

# Annual Report 2011-2012

Teaching and Learning Center  
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## **The Teaching & Learning Center (TLC), Annual Report 2011-2012**

The TLC promotes excellent teaching, so students learn, develop and succeed. This academic year, the unit met its mission with numerous accomplishments.

### **Instructional development for faculty and TAs in all Temple schools and colleges**

**Goal:** Serve 1,000 individual educators representing all Temple schools/colleges.

- Served 1147 individuals, for a total of 2231 contacts from all schools/colleges (Appendix 1).

**Goal:** Provide faculty development that is highly valued by Temple faculty, administrators and TAs.

- 95% of those surveyed reported that their experience with a TLC program or service was “very beneficial” or “beneficial.” A representative comment: “I always come out of these seminars with renewed energy and plans for becoming a better teacher” (Appendix 2).

**Goal:** Catalyze innovation and changes to teaching practice.

- 76% report that they have “tried something new or made changes to teaching based on participation.” One faculty member who has implemented changes reports that “students have commented that they have learned more even though it was more difficult” (Appendix 2).

**Goal:** Provide Faculty Learning Communities that lead to useful teaching products.

- Online Teaching Circle created a resource website for faculty:  
<http://sites.temple.edu/ollteachingcircle/>.
- Marco Polo Collaborative was awarded 24K to create resource website (in production).
- Community Based Learning Teaching Circle has led to development of 7 new CBL sections.

**Goal:** Strengthen our nationally unique Teaching in Higher Education Certificate Program (Appendix 3).

- Expanded to Montgomery County Community College, Temple Harrisburg, Lehigh-Carbon Community College, and a hybrid online course. Twenty-three non-matriculated students took the requisite course in 2011-2012.
- 92 matriculated graduate students took the requisite course, offered in 6 different Temple schools.

### **Initiate and support university-wide efforts that promote excellent teaching**

**Goal:** Promote adoption of standards-based peer review of teaching across the university.

- 20 department and college teams participated in our peer review of teaching hands-on workshop series. Sixteen teams have new processes and evaluation instruments, in various stages of implementation (Appendix 4).
- Influenced the SFF committee recommendation for peer review; Provost convening a committee to consider a university policy for peer review.

**Goal:** Serve the university interest in promoting college readiness and retention.

- Leading role in the Philadelphia Postsecondary Success Program bringing Temple, Community College of Philadelphia (CCP), and Philadelphia high school faculty together for professional development and aligning of goals and curriculum.

**Goal:** Act as Temple's central unit for promoting excellent teaching, supporting all related units.

- Facilitate monthly teaching circles for: Distance Learning, Gen Ed, IDEAL, CLN and TLTR.
- Provide administrative infrastructure, planning and co-sponsorship for CLN, TLTR conferences and Temple Institute for Learning Sciences Talks. Manage all expenses for TLTR budget.
- Serve on 13 university committees addressing teaching and learning issues (See Appendix 5).

### **Raise national profile, including research**

**Goal:** Increase research productivity in higher education and faculty development (Appendix 6).

- 1 scholarly book in press; 2 articles in peer-reviewed journals.
- Presentations at 9 national conferences and 3 featured speaker engagements.

**Goal:** Become the premier faculty development center in tri-state region.

- Faculty from 13 other institutions attended the Annual Faculty Conference on Teaching Excellence.
- High service to the profession, including reviewing for national journals and conferences (See Appendix 5).

### **Efficiency and Entrepreneurship**

**Goal:** Be a model of responsible fiscal management as well as entrepreneurship.

- Operated in the black for the past 5 years; 343K in carryover which we are saving to renovate a new space.
- Generated over 80K in revenue from Teaching in Higher Ed Certificate auxiliary this academic year.
- Generated over 5K in revenue from inviting outside guests to our events at a fee.
- Secured 38K from grants (See Appendix 6).

### **Goals for 2012-2013**

- Develop Teaching in the Arts Institute, based on successful Health Sciences Teaching Institute model.
- Launch Large Class Teaching Series to support Temple in a time of austerity and transition.
- Launch Teaching in Higher Ed Certificate in completely online format.
- Secure book contracts for *Diverse Faculty*, *Diverse Experiences* (Barnett) and *Teaching the Arts* (Fiore).
- Work with Institutional Advancement to secure an endowment.
- Increase attendance, and revenue, at the 2013 Faculty Conference in Teaching Excellence with successful outreach to tri-state area faculty.
- Integrate content management, advertising, and data collection systems, reducing data entry by approximately 10 hours a week.

**Appendix One: Attendance data for 2011-2012**

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

- **Table 1:** Total people served, from 2007-2008 to 2011-2012
- **Table 2:** Total contacts from 2007-2008 to 2011-2012
- **Table 3:** Percentage of Instructors served by TLC services, 2011-2012
- **Table 4:** Frequency of Visits
- **Figure 1:** Percentage breakdown of frequency of visits
- **Table 5:** Attendance by school/college
- **Table 6:** Percentage of Faculty served by School/College, 2011-2012
- **Table 7:** Attendance by Affiliation
- **Table 8:** Percentage of TAs served by TLC, 2011-2012
- **Figure 2:** Percentage breakdown of total people served by affiliation
- **Table 9:** Faculty Served according to rank
- **Figure 3:** Percentage breakdown of faculty served according to rank
- **Table 10:** Percentage of contacts from consults, 2011-2012
- **Table 11:** Percentage of sections that are consults, 2011-2012

**Table 1:** Total people served, from 2007-2008 to 2011-2012

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
659	983	1078	1175	1147

**74% increase in Five years**

**Table 2:** Total contacts from 2007-2008 to 2011-2012

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
1120	1868	2324	2140	2231

**99% increase in Five Years**

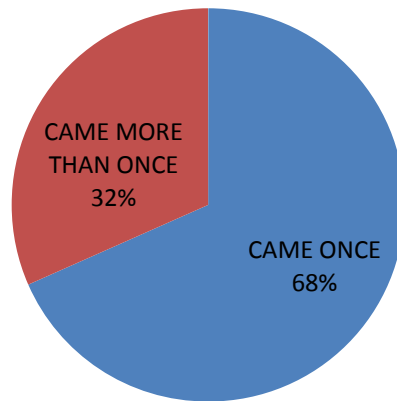
**Table 3:** Percentage of Instructors served by TLC services, 2011-2012

Affiliation	Total	Source
Faculty	3436	(Pat Finley report)
TAs	734	(HR report 2011-2012)
<i>Total Instructors</i>	<i>4170</i>	
Total Instructors Served by TLC	854	(Faculty and Students)
<b>Percentage of Instructors served by TLC</b>	<b>20%</b>	

**Table 4:** Frequency of Visits

CAME ONCE	784
CAME MORE THAN ONCE	363

**Figure 1: Percentage Breakdown of frequency of visits**



**Table 5: Attendance by school/college**

SCHOOL/COLLEGE	Total People	Total Contacts
Art, Tyler School of	25	39
Business and Management, Fox School of	102	205
Communications and Theater, School of	64	125
Dentistry, Maurice H. Kornberg School of	28	79
Education, College of	59	141
Engineering, College of	61	105
Health Professions and Social Work, College of	90	165
Law, Beasley School of	14	30
Liberal Arts, College of	313	638
Medicine, School of	12	46
Music and Dance, Boyer College of	28	41
Pharmacy, School of	12	27
Podiatric Medicine, School of	4	8
Science and Technology, College of	120	255
Non-Academic	91	201
Outside University	95	97
Unknown	29	29
<b>Total</b>	<b>1147</b>	<b>2231</b>

\*Includes librarians, and other administrators without school college affiliations

**Table 6:** Percentage of Faculty served by School/College, 2011-2012

<b>COLLEGE</b>	<b>TOTAL Faculty</b>	<b>Total Faculty Served</b>	<b>% Faculty Served</b>
ART	175	13	7%
BUSINESS & MANAGEMENT	295	53	18%
COMMUNICATION & THEATER	228	33	14%
DENTISTRY	157	27	17%
EDUCATION	205	27	13%
ENGINEERING	91	31	34%
HEALTH PROFESSIONS & SOCIAL WORK	269	62	23%
LAW	125	7	6%
LIBERAL ARTS & ENVIRONMENTAL DESIGN	712	118	17%
MEDICINE	527	10	2%
MUSIC & DANCE	253	8	3%
PHARMACY	78	9	12%
PODIATRY	27	3	11%
SCIENCE & TECHNOLOGY	291	64	22%
*	<b>3433</b>	<b>465</b>	

**\*Took out 3 unaffiliated faculty**

**Table 7:** Attendance by Affiliation

<b>AFFILIATION</b>	<b>Total People</b>	<b>Total Contacts</b>
ADMINISTRATION*	170	369
TENURED	129	320
TENURE TRACK	42	85
NON TENURE TRACK	195	534
ADJUNCT	100	240
STUDENT**	388	558
UNKNOWN	29	29
OUTSIDE FACULTY	94	96
<b>TOTAL</b>	<b>1147</b>	<b>2231</b>

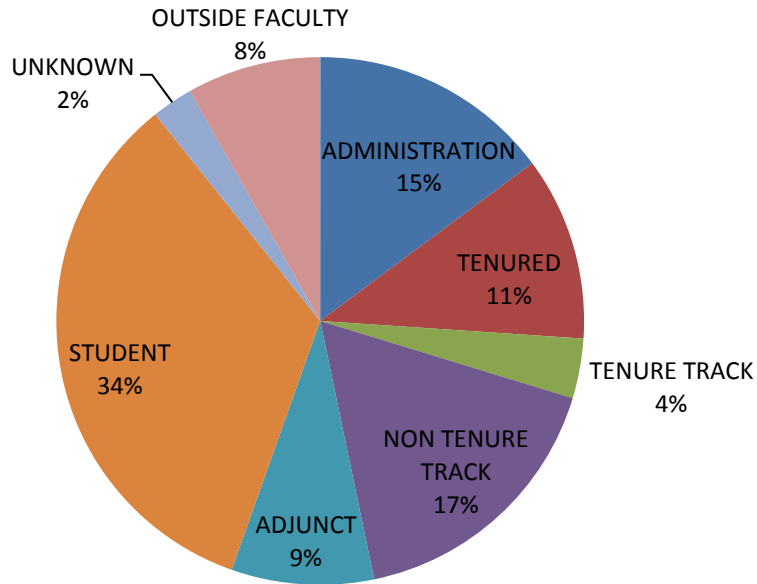
**\*Many administrators serve as adjunct faculty as well.**

**\*\* Students include Teaching Assistants and Diamond Peer Teachers**

**Table 8:** Percentage of TAs served by TLC, 2011-2012

TAs (HR Report)	734
Total Students Served	388
<b>Percentage of TAs (students) served by TLC</b>	<b>53%</b>

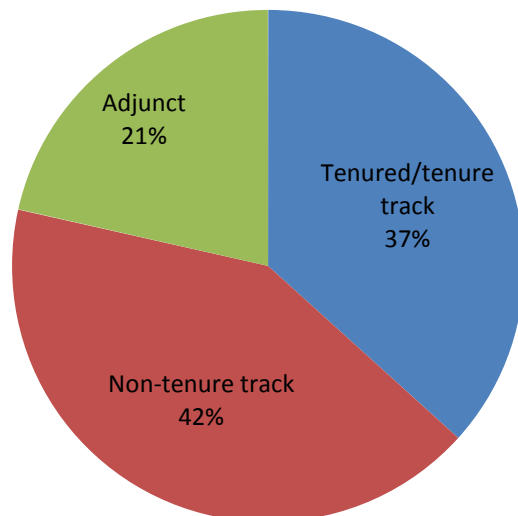
**Figure 2:** Percentage breakdown of total people served by affiliation



**Table 9:** Faculty Served according to rank

Rank	Total People	Total Contacts
Tenured/tenure track	171	405
Non-tenure track	195	534
Adjunct	100	240
<b>Total</b>	<b>466</b>	<b>1179</b>

**Figure 3:** Percentage breakdown of faculty served according to rank



**Table 10:** Percentage of contacts from consults, 2011-2012

<b>Total Contacts</b>	<b>Total</b>
Workshops	655
Consults	154
<i>Total</i>	<i>809</i>
<i>% of contacts from Consults</i>	<i>19%</i>

**Table 11:** Percentage of sections that are consults, 2011-2012

<b>Sections</b>	<b>Total</b>
Workshops	91
Consults	147
<i>Total</i>	<i>238</i>
<i>% of Sections that are Consults</i>	<i>62%</i>



## **Appendix Two: Assessment of TLC Programs and Services 2011-2012**

In the 2011-2012 academic year, TLC programs were evaluated with various online surveys: two surveys were used to evaluate general programs and services, whereas separate surveys were used to evaluate specific programs, such as the Annual New TA Orientation and Teaching Workshops (TA Orientation). This report includes the analysis of the TLC Services Surveys as well as summaries of the assessments of the New TA Orientation and the 10th Annual Faculty Conference on Teaching Excellence.

### **TLC Services Surveys**

Between June 2011 and May 2012, the TLC conducted two surveys through zoomerang.com to get feedback on the quality of its services: one for Summer and Fall 2011 and one for Spring 2012. For this report, responses to questions that were identical on both surveys have been aggregated and responses to questions that were different in each individual survey are presented separately. Both surveys consisted of Likert-scale items, questions with answer choices, and open-ended questions. A total of 87 people who participated in TLC activities or utilized TLC resources filled out the surveys (42 people for Summer and Fall 2011, and 45 for Spring 2012).

#### **1) Aggregated Responses to the Surveys**

Both surveys included the following questions:

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 tried anything new or made any changes to your teaching based on your participation in a TLC program or service? (Answer choices: Yes, No)
4. Please explain what you tried and how it worked.
5. Are there any specific programs you'd like the TLC to offer? Please explain.
6. Please describe any differences in your knowledge of teaching and/or learning that you attribute to your experience with TLC.

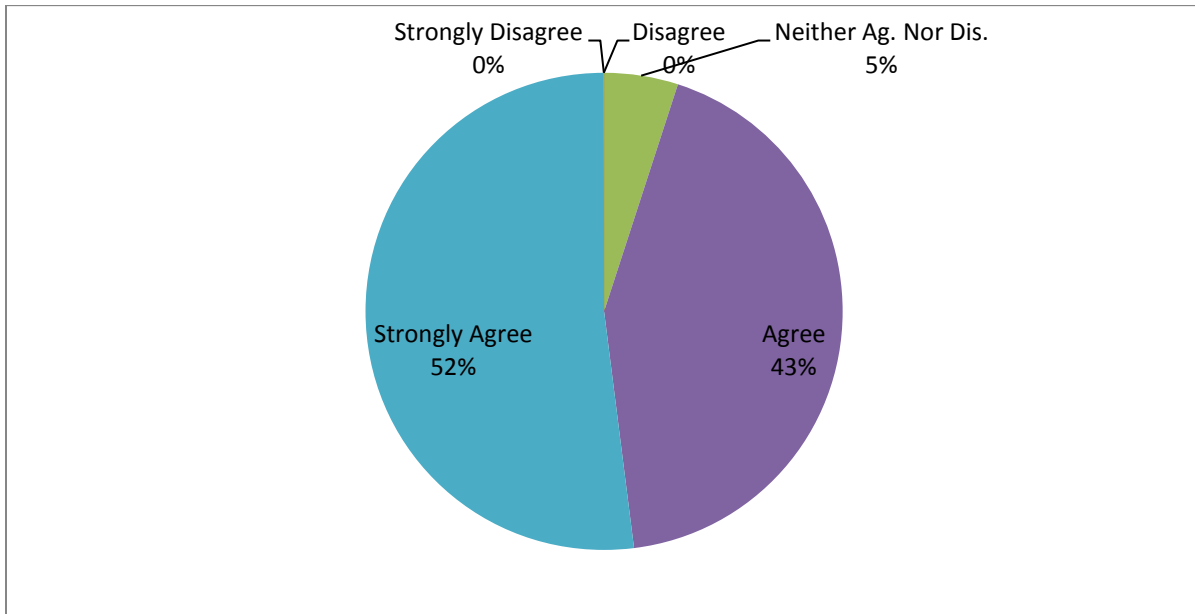
This section presents the analysis of the responses to these questions.

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 86 participants responded to this question. Percentages of the responses are presented in Table 1 and Graph 1.

**Table 1: Percentages of Responses**

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree Nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
0	0	5% (N=4)	43% (N=37)	52% (N=45)

**Graph 1: Percentages of Responses**



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

“TLC staff are very knowledgeable and know how to suggest changes in a constructive manner. I am a frequent user of the TLC website.”

“I found the seminars I participated in to be very engaging. I enjoyed hearing the thoughts and feedback of my colleagues in other schools.”

“I enjoy spending time with other professors and instructors and swapping ideas. I always come out of these seminars with renewed energy and plans for becoming a better teacher.”

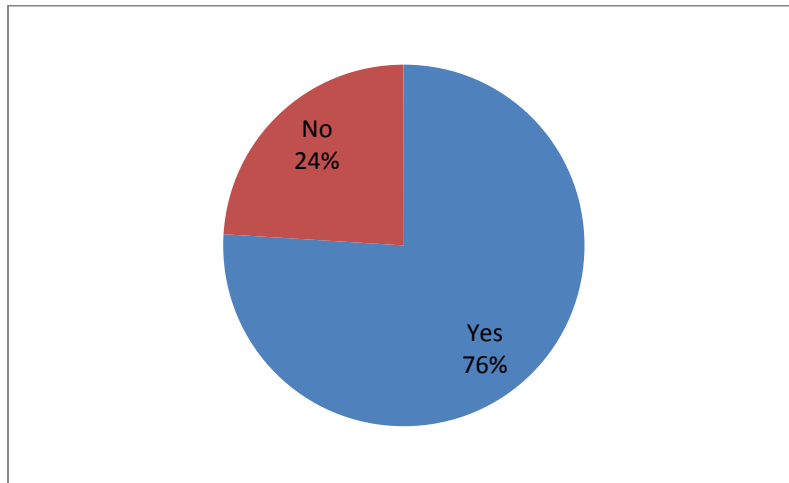
“I appreciate all the opportunities to improve my teaching.”

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 84 participants responded to this question. Percentages of the responses are presented in Table 2 and Graph 2.

**Table 2:** Percentages of Responses

Yes	No
76% (N=64)	24% (N=20)

**Graph 2:** Percentages of Responses



4. ***“Please explain what you tried and how it worked.”*** Responses indicated that participants learned about various teaching methods and a majority employed them successfully. Participants noted that the new teaching methods led to higher student engagement and positive feedback.

At least 4 people noted that they started using teaching methods that enhance student participation (without specifying the methods) and at least 3 people said they started developing their syllabi differently and more effectively. Meanwhile, at least 2 people said they started:

- using rubrics,
- aligning their assignments with their course goals,
- “talking less and teaching better,”
- using graphic syllabi, and
- redesigning their exams and assignments.

Other teaching methods that participants started using include:

- small group work in class
- in-class group work
- in-class discussions
- open-book exams
- Team-Based Learning
- student self-assessment

- Principles of Universal Design
- effective PowerPoint presentations
- effective feedback to student work
- various technological tools.

Some example comments include:

“I have been involved with TLC for years, so probably too much to relate. Various assignment and syllabus ideas, student-centered teaching, ways of working with PowerPoint.”

“Breaking up class into segments to maintain interest.”

“Reorganized class to require Active Learning - students must read before class, demonstrate knowledge before discussions in class; respond to questions in class; practice outside of class; Inquiry Learning Exercises. This required me to write a text with lots of examples.”

“Classroom presentation adjustments, feedback on writing, implementation of technology, dealing with large section classes.”

Some comments focused on how participants thought the new teaching methods worked, such as the following:

“Everything worked effectively.”

“Very well--I built the first half of my undergrad senior seminar on Kurfiss & Fink has been a real hit with grad students.”

“For me it's working. I haven't checked latest survey results, but students have commented that they have learned more even though it was more difficult.”

“I am not sure I can quantify student response but I definitely feel like involvement with TLC helps teaching stay fresher for me.”

“Many student survey positive comments on diverse teaching approaches from week to week.”

5. ***“Are there any specific programs you'd like the TLC to offer? Please explain.”*** While some participants noted that the TLC was doing a lot already and they had nothing to suggest, some suggested having more workshops on what TLC had already been offering such as various teaching strategies, best practices for grading, group activities, increasing student engagement, and online teaching.

Example comments include:

“More of these opportunities. This was my first experience with TLC and it was absolutely invaluable.”

“I refer many faculty to TLC so I hope some of the ‘classic’ programs continue.”

“Continue what you're doing - the programs are so beneficial!”

6. ***“Please describe any differences in your knowledge of teaching and/or learning that you attribute to your experience with TLC.”*** Responses to this question were overwhelmingly positive and mostly indicated what participants learned through TLC programs, such as:

- the principles of learner-centered teaching
- the universal design model
- methods for group discussions
- “teaching as a form of scholarship”
- importance of visual learning
- approaches to online teaching and learning
- service learning
- various models of intellectual development
- various technological teaching tools
- active learning environments
- how students learn
- effective feedback
- group work
- developing course goals
- assessment methods.

Some responses indicated TLC’s overall impact on participants’ understanding of and approach to teaching and learning, such as:

“The seminars (workshops) are giving me ideas and perspectives I hadn't thought of on my own.”

“I understand the theories of learning better because of TLC.”

“I try to lecture less and put more emphasis on the students teaching themselves, through discussion and small group work. If nothing else, it keeps the students engaged.”

“Too many to specify.”

“I'd always been told how learning and teaching works but it was hard to use it practically before.”

“I appreciate the importance of visual learning and memory techniques after reading more about how the brain works. The TLC experiences have motivated me to read more about this subject.”

“Improved my teaching skills and knowledge. I now understand what is required of me. This was not shown to me through the departmental mentorship available. Teaching practices in my dept are alarmingly out date e.g. colleagues did not know what rubrics were; there are no rubrics for the entire program.”

“Giving students ownership of their work is important and I try to stress that.”

Some faculty members commented on how they benefitted from interacting with colleagues from other departments during TLC programs. Example comments are:

“I especially love hearing about the experiences/challenges my colleagues have faced and overcome.”

“It is very valuable to have feedback and support from other faculty in other departments.”

One faculty member indicated that she or he felt more comfortable as an educator after participating in TLC programs: “I feel more comfortable in my role as instructor because I have the skills to handle a wide variety of situations that may arise in the classroom.”

## 2) Responses from the Summer-Fall 2011 Survey:

This section presents the analysis of the responses to the one unique question that was a part of the Summer-Fall 2011 Survey, which was ***“Have you discussed what you learned through TLC programs and services with (a) a colleague you met at TLC? (b) other colleagues?” (both answers could be chosen).*** Percentages of the responses to this question are presented in Table 3.

**Table 3:** Percentages of Responses

<i>A colleague at TLC</i>	<i>Other colleagues</i>
40% of the total	95% of the total

## 3) Responses from the Spring 2012 Survey:

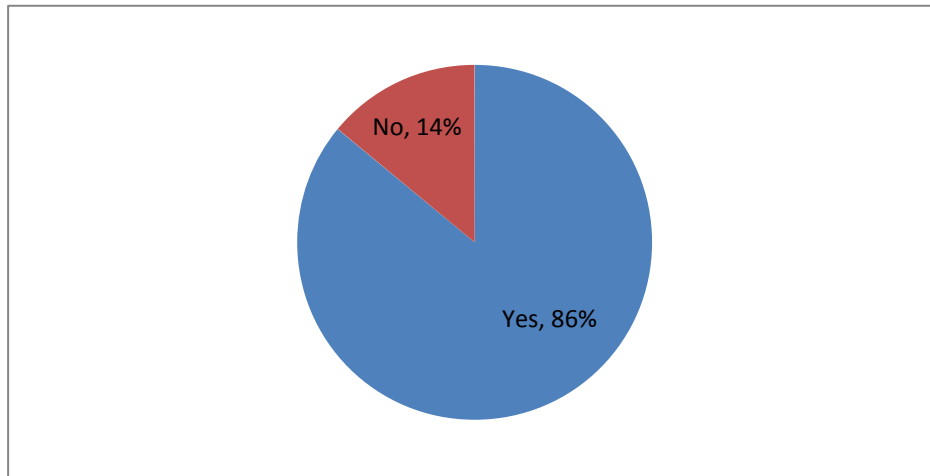
This section presents the analysis of the responses to the three unique questions that were a part of the Spring 2012 Survey.

- ***“Have you discussed what you learned through TLC programs and services with colleagues? (Yes/No)”*** A total of 43 participants responded to this question. Percentages of the responses are presented in Table 4 and Graph 3.

**Table 4:** Percentages of Responses

Yes	No
86% (N=37)	14% (N=6)

**Graph 3:** Percentages of Responses

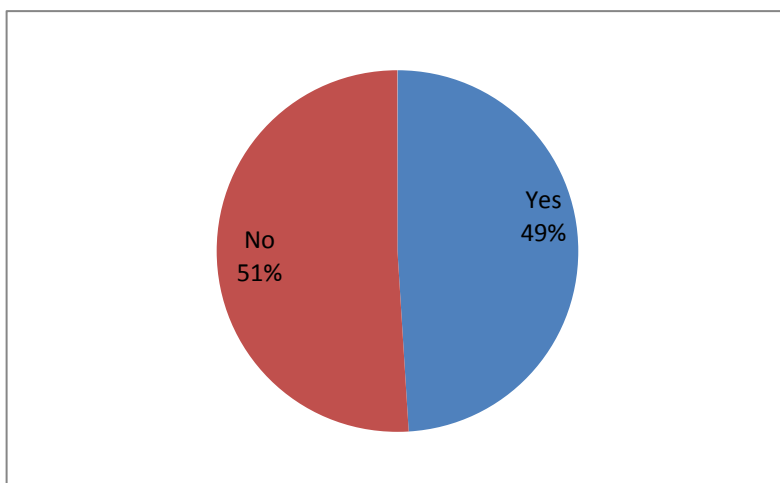


- ***“Have you established a professionally valuable relationship with a colleague through the TLC? (Yes/No)”*** A total of 41 participants responded to this question. Percentages of the responses are presented in Table 5 and Graph 4.

**Table 5:** Percentages of Responses

Yes	No
49% (N=20)	51% (N=21)

**Graph 4:** Percentages of Responses



- ***“Please explain.”*** 8 participants responded to this question. Example responses are:

“We met people in the engineering school who are interested in working with us to explore spatial learning in engineering.”

“I have continued to collaborate with the honors office.”

“Collaborating with other colleagues has provided me with an opportunity to learn more about different colleges and approaches to seminar.”

### **Assessment of Specific Events**

**The Tenth Annual New TA Orientation and Teaching Workshops (TA Orientation) 2011:** A total of 165 Teaching Assistants attended the New TA Orientation on August 25, 2011 which consisted of two parts: general presentations and workshops on specific pedagogical issues. 79 participants (48% of the total) filled out evaluation forms which indicated that the majority either “agreed” or “strongly agreed” that the general presentations were valuable and prepared them to teach at Temple (84% for the “Who are Temple Students?” Presentation; 60% for the “InterACTION: Challenging Classroom Situations” Performance; 87% for the “HR Policies and Procedures” Presentation).

There were seven teaching workshops offered twice by graduate student instructors who have been selected as the TLC Graduate Teaching (GT) Fellows. The evaluation forms indicated that 81% of the participants “strongly agreed” or “agreed” that the workshops were valuable and prepared them to teach at Temple.

The TLC created the TLC GT Fellowship specifically to enhance TLC’s outreach to graduate students as well as the quality of the New TA Orientation. After interviewing several experienced graduate instructors who have earned the Teaching in Higher Education Certificate, seven were selected as the TLC GT Fellows to act as peer mentors dedicated to teaching excellence for a two year term (2011-2013). GT Fellows developed their teaching workshops specifically for the New TA Orientation and they continue their professional development by participating in professional development training sessions in the theory and practice of pedagogy. The quality of the workshops at the New TA Orientation increased dramatically thanks to the GT Fellows.

**The Tenth Annual Faculty Conference on Teaching Excellence:** The Winter Faculty Conference took place on January 11, 2012 with Keynote Speaker Dr. Linda Nilson. A total of 156 participants attended the conference.

Major changes from the previous year included:

- **Poster Session:** The Teaching and Learning Center (TLC) expanded the Winter Faculty Conference’s scope by including a poster session. A call for poster proposals was sent out to 66 institutions. Several proposals were reviewed; 12 posters from 7 institutions (including Temple University) were accepted and were presented at the conference.
- **Audience expansion:** The TLC also expanded the conference’s scope by opening it up to those from other institutions. 29 faculty and staff from 13 institutions attended.



69 participants (44% of total) filled out evaluation forms which indicated that 74% of them rated the Keynote Speaker as either “highly valuable” or “valuable.” 44% rated the discussion during lunch as either “highly valuable” or “valuable;” 42% rated the Poster Session as “highly valuable” or “valuable;” and 14% rated the Wrap-Up Session as either “highly valuable” or “valuable.” Out of the 62 evaluation forms that had ratings for the breakout sessions, 69% rated the Breakout Sessions as either “highly valuable” or “valuable”.

A majority of the responses to open-ended questions on the evaluation forms indicated that participants learned new teaching methods which they would use in class, such as methods to engage all students, including resistant ones, motivate students, and provide effective feedback.

**Appendix Three: Teaching in Higher Education (T.H.E) Certificate Program Course Offerings**

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

Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
GUS REL SPA CHM EPSY MMC	STOC MATH HRP	REL ENG CHM PS MMC EPSY	MATH GUS	MMC EPSY REL ENG CHM THTR BIO

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

Semester	Course	Location
Spring 2011	● Course 1: Seminar	TUCC
	● Course 1: Seminar	DCCC
Summer 2011	● Course 2: Topics	DCCC
Fall 2011	● Course 1: Seminar	MontCo West
	● Course 1: Seminar	TU Harrisburg
	● Course 2: Topics	TUCC
Spring 2012	● Course 1: Seminar	Hybrid online
	● Course 2: Topics	TU Harrisburg
Summer 2012	● Course 2: Topics	Hybrid online
Fall 2012	● Course 1: Seminar	DCCC
	● Course 1: Seminar	LCCC



## **Appendix Four: Summary of Peer Review of Teaching Session Outcomes**

### **Have passed peer review through committee/departmental approval**

- **School of Medicine:** Are piloting peer review in Fall 2012 in the Doctoring course with clinical faculty. Will roll out peer review processes and instruments to the general faculty in 2013. Have also decided to add a quality component to summative teaching reviews for merit and promotion.
- **Social Work:** Received approval for a peer review document, including processes and instruments, from the teaching evaluation committee as well as departmental faculty.
- **Community and Regional Planning:** On August 24, adopted a new policy with both a summative review done by the chair and a formative review done with colleagues.
- **Physical Therapy:** Have implemented new processes that include both summative review for promotion and tenure purposes and formative peer review for faculty development purposes.
- **Intellectual Heritage:** Have had protocol and instrument approved by the IH Policy Committee for use in 2012, and are beginning the process of training peer reviewers.

### **Have completed a peer review protocol and/or instrument for departmental/committee review**

- **School of Dentistry:** Has completed drafts of the protocol and observation tools and is looking to involve some inter-professional collaborations with the schools of Medical and Podiatry Schools as well.
- **Communication Science:** Have decided on a plan for peer review implementation and have discussed a peer review instrument, but have not as yet completed the instrument.
- **Strategic Management:** Have recommended a formative review process to be discussed at an upcoming faculty meeting.
- **Anthropology:** Have completed an instrument for formative reviews and are piloting it in anticipation of reviewing it again before official approval.
- **Libraries:** Presenting a formative peer review process to supervisors in late May.
- **General Education:** Have completed the formative review process and instruments that they will present to GEEC for approval.

### **Have reaffirmed that they were “on track” with their peer review processes and instruments, or have made changes to existing peer review processes**

- **School of Pharmacy:** Are refining their peer review instrument and process to provide more guidance and confidence to faculty evaluators, as well as agreement on criteria for evaluation and to make it more user-friendly.
- **Fox CITL:** Updating and refining existing peer review systems to provide a variety of methods for specific objectives and recommending more extensive use of peer review for faculty at various stages of their careers.
- **Tyler:** Have reaffirmed that they do not wish to initiate peer review of tenured faculty, but will continue to observe untenured faculty and will continue also formative peer review already in place.
- **Psychology:** Reviewed all processes and instruments and were satisfied that they were “on track”.

- **Architecture:** Felt validated that their processes were good, but also are considering creating additional formative possibilities.

**Have made little progress or progress is unknown**

- **School of Podiatric Medicine:** Participated in the 2012 series; planning to continue in fall, based on some instruments developed by Dentistry.
- **Tourism/Sports Management:** Participated in the 2012 series; report plans to continue work on peer review in the fall.
- **Electrical Engineering:** Reported that they have made no progress since the 2011 peer review series.
- **Pediatrics:** Participated in the 2011 series, have not reported results.

## **Appendix Five: Service to the University and Professional Community in 2011-2012**

### **Service to the University**

#### ***Pamela***

- Search Committee for Dean of Libraries
- Teaching, Learning, Technology Roundtable; Chair, TLTR Faculty Mentors Project; TLTR Technology Day Planning Group
- Student Feedback Form Committee; Chair, subcommittee on Alternative Assessments
- Steering Committee for Diversity Research Exchange
- Faculty Senate Steering Committee on Community Based Learning
- Subcommittee for CBL course transcript designation
- Committee for Interdisciplinary Undergraduate Certificate in Sustainability
- Exploratory Committee for New Pre dental and DMD program

#### ***Stephanie***

- Distance Standards Advisory Task Force
- Writing Intensive Course Committee
- TLTR Technology Day Planning Group
- College of Liberal Arts Distinguished Teaching Awards Committee
- Scholarship Committee for Temple Rome
- General Education Course Re-certification Committee
- Honors Mock Interviews of candidates for the Marshall Scholarship

### **Service to the Profession**

#### ***Pamela***

- Learning Communities Committee for Philadelphia Postsecondary Success Program
- Editorial Board, *Transformations: The Journal of Inclusive Scholarship and Pedagogy*
- Book Reviewer, Harvard U Press, *What the Best College Students Do*, by Ken Bain
- Manuscript Reviewer, *To Improve the Academy*
- Proposal Reviewer, 2012 Professional & Organizational Development Network Conference
- Proposal Reviewer, 2012 Lilly Conference on College Teaching- DC
- Grant Reviewer, Faculty Senate Grant for Research & Scholarship at West Virginia University

#### ***Stephanie***

- Proposal Reviewer for 2012 Professional & Organizational Development Network Conference

#### ***Baris***

- Manuscript Reviewer, *Journal of the Scholarship of Teaching and Learning*

## **Appendix Six: TLC Research Productivity**

### **Publications**

- Gunersel, A. B., Barnett, P., & Etienne, M. (2012, Fall). Promoting self-authorship of college educators: Exploring the impact of a faculty development program. Manuscript Forthcoming in *the Journal of Faculty Development*.
- Fiore, S. (2012, June). *The Heroic Female: Redefining the Role of the Heroine in the Tragedies of Vittorio Alfieri*. Manuscript Forthcoming. Cambridge Scholars Press, Newcastle upon Tyne: United Kingdom.
- Barnett, P. (2011). Discussions across difference: Addressing the affective dimensions of teaching diverse students about diversity. *Teaching in Higher Education*, 1-11. First article.  
DOI:10.1080/13562517.2011.57043.

### **Presentations**

- Barnett, P. (2012, June 2). *Unpacking the Teachers' Invisible Knapsack: Social Identity and Privilege in Higher Education*. Speech as Featured Speaker at the 2012 Lilly Conference on College & University Teaching, Washington, D.C.
- Barnett, P., & Peters, D.-M. (2012, June 2). *Can We Talk? How to Lead Discussions About Race and Diversity III*. Presentation at the 2012 Lilly Conference on College & University Teaching, Washington, D.C.
- Fiore, S., Brown, G., Kliger, D. & Varkonyi, I. (2012, June 1). *Online Learning: Joining Forces to Expand Practices of Teaching With Excellence*. Presentation at the 2012 Lilly Conference on College & University Teaching, Washington, D.C.
- Gunersel, A. B., Kaplan, A., Barnett, P., & Etienne, M. (2012, June). *Conceptions of and Motivation for Teaching in Higher Education: A New Conceptual Model*. Presentation at the Annual Lilly Conference on College and University Teaching, Washington, D.C.
- Fiore, S. (2012, May 30). *Promoting a Community of Practice to Support Best Practices in Teaching Global Content*. Presentation at the CIESUP International Conference on Higher Education: Knowledge Crossing Borders, West Chester, PA.
- Fiore, S. (2012, May 4). *Course Design For Significant Learning*. Speech as Invited Speaker at the Montgomery County Community College, Blue Bell, PA.
- Barnett, P. (2012, February 17). *Breaking it down, building it up: Scaffolding for student success*. Speech as Guest Speaker at State University of New York, Pottsdam series on Redefining the Scholarship of Teaching and Learning.
- Gunersel, A. B., Barnett, P., Boyer, J. A., Malone, C., & Sanders, R. (2012, February). *Preparing Future Faculty in School Psychology Teaching and Supervision*. Paper presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.

- Gunersel, A. B., Barnett, P., Etienne, M., Kaplan, A., & Vorndran, P. (2012, February 16). *Teacher Professional Identity in Higher Education: An Emerging Conceptual Model*. Presentation at the 2012 Annual Eastern Educational Research Association Conference, Hilton Head, SC.
- Fiore, S., Klinger, D., Varkonyi, I., & Berger, B. (2011, November 18). *Steps to Be Taken When You Decide to Teach Online*. Presentation at the 2011 Pennsylvania Distance Learning Association, Ambler, PA.
- Gunersel, A. B., Barnett, P., & Etienne, M. (2011, October). *Creating a Teaching Community, Developing Faculty Self-Authorship*. Presentation at the Thirty-Sixth Annual Conference of the Professional Organizational Development Network, Atlanta, Georgia.
- Gunersel, A. B., & Fleming, S. (2011, October). *Using Innovative Teaching Aids to Teach Difficult Concepts: A Study on Faculty and Student Experiences*. Presentation at the Forty-First Annual Conference of the International Society for Exploring Teaching and Learning, San Diego, CA.
- Barnett, P., Stahler, S., & Shifter, C. (2011, August 3). *"Fostering Collaborations." Teaching, Learning and Technology Group, Fourth Annual Online Symposium, You are not alone!* Facilitated at Queries and Strategies for Collaborative Change.
- Barnett, P., Etienne, M., & Peters, D.-M. (2011, June 2). *Can We Talk? How to Lead Discussions about Race and Diversity II*. Presentation at Lilly Conference on College and University Teaching and Learning, Washington, D.C.
- Barnett, P., Etienne, M., & Peters, D.-M. (2011, June 3). *Self-Reflection: Understanding Ourselves as Educators in the Context of Diversity*. Presentation at Lilly Conference on College and University Teaching and Learning, Washington, D.C.
- Gunersel, A. B., Barnett, P., & Etienne, M. (2011, June 3). *Creating Teaching Community, Developing Faculty Self-Authorship*. Presentation at the 2011 Lilly Conference on College and University Teaching, Washington, DC.

### **Grants Awarded**

- Awarded the Professional Organization Development (POD) Network Grant (\$2,500) for the proposal titled "Exploring Faculty and Graduate Student Self-Authorship through an Instructional Development Program."
- Awarded a \$24,000 Technology Fee Grant from Temple Computer Services to build Marco Polo Collaborative Website.
- Received payment \$12,000 from the "Bio-Organic Reaction Animations (Bio-ORA) Project" funded by the National Science Foundation (NSF Grant No. 0935049) where the Primary Investigator is Chemistry Faculty Member Steve Fleming.