRACK	226	565
ADJUNCT	123	250
STUDENT	375	596
UNKNOWN	101	103
OUTSIDE FACULTY	15	15
TOTAL	1175	2140

Figure 2: Percentage breakdown of total people served by affiliation

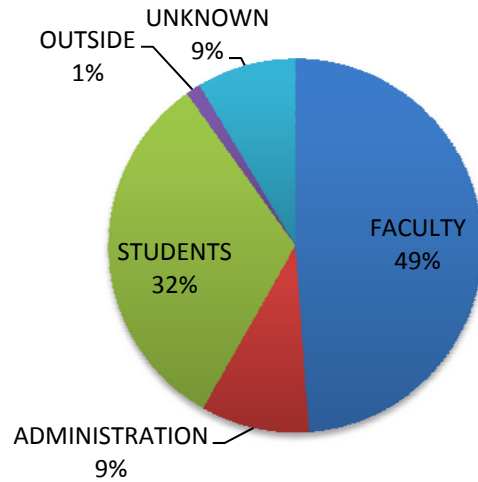
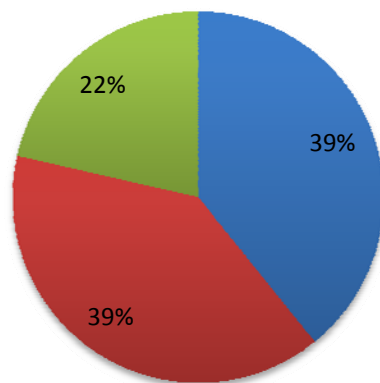


Table 6: Faculty Served according to rank

Rank	Total People	Total Contacts
Tenured/tenure track	225	428
Non-tenure track	226	565
Adjunct	123	250
Total	574	1243

Figure 3: Percentage breakdown of faculty served according to rank

■ Tenured/tenure track ■ Non-tenure track ■ Adjunct



Appendix 2: TLC Programs (In-house and Off-site)

Workshops offered by TLC In-house:

What Works For You? A Roundtable Discussion of Best Practices in Teaching
Bagels & Buzz: Conversations on Teaching for Faculty
Conversations on Teaching for TAs

Course Design: From Learning Goals to Learning Opportunities
Course Design: From Learning Goals to Learning Opportunities (for TAs)

Integrating Community Outreach Into Your Course: How to Get Started

Drop-in Syllabus Clinics
Going PEX: Meeting GenEd Pedagogical Objectives with the Passport

Teaching Online: Best Teaching Practices and Useful Technological Tools
Clicking Your Way to an Interactive Lecture
Move over PowerPoint! Amp Up Your Course with *Prezi*

Make Class Matter, Motivate Your Students
Can We Talk? Increasing Student Engagement through Structured Discussions
Building More Interaction and Engagement Into Your Large Class

Maximizing Your Office Hours to Engage Students
Engaging Students through Structured Discussions (for TAs)

The Power of the Positive: Your Classroom Environment

Creating Collaborative Work That Works
Creating small-class dynamics in your large class
Getting Your Students To Read

Focus on GenEd Competencies: Designing Assignments for Critical Thinking

“Why Would You Say That?” Deciphering Student Responses to Assignments

“Is Anybody Listening?”: Assignments and responses to improve your students’ writing

Assignments that Assess and Promote Student Learning
Assignments that Assess and Promote Student Learning (for TAs)

Teaching Effectively and Efficiently

Tips for Streamlining the Grading Process
How to Grade Without Losing Sleep (or your Mind)
It’s Time for Midterms! Tips for Writing and Grading Exams, and Simplifying Course Grades using *Excel*

Beyond Multiple Guess Exams: Making Multiple Choice Exams Fair, Meaningful, and Valid

Can We Talk? Teaching about Diversity at Diversity University

Learning Leadership in the Classroom

Expecting the Unexpected: Dealing with Difficult Situations in the Classroom (for TAs)

What would you do? Dealing with challenging situations and students

Academic Integrity, Plagiarism, & Cheating in a Copy & Paste World

Developing a Teaching Philosophy

Developing a Teaching Philosophy (for TAs)

I Was Volunteered to Manage an Assessment Project for My Program: Now What?

Workshop Series – faculty commit to a sequence of workshops on a topic:

Goal: To develop a departmental peer review of teaching process for use by Fall 2011!

Diversity Workshop Series (for TAs)

Course Design Series: From Learning Goals to Learning Opportunities (for TAs)

Book Groups – faculty commit to reading the book and attending two or more discussion groups:

Teaching American Students: a Guide for International Faculty and Teaching Assistants in College and Universities (Derek Bok Center)

The Courage to Teach (Palmer)

How Learning Works: Seven Research-Based Principles for Smart Teaching (Ambrose, Bridges, DiPietro, Lovett, Norman, Mayer)

Off-Track Profs: Non-Tenured Teachers in Higher Education (Cross, Goldenberg)

Leaving the Lectern (McManus)

Becoming a Critically Reflective Teacher, (Brookfield)

Off-Site TLC Workshops and Programs:

Diamond Peer Teacher Training: Summer Institute & Spring Training

TA Orientation – a full day of presentations and workshops for TAs

What the Best College Teachers Do? – Temple University Rome

2010 Health Sciences Summer Teaching Institute: a 4-day series of workshops - HSC

Best Practices in Clinical Teaching – St. Luke's Hospital

Best Practices in Large Group Teaching – School of Podiatric Medicine

Do I Really Need One? Why Teaching Portfolios Make Sense for Your Teaching & Your Career – a 4-part series at TUSM

Building Community and Your Teaching Portfolio Through Peer Review – TUSM

Faculty Mentoring - Kornberg School of Dentistry

Effective Powerpoints – Kornberg School of Dentistry

Getting and Giving Feedback: Peer Review of Teaching – Kornberg School of Dentistry

Teaching Students with Disabilities: Compliance and Strategies for Inclusion - Fox

Designing Assignments for Critical Thinking - Fox

What would you do? Dealing with challenging situations and students – Ambler
Beyond Multiple Guess Exams: Making Multiple Choice Exams Fair, Meaningful, and Valid – Ambler

Special Programs:

9th annual Winter Faculty Conference: *How to Maximize Student Learning*
Keynote Speaker: Maryellen Weimer

3rd Annual STEM Educators' Lecture, *Process Oriented Guided Inquiry Learning*,
Guest Speaker: Richard Moog, Professor of Chemistry,

Teaching & Learning Technology Day, Keynote Speaker: Steve Gilbert, President of Teaching, Learning,
Technology (TLT) Group

Lunch with Temple's Great Teachers: John F. Johnson, Miles D. Orvell, Jonathan A. Scott

Classrooms Without Fear: A Journey to Rediscover the Joy of Teaching
Speaker: book author Thomas Marino

Mathematical Reasoning as a Literally Physical Symbol System (in collaboration with the Temple Institute for
the Learning and Education Sciences (TILES)
Speaker: Dr. Robert Goldstone

Rethinking Assessment
Guest Facilitator: David Nicol

Creative Connections in the Classroom: Stories and Images
Guest Facilitator: Ted Enoch, Spiral Q Puppet Theater

Teaching Circles: faculty commit to monthly meetings and developing a “product” such as a new course design:

Community Based Learning Teaching Circle (ongoing)
Faculty Mentors Instructional Technology Circle (ongoing)
Marco Polo Collaborative (ongoing)
Online Learning Teaching Circle (ongoing)

Appendix 3: Assessment of TLC Programs and Services 2010-2011

In the 2010-2011 academic year TLC programs and services were evaluated with two types of assessments: (1) Program Evaluations, which filled out by participants after a workshop or program and (2) TLC Services Surveys, which are quarterly surveys filled out by people who have attended various programs and services during a semester.

This report includes the analysis of the TLC Services Surveys (the three quarterly surveys aggregated), as well as Program Evaluations from the Annual New TA Orientation and Teaching Conference (TA Orientation) 2010 and the Health Science Summer Teaching Institute 2010.

A. TLC Services Surveys:

Between September 2010 and May 2011, the TLC conducted three surveys through zoomerang.com to get feedback on the quality of its services: one for Summer 2010, one for Fall 2010, and one for Spring 2011. For this report, responses to the surveys have been aggregated.

A total of 172 people who participated in TLC activities or utilized TLC resources filled out the surveys (43 people in Summer 2010, 73 in Fall 2010, and 56 in Spring 2011).

Each survey consisted of one Likert-scale item, two questions with answer choices, and four open-ended questions. Questions were:

1. Please indicate the degree to which you agree with the following statement about your experience at TLC: Overall my experience at a TLC workshop/program or consultation was beneficial. (Answer choices: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Agree)
2. Please share your comments or suggestions about the program or service.
3. Have you discussed teaching or what you learned through TLC programs and services with a colleague you met at TLC or other colleagues? (Answer choices: "a colleague you met at TLC" or "other colleagues" or both)
4. Have you tried anything new or made any changes to your teaching based on your participation in a TLC program or service? (Answer choices: Yes, No)
5. What have you tried?
6. How did it work? (Consider evidence of students' responses and student learning, as well as your own experience of the change.)
7. Please describe any differences in your understanding of teaching and learning that you would attribute to your experience with TLC programs or services.

Quantitative Analysis:

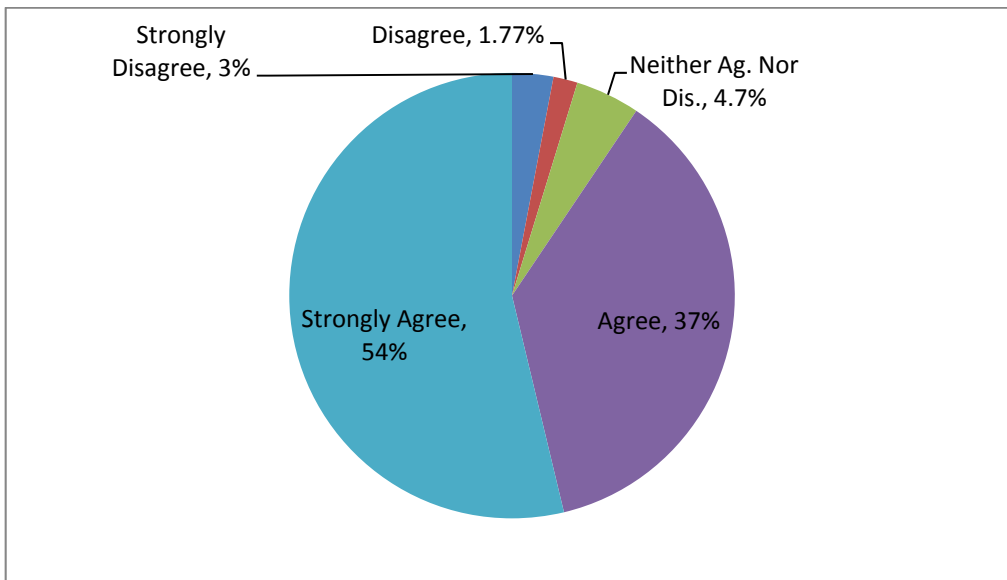
This section presents three questions and their quantitative analyses.

1. “Please indicate the degree to which you agree with the following statement about your experience at TLC: Overall my experience at a TLC workshop/program or consultation was beneficial.” A total of 170 participants responded to this question. Percentages of the responses are presented in Table 1 and Graph 1.

Table 1

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
3%	1.77%	4.7%	37%	54%

Graph 1

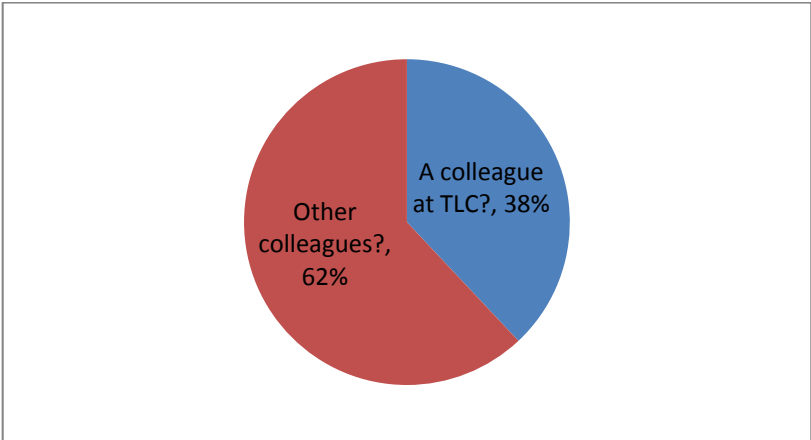


2. “Have you discussed teaching or what you learned through TLC programs and services with a colleague you met at TLC or other colleagues?” Percentages of the responses to this question are presented in Table 2 and Graph 2. Percentages were calculated based on the total of responses which was 209, since participants were able to choose “a colleague you met at TLC,” or “other colleagues,” or both as a response.

Table 2

A colleague at TLC?	Other colleagues?
38%	62%

Graph 2

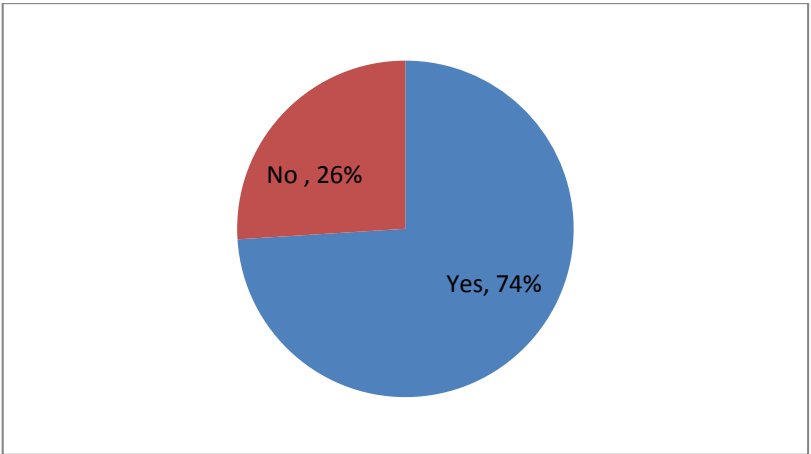


3. “Have you tried anything new or made any changes to your teaching based on your participation in a TLC program or service?” A total of 167 participants responded to this question. Percentages of the responses are presented in Table 3 and Graph 3.

Table 3

Yes	No
74%	26%

Graph 3



Qualitative Analysis:

Responses to the open-ended questions were surveyed for the purposes of this analysis. The open-ended questions were:

- Please share your comments or suggestions about the program or service.
- What have you tried?
- How did it work? (Consider evidence of students' responses and student learning, as well as your own experience of the change.)
- Please describe any differences in your understanding of teaching and learning that you would attribute to your experience with TLC programs or services.

“Please share your comments or suggestions about the program or service.” The majority of the responses to this question was positive. Some example comments are:

- “I appreciate the variety of programs you offer.”
- “Excellent presenters and programs offered!”
- “In general, very informative and useful for the classroom.”
- “Really useful! Inspiring. Productive for professional advancement.”
- “The interaction with faculty from across the University was helpful. Many good ideas were shared.”

“What have you tried?” A majority of the responses indicated that participants had tried various teaching methods that they learned at the TLC. Examples include:

- Group work in class;
- Grading rubrics for exams;
- Different approaches to group presentations and group discussions;
- Group activities;
- Universal Design;
- Showing “multiple methods to the students so they can see different paths to their solutions;”
- “new listening techniques, awareness of student behaviors;”
- “Changed teaching style from teaching to facilitating.”

“How did it work?” Almost all of the participants indicated that they observed positive results after using the new strategy, while a few were still assessing how the strategy worked. Examples include:

- “It really worked out well and the students enjoyed it.”
- “So far so good.”
- “Improved interaction with students.”
- “Students were more engaged in topic being discussed.”
- “Excellent student feedback.”
- “It really did work, all of the students who attended the study session responded in a positive way and said the sessions helped them do better on the quizzes.”

- “Seems to have been accepted and appreciated by the students.”

“Please describe any differences in your understanding of teaching and learning that you would attribute to your experience with TLC programs or services.” Responses to this question were overwhelmingly positive and mostly indicated what participants gained through TLC programs. Examples include:

- “I understand that every teacher battles for student involvement, it's not just me. I understand that students get main ideas from class, not all the details I so labor to present with clarity and care.”
- “I realize that my teaching has to stay relevant to the students - I always ask myself, ‘why is this important for them to know?’ If I can't answer that, then I know not to focus so much on that particular item.”
- “I have a greater understanding of the possibilities of professional development as an educator.”
- “I now understand how students learn and can tweak my lectures and exercises to be more effective. I also am more confident in my teaching –‘knowledge is power.’ Thanks TLC! You're the best!”
- “The concept of ‘deep learning’ and also paradigm shift from high school to college, from Ken Bain and the TLC winter conference.”
- “Better understanding of the range of uses of Powerpoint slides, and of alternative presentation methods.”
- “The TLC encourages me to think big. The TLC is also an amazing way to get to know people in other schools and departments across the university.”
- “The TLC community and staff is doing an amazing job of supporting professors and the TU students. One million thanks for your wonderful work.”

B. Evaluations from the Annual New TA Orientation and Teaching Conference (TA Orientation) 2010:

A total of 240 people attended the TA Orientation on August 25, 2010 which consisted of two parts: general presentations and breakout sessions on specific pedagogical issues. The presentations were (1) “Who are Temple Students” by Rebecca Alpert, (2) Human Resources Policies and Procedures by Karen Cherwony, and (3) the InterACTion Theater Performance on challenging classroom situations with Eric Brunner. There were 10 one-hour sessions, once at 2.00 and at 3.15, delivered by one facilitator or two facilitators.

The evaluation forms for the event included a Likert-scale item for each of the presentations and sessions and 4 open-ended questions.

1. Please indicate the degree to which you agree with this statement about each of the sessions listed below by circling the appropriate answer choice: I found the presentation/session valuable and believe it will prepare me for teaching at Temple. (Answer choices: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, N/A)
2. What did you learn during the conference that will impact your teaching or students’ learning?

3. What aspects of the conference did you find most valuable/useful?
4. What part of the breakout session did you find most valuable/useful?
5. Please share any suggestions for improving the format or content of the conference.

119 participants (50.4% of the total) responded to the Likert-scale items pertaining to the general presentations. Table 4 presents the percentages of the various ratings.

Table 4

	“Neither Agree nor Disagree”	“Agree”	“Strongly Agree”
HR Policies and Procedures	14.3%	40.3%	39%
“Who are Temple Students?”	7%	40.3%	47.1%
“InterACTION: Challenging Classroom Situations”	8%	32.2%	54.2%

There were 242 evaluation forms completed for the 20 breakout sessions (10 sessions conducted twice combined). 43.2% of attendees “strongly agreed” and 37.2% “agreed” that the sessions were valuable and prepared them to teach at Temple.

Responses to the open-ended questions indicated that several participants learned various things that will impact their teaching. Example responses include “I will be able to utilize higher education teaching strategies better in the classroom;” “(I learned) to constantly evaluate/improve teaching;” “(I learned) reflective teaching/ learning;” “(I learned) the importance of knowing your students; and “(I learned) various teaching methods.”

Responses indicated that participants benefitted from the breakout sessions. The various aspects of the sessions that participants found most useful included learning about

- practical applications for educational techniques
- small group work
- interactivity
- active learning
- other fellow-TAs’ experiences.

Several participants commented that the day was overall beneficial and very helpful. One participant answered the question, “What aspects of the conference did you find most valuable/useful?” with “Having this great resource so we aren’t deer in headlights.”

C. Evaluations from the Health Science Summer Teaching Institute 2010:

The total number of evaluations filled out at the Health Sciences Summer Teaching Institute (August 16 -August 19, 2010) was 81. The breakdown of evaluations per session is in the table below.

Session 1 (Best Practices in Clinical Teaching)	27
Session 2 (Best Practices for Large Class Teaching)	26
Session 3 (Effective Use of Instructional Technology)	14
Session 4 (How to Create a Teaching Portfolio)	14

The evaluation forms included two Likert-scale items and three open-ended questions.

Likert Scale Items:

There were 2 Likert Scale Items:

1. Overall this was a beneficial session. (Strongly Agree, Agree, Disagree, Strongly Disagree)
2. I plan to apply ideas learned in this session to my teaching. (Strongly Agree, Agree, Disagree, Strongly Disagree).

Out of 81 evaluation forms filled out during the duration of the institute, 99% either strongly agreed (49.40%) or agreed (49.40%) that the session was overall beneficial for them (Item 1) and 95% either strongly agreed (48.1%) or agreed (47%) that they planned to apply ideas learned to their teaching (Item 2). The table on the following page presents percentages of responses for each session and each item.

Open-Ended Questions:

The first open-ended question followed the Likert Scale Item 1 (“Overall this was a beneficial session”) and simply asked participants to “explain” their response for Item 1. The second open-ended question was “What, if anything (ideas learned in the session), will you apply?” The third open-ended question invited comments and/or suggestions for improvement.

Explanation of why the session was beneficial. Replies for the first open-ended question indicated that participants gained a lot from the sessions. Responses include: “Some good tips on how to teach different kinds of learners in the clinical setting;” “As always, very diverse and valuable examples and good feedback;” “Discussed issues I am concerned about;” “Small groups and panel (were useful), good variety;” “It was good to hear characteristics of best and worst lectures;” “I feel prepared to play around with these tools and perhaps use them in the

		Item 1	Item 2
Session 1	Strongly Agree	37.0%	33.0%
	Agree	59.3%	59.3%
	Disagree	3.8%	3.8%
	Strongly Disagree	0	0
Session 2	Strongly Agree	50%	46.2%
	Agree	50%	46.2%
	Disagree	0	0
	Strongly Disagree	0	0
Session 3	Strongly Agree	42.9%	50.0%
	Agree	57.0%	50.0%
	Disagree	0	0
	Strongly Disagree	0	0
Session 4	Strongly Agree	78.6%	78.6%
	Agree	21.4%	21.4%
	Disagree	0	0
	Strongly Disagree	0	0

classroom;” “I thought I wouldn’t learn anything new. I was wrong!! Thank you for a very good session;” and “I had no idea what a Teaching Portfolio is and now I am interested to make one and I know where to start and where to learn more.”

Comments indicated that participants found interacting with colleagues from various disciplines very useful. Same examples include: “Hearing other faculty’s ideas was useful;” “Enjoyed hearing the approaches to other disciplines;” and “This was the first time that I participated in an event where all the professional schools were involved and I really enjoyed it.”

Participants found that sharing concerns and problems with colleagues was also beneficial. One commented: “It was helpful to hear others struggling with similar issues. I was initially not looking forward to interactive groups, but it was very helpful and informative.”

What ideas learned in the session will they apply? Replies for the second open-ended question indicated that participants are planning to apply specific strategies and concepts they learned in the sessions. Responses include: “How to deal with students who may not be motivated, how to deal with introverted students;” “Approaches to student conflict;” “Stopping every 15-20 minutes and asking (students) questions and getting feedback;” “One-minute paper;” “The use of visual effects to keep the class engaged;” “I plan to revamp my lectures to include some form of interactive learning;” “Jing, wimba;” “Peer review, developing and updating my Teaching Portfolio;” and “I will try to write a Teaching Philosophy.”

Several participants noted that they would try rubrics which were presented at Session 1. Some indicated they would use Team-Based Learning which was presented at Session 2. Several participants indicated that they would use clickers and some noted that they would use voice emails that were demonstrated at Session 3. Several participants pointed out that they would create a Teaching Portfolio and engage in peer review, both of which were the foci of Session 4.

Suggestions, Comments. Comments were overall positive. One participant wrote “Thank you. I was here for the 4 sessions and they were amazing! I will be contacting you in the future. Thank you.” Other examples are: “Well done seminar. Faculty made me feel welcome” and “Again, love the enthusiasm of the facilitators.”

There were very few suggestions. One participant suggested that Session 3 (“Effective Use of Instructional Technology” be divided up into 2 parts so that participants can have more time with the various technological tools. One suggested providing more Teaching Philosophies (at Session 4). Another participant suggested being more explicit what the goals were for Session 1 and whether those goals were met or not at the end of the session.

Appendix 4: TLC Service to university units and initiatives devoted to teaching & learning

TLC Staff Committee Service:

- Student Feedback Forms Committee. (Pamela Chairs of the Alternative Assessments Committee.)
- Teaching, Learning, & Technology Roundtable. (Pamela Chairs Mentoring Program , a Community of Practice subcommittee, and serves on Tech Day Subcommittee)
- General Education Assessment Team
- Faculty Senate Steering Committee for Community Based Learning
- CLA Teaching Awards Steering Committee
- Technology Steering Committee
- Technology Advisory Board
- Undergraduate Certificate in Sustainability Curriculum Committee
- Writing Intensive Course Committee

Consulting and Collaboration:

- Community Learning Network. Help with strategic Planning and Conference.
- Medical School. Consulting on Temple Institute for Medical Education, and regarding education for affiliate hospital faculty
- IDEAL, Institutional Diversity, Equity, Advocacy & Leadership. Help plan Intergroup Dialogue Conference
- First Year Seminars, Vice Provost for Undergraduate Studies Office. Designing professional development series.
- HEART, Health Education and Awareness Resource Team. Consulting on Faculty and Staff handbook.
- College of Education. Consult on design of Faculty Development Series

Appendix 5: Provost's Teaching Academy, Faculty Participants

2011

1. Li Bai, Electrical Engineering
2. Cheng Baodong, Beijing Forest Univ.
3. Li Chi, Beijing Forest Univ.
4. Whitley Cooke, First Year Writing
5. Susan DeJarnett, Law and Legal writing
6. Claudia Dewane, Social Work
7. Eli Goldblatt, English & First Year Writing
8. Rachel Groener, English & First Year Writing
9. Amy Heath, Physical Therapy
10. Robin Kolodny, Political Science
11. Sally Kyvernitis, Computer & Information Science
12. Li Guolei, Beijing Forest Univ.
13. Nancy Morris, Broadcast, Telecommunications & Mass Media
14. Nathan Norment, African American Studies
15. Jon Nyquist, Earth & Environmental Science
16. Alisa Peet, Internal Medicine
17. James Sellers, Russell Conwell Center
18. Sanqiang Wang, Beijing Forest Univ.
19. Bess Wellborn, Horticulture & Landscape Architecture

Appendix 6: Expansion of the Teaching in Higher Education (T.H.E.) Certificate Program

Table 1: Course offerings for T.H.E. certificate for matriculated graduate students

Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Ed Psychology Theater	Political Science Chemistry Health Related Professions STOC	GUS REL SPA CHM Ed Psych MMC	STOC Math HRP	REL CHM PS MMC Ed Psych CIS	MATH BIO GUS

Table 2: Course offerings for T.H.E. certificate for non-matriculated students

Semester	Course	Location	Target audience
Spring 2010	<ul style="list-style-type: none"> • Seminar • Seminar 	DCCC TUCC	DCCC Faculty TU Adjuncts; CCP
Summer 2010	<ul style="list-style-type: none"> • Modules 	DCCC	See above
Fall 2010	<ul style="list-style-type: none"> • Modules 	DCCC	See above
Spring 2011	<ul style="list-style-type: none"> • Seminar • Seminar 	TUCC DCCC	TU adjuncts; CCP DCCC Faculty
Summer 2011	<ul style="list-style-type: none"> • Topics 	DCCC	DCCC Faculty
Fall 2011	<ul style="list-style-type: none"> • Seminar • Seminar • Topics 	MontCo West Harrisburg TUCC	MontCo; Reading CC, Northampton Immaculata TU Harrisburg faculty; Penn State Harr, HACC, Harr. U., Millers., Shipp, Dickenson, Elizabethtown, Leb. Valley TU adjuncts; CCP
Spring 2012	<ul style="list-style-type: none"> • Seminar • Seminar • Topics • Topics 	On-line MontCo Main MontCo West Harrisburg	On-line community MontCo Faculty See above See above
Summer 2012	<ul style="list-style-type: none"> • Topics • Topics 	MontCo Main On-line	See above See above

Appendix 7: TLC Staff Publications and Presentations for 2010-2011

Publications:

Gunersel, A. B., & Simpson, N. J. (2010). Instructors' uses, experiences, thoughts and suggestions regarding Calibrated Peer Review. *Assessment & Evaluation in Higher Education*, 35(7), 771–781. (First published online on August 13, 2009; DOI: 10.1080/02602930902977780.)

Barnett, P. , Fiore, S. & Wingert-Playdon, K. (2010). Interdisciplinary goals, disciplinary faculty: bridging the gap with faculty learning communities” *Academic Leader*, 26.10, 3-5.

Barnett, P. (2011). Discussions across difference: Addressing the affective dimensions of teaching diverse students about diversity. *Teaching in Higher Education*. 1-25. (in press).

Barnett, P., & Gunersel, A. B. (2011). *Challenges to change: Overcoming resistance to a university-wide faculty preparation program*. (Article under review with *Educational Policy*).

Gunersel, A. B., Yantorno, R., Cadesky, N., & Menon, S. (2011). *Student perceptions of the benefits and limitations of team-based learning in electrical engineering*. (Article under review with *Higher Education Research & Development*).

Gunersel, A. B. & Fleming, S. (2011). *Faculty and student perceptions of student learning and experiences with a 3D simulation program*. Manuscript submitted for publication. (Article under review with *International Journal of Science Education*)

Presentations at National and Regional Conferences:

Barnett, P., Gunersel, B. & Etienne, M. ““Creating Teaching Community, Developing Faculty Self-Authorship.” Lilly Conference on College and University Teaching and Learning, Washington, D.C. June 2, 2011.

Barnett, P., Peters, D. & Etienne, M. “Self-Reflection: Understanding Ourselves as Educators in the Context of Diversity.” Lilly Conference on College and University Teaching and Learning, Washington, D.C. June 2, 2011.

Barnett, P., Peters, D. & Etienne, M. “Can we talk? How to lead discussions about race and diversity.” Lilly Conference on College and University Teaching and Learning, Washington, D.C. June 2, 2011.

Barnett, P. & Stahler, S. “Temple’s faculty mentors for instructional technology case studies,” Friday Live Web Conference, Teaching, Learning and Technology Group. November 19, 2010.

Fiore, S., Barnett, P. , Shall, M., Morris, N., Weightman, L., Darling-Wolf, F. "The Marco Polo Collaborative" interactive poster presentation. The 5th Annual Global Temple Conference, Philadelphia, PA. November 16, 2010.

Barnett, P. & Gunersel, B. “Preparing future faculty and improving teaching at Temple University and local community colleges (poster). 35th Annual POD Network Conference, Professional and Organizational Development Network in Higher Education, St. Louis, MO. November 3, 2010.

Barnett, P. & Gunersel, B. "Challenges to Change: Overcoming Resistance to Temple's New Teaching in Higher Education Certificate Program." Lilly Conference on College and University Teaching and Learning, Washington, D.C. June 4, 2010.

Barnett, P. & Peters, D. "Can we talk? Addressing barriers to discussions about race." Lilly Conference on College and University Teaching and Learning, Washington, D.C. June 4, 2010.

Barnett, P. , Gunersel, B. & Willever, S. "Preparing future faculty and improving teaching at Temple University and local community colleges (poster). Lilly Conference on College and University Teaching and Learning, Washington, D.C. June 3, 2010.