

# TEMPLE UNIVERSITY®

Teaching and Learning Center

ANNUAL REPORT

2013–2014

TECH Center Suite 112  
215.204.8761  
[tlc@temple.edu](mailto:tlc@temple.edu)







# Table of Contents

## ***The Year in Review:***

Infographic Summary

4

Narrative Summary

6

## ***Appendices:***

I. Attendance Data

12

II. Assessment of Programs and Services

16

III. Customized Programs

19

IV. Service to the University and the Field

23

V. Teaching in Higher Education Certificate Program

26

VI. Budget Auxiliary: Teaching in Higher Education Certificate

29

VII. Provost's Teaching Academy

31

VIII. Publications and Presentations

33

IX. Organizational Structure

37

***Thank You, from the Director***

42

2013-2014

**89%** OF FACULTY  
REPORTED  
TLC CONTRIBUTED TO  
STUDENT LEARNING



**RECORD  
ENROLLMENT**



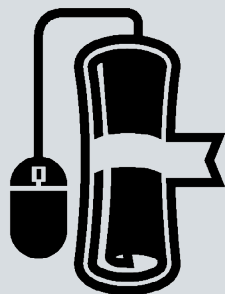
for summer  
certificate class

*Innovation, Technology, and  
Teaching in Higher Education*

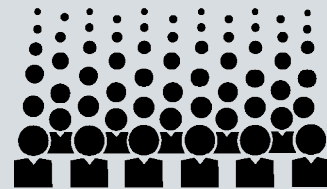
**↑ 5%**  
INDIVIDUALS  
SERVED  
INCREASED



SERVED  
**EVERY**  
 SCHOOL  
& COLLEGE



THE TEACHING  
IN HIGHER ED  
**CERTIFICATE  
WENT ONLINE**



**264**

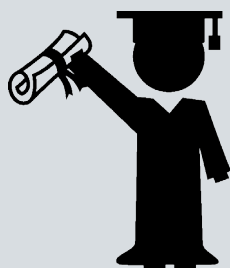
*at this year's annual*

# T L C

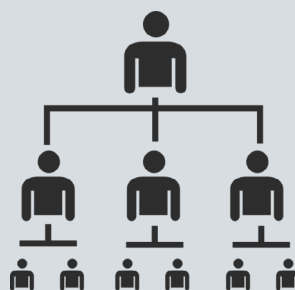


**IN REVIEW**

**81%**  
OF FACULTY  
SERVED ARE  
**FULL-TIME**



**100%** OF STUDENTS  
SURVEYED  
BELIEVE THE  
CERTIFICATE WILL BENEFIT THEIR  
**FUTURE EMPLOYMENT**

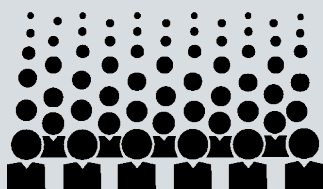


**MORE  
THAN  
2500  
CONTACTS**

**2600 HITS**

**ON EDVICE EXCHANGE**

*our monthly blog*



**ATTENDEES**

ACROSS THE REGION

*faculty conference*

**F C 1 4**

**“BY FAR THE BEST  
EXPERIENCE**

**I HAVE HAD AT TEMPLE  
AS A FACULTY MEMBER”**

# About the Teaching and Learning Center

TLC's mission is to foster excellent teaching so students learn, develop, and succeed. TLC enhances the knowledge of how students learn and research-based best teaching practices for faculty and graduate students in all 16 schools and colleges, and for all contexts: classroom, online, lab, clinic, studio, and community. All of our work serves Temple University's mission: to be "a national center of excellence in teaching and research."

TLC adopted a three-year strategic plan in 2013, and this annual report highlights noteworthy accomplishments that meet the four strategic goals we articulated. Our goals align with the President's commitment "to ensure that the world is aware that excellent teaching is the hallmark of Temple University."



---

***The TLC team is  
mission-driven and  
high performing.  
It shows.***

---

Pamela Barnett  
Associate Vice Provost and Director



# Strategic Goal 1: Increase the Practice of Excellent Teaching at Temple University

For the seventh year running, TLC expanded to reach more instructors. We served 1,396 individuals, which is a 5% increase from the previous year. Many individuals used our services multiple times, leading to 2,510 contacts. This is a 4% increase from the previous year. We served instructors from all schools/colleges and all ranks (Appendix I).

89% of faculty surveyed about their experience in our programs in AY2012–2013 reported that TLC contributed to their students' learning. Respondents reported being able to use technology more effectively in the classroom, greater intentionality in linking assessments to learning goals, and using less lecture and more small group work.

Schools and departments routinely request customized workshops to meet specific needs. TLC delivered more than 40 customized programs this year (Appendix III).



---

***By far the best experience I have had at Temple as a faculty member.***

---

---

***TLC is doing a superb job reinforcing the student-oriented, learner-centered approach.***

---

TLC's reach is institution-wide, including contributions to nearly 20 university units and committees (Appendix IV).

The Teaching in Higher Education Certificate grew, graduating its second largest cohort ever.

- 41 students earned the certificate this year.
- 73 students began the process in AY2013–2014 by taking the requisite seminar (Appendix V).
- New requisite certificate courses will launch in the College of Engineering and the Center for the Arts next year, in AY2014–2015.
- 100% of students surveyed believe that the certificate will be helpful to their future employment (Appendix V).
- Feedback from a student taking the requisite course in fall 2013:

---

***I plan to use various techniques for decreasing the percentage of time in class I spend lecturing. I will also think more about providing students with different means of understanding course material (visual, audio, written, etc.), and I will also incorporate what I learned about how to develop rubrics for assignments.***

---

The Provost's Teaching Academy is completing its sixth year, with 22 new members learning best teaching practices this summer. The group now totals 95 individuals who represent the best of Temple's teachers (Appendix VII).

TLC's work also supports the President's commitment "to build a learning community that is diverse and international."

- The monthly Teaching Race and Diversity Group has been meeting uninterrupted since 2010. The program was featured in *Diverse Issues in Higher Education* in 2013.
- TLC offered programs on *Teaching International Students* and *Teaching Writing to ESL Students: Feedback, Assessment, and Prevention of Plagiarism*.
- TLC offered a two-day faculty development program at TU Japan. The TUJ program included colleagues from Tokyo, Miyagi, and Musashi Universities.
- In collaboration with CCP and Temple's College of Science and Technology, TLC has submitted grant proposals aimed at increasing STEM learning and graduation for underrepresented minority and first-generation students.



## Strategic Goal 2: Elevate the Value of Teaching at Temple

TLC has influenced how teaching is evaluated, valued, and rewarded.

- We are working with the Senior Vice President for Undergraduate Studies to lead a new direction for the Faculty Senate committee on “Teaching Evaluation.” The committee is dedicated to working on policy recommendations for multiple measures to evaluate teaching effectiveness.
- TLC drafted new guidelines for evaluating teaching effectiveness for merit, which have been adopted by the College of Liberal Arts and are also under consideration by the College of Education and the School of Media and Communication.
- TLC staff served on various Teaching Award selection committees, recommending evaluation standards.

## Strategic Goal 3: Raise TLC’s National Profile

With national publications and presentations, as well as unique national programs, TLC advances the President’s commitment “to ensure that the world is aware that excellent teaching is the hallmark of Temple University.”

- TLC secured excellent press for Temple in AY2013–2014, placing stories in high-profile, high-circulation national publications *Inside Higher Ed* (February 2014) and AACU’s *Liberal Education* (November 2013).
- TLC staff have published articles in the field, based on TLC data or their work within TLC (Appendix VIII).
- TLC staff have presented 13 papers at various national conferences (Appendix VIII).
- TLC has promoted college readiness and retention by coordinating Temple’s participation in the Philadelphia Postsecondary Success Program, which brings Temple, Community College of Philadelphia (CCP), and Philadelphia high school faculty together for professional development and aligning of goals and curriculum. This is part of a national initiative.
- In the past three years, the faculty conference has become a regional conference, the only general higher education teaching conference in the tri-state region hosted by a university. We hosted 264 attendees in January 2014.
- The Teaching in Higher Education Certificate program, for faculty and working professionals, is the only such program in the mid-Atlantic region and one of a mere handful in the nation. It is offered in face-to-face, hybrid, and online formats in order to reach national and international students alike. There were 26 graduates in AY2013–2014.
- In fall 2013, TLC embarked on an ambitious new social media communications plan to disseminate teaching resources through a monthly blog (EDvice Exchange), Facebook, Twitter, and YouTube. To date, our blog has received 2,600 hits; we have 345 Facebook subscribers and 116 Twitter followers; and our YouTube channel has had nearly 3,300 views.



photo credit: generosity.org

## Strategic Goal 4: Become a University Model for Efficiency, Fiscal Responsibility, and Entrepreneurship

TLC has been a model of responsible fiscal management as well as entrepreneurship.

- Operated according to planned budget—using operating, auxiliary, and carryover resources intentionally and strategically—for the seventh year running.
- Generated \$142,254 in revenue from Teaching in Higher Education Certificate auxiliary, as well as from conference fees (Appendix VI).
- Developed and offered the Teaching in Higher Education Certificate online for the first time in summer 2014, with record enrollment.
- In last year's annual report, TLC named the goal of securing a grant for a proposal for STEM retention and success. We have made progress toward that goal with two submissions: to the Howard Hughes Medical Institute (not funded) and the Kresge Foundation (pending); as well as one proposal in process to the Helmsley Foundation.
- In last year's annual report, TLC named securing an endowment as a top goal for AY2013–2014. Toward that end, we have developed relationships with Institutional Advancement and have created a menu of funding opportunities to share with donors interested in STEM initiatives. We will continue on this path in AY2014–2015.



---

## *Top Goals for 2014–2015*

---

- 1.** In fall 2014, TLC will revise its strategic plan to support the growth of online teaching at Temple University.
- 2.** With \$200,000 in newly allocated funds, TLC will hire three full-time staff members to support online growth initiatives: Associate Director for Online Teaching, Instructional Designer for Online Teaching, and Administrative Specialist.
- 3.** TLC will collaborate with the Director of Digital Learning to support strategic initiatives.

photo credit: eCollegeFinder



## Appendix I

# Attendance Data

We collect attendance data at each of our workshops, programs, and events. From this data, we know that we reach faculty, students, and staff from every school and college as well as other academic units. Our attendance data also shows that we have consistently increased the number of people who attend our programs and use our services.



---

# 1,396

total people served this year

---

---

# 2,510

total contacts this year

---

---

# 5%

increase in total people served since last year

---

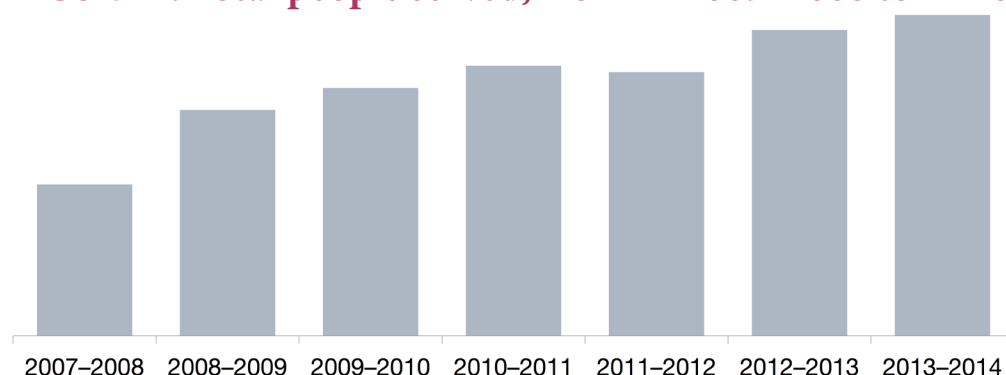
# Attendance Data

**TABLE 1: Total people served, from FY2007–2008 to FY2013–2014**

| 2007–2008 | 2008–2009 | 2009–2010 | 2010–2011 | 2011–2012 | 2012–2013 | <b>2013–2014</b> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------------|
| 659       | 983       | 1,078     | 1,175     | 1,147     | 1,331     | <b>1,396</b>     |

*This year's figure represents a 5% increase from last year and a 112% increase from FY2007–2008.*

**FIGURE 1: Total people served, from FY2007–2008 to FY2013–2014**



**TABLE 2: Total contacts, from FY2007–2008 to FY2013–2014**

| 2007–2008 | 2008–2009 | 2009–2010 | 2010–2011 | 2011–2012 | 2012–2013 | <b>2013–2014</b> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------------|
| 1,120     | 1,868     | 2,324     | 2,140     | 2,231     | 2,412     | <b>2,510</b>     |

*This year's figure represents a 4% increase from last year and a 124% increase from FY2007–2008.*

**TABLE 3: Frequency of visits**

|                            |             |
|----------------------------|-------------|
| <b>Came once</b>           | <b>994</b>  |
| <b>Came more than once</b> | <b>402*</b> |

TOTAL 1,396

**TABLE 4: Total contacts from consults**

|                             |              |
|-----------------------------|--------------|
| <b>Workshops and Events</b> | <b>2,338</b> |
| <b>Consults</b>             | <b>172</b>   |

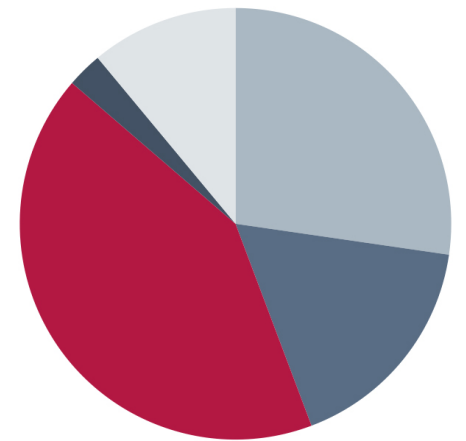
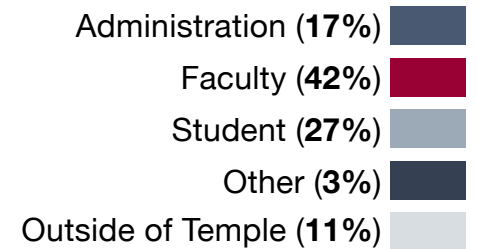
TOTAL 2,510

\* This year's figure represents a 7.5% increase from last year, when 374 people came to TLC more than once.

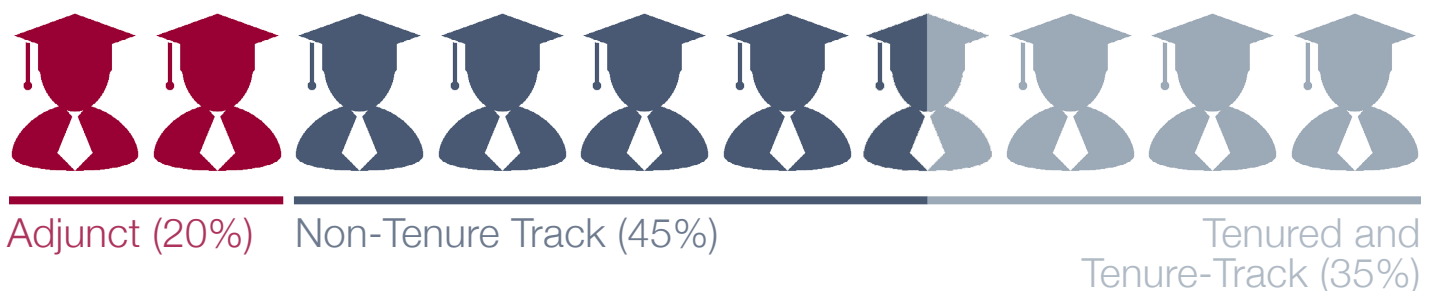
Of our total contacts this year, 7% came from consults.

**TABLE 5: Total people served, by affiliation**

| AFFILIATION        | TOTAL SERVED | TOTAL CONTACTS |
|--------------------|--------------|----------------|
| Administration     | 237          | 396            |
| Faculty            | 587          | 1,356          |
| Student            | 381          | 493            |
| Other              | 37           | 39             |
| Outside of Temple  | 154          | 226            |
| <b>GRAND TOTAL</b> | <b>1,396</b> | <b>2,510</b>   |

**FIGURE 2: Percentage breakdown of total people served, by affiliation***Legend***TABLE 6: Faculty served, according to rank**

| RANK                     | TOTAL SERVED | TOTAL CONTACTS |
|--------------------------|--------------|----------------|
| Tenured and Tenure-Track | 208          | 416            |
| Non-Tenure Track         | 262          | 693            |
| Adjunct                  | 117          | 247            |
| <b>GRAND TOTAL</b>       | <b>587</b>   | <b>1,356</b>   |

**FIGURE 3: Percentage breakdown of faculty served, according to rank**



**TABLE 7: Attendance by school/college**

| SCHOOL/COLLEGE                                | TOTAL SERVED | TOTAL CONTACTS |
|---|--------------|----------------|
| Tyler School of Art                           | 23           | 40             |
| Fox School of Business                        | 114          | 191            |
| Maurice H. Kornberg School of Dentistry       | 31           | 75             |
| College of Education                          | 103          | 189            |
| College of Engineering                        | 42           | 75             |
| College of Health Professions and Social Work | 105          | 213            |
| James E. Beasley School of Law                | 1            | 3              |
| College of Liberal Arts                       | 278          | 540            |
| School of Media and Communication             | 42           | 85             |
| School of Medicine                            | 82           | 98             |
| Esther Boyer College of Music and Dance       | 52           | 90             |
| School of Pharmacy                            | 29           | 50             |
| School of Podiatric Medicine                  | 21           | 35             |
| College of Science and Technology             | 124          | 222            |
| Division of Theater, Film, and Media Arts     | 28           | 72             |
| School of Tourism and Hospitality Management  | 7            | 26             |
| TU Japan                                      | 8            | 11             |
| Continuing Education                          | 18           | 35             |
| Non-Academic Unit                             | 127          | 227            |
| Outside of Temple                             | 155          | 227            |
| Unknown                                       | 6            | 6              |
| <b>GRAND TOTAL</b>                            | <b>1,396</b> | <b>2,510</b>   |

## Appendix II

# Assessment of Programs and Services

In an effort to continuously improve our programs and services, we survey our participants about how they perceive TLC's impact on their teaching and their students' learning. One of our goals is to encourage the adoption of learner-centered beliefs and teaching practices, so we assess change in these areas as well.



---

# 85.4%

agreed TLC programs would improve their teaching

---

"I now have new ideas to implement to foster discussion and improve lectures."

---

# 89%

said TLC contributed to their students' learning

---

# Workshops and Consultations

Immediately after participating in a TLC workshop, consultation, or event, participants are asked to give feedback on their experience. Since July 2013, 239 people have evaluated TLC workshops, consultations, and events (including the mandatory TA Orientation and Annual Faculty Conference).

## Quick Facts

85.4% of respondents either agreed or strongly agreed that working with the TLC would improve the quality of their teaching.

85.8% agreed or strongly agreed that what they learned will contribute to their students' learning.

Participants reported that their belief in the effectiveness of the learner-centered approach increased—from 8.0 to 8.7 (on a scale from 1 to 10)—after working with the TLC.

Respondents reported that their use of learner-centered teaching strategies would increase—from 7.3 to 8.5 (on a scale from 1 to 10)—after working with the TLC.

## Select Participant Feedback

“By far the best experience I have had at Temple as a faculty member.”

“TLC is doing a superb job reinforcing the student-oriented, learner-centered approach.”

“This monthly meeting is a lifeline.”

“The breakout sessions were the most valuable part of the conference. I enjoyed the interactions, the information, and the smaller number of participants.”

—feedback about our Annual Faculty Conference

“Overall, I thought the breakout sessions were very interesting and provided invaluable information. I really enjoyed both sessions I attended. I now have new ideas to implement to foster discussion and improve lectures.”

—feedback about our TA Orientation





# Annual Follow-Up Survey

Those who participated in TLC workshops, consultations, and events in AY2012–2013 were surveyed this year, in order to determine what they had retained and incorporated in the classroom as well as the perceived impact of TLC on student learning. There were 41 total responses to this survey.

## Quick Facts

88.9% believe that TLC has contributed to their students' learning.

## Select Participant Feedback

***What observations or evidence do you have that what you learned at TLC has contributed to your students' learning?***

“Student performance on assessments improved.”

“The UDL technique that I learned from the TLC has raised my student evaluations and helped me win a teaching award.”

***How has the quality of your teaching improved? Please provide specific examples.***

“I was hesitant to consider online teaching but the workshop made me feel more confident that the strengths of my in-person teaching could be translated to an online format (and I learned I have already been using a flipped class format).”

“I am using technology more effectively in the classroom. Specifically, I am using Twitter to share relevant articles with my students.”





## Appendix III

# Customized Programs

Each week, TLC invites colleagues to workshops and programs hosted centrally at the Teaching and Technology Commons of the TECH Center. Less visible, but equally important, are the more than 40 workshops and programs we custom-designed and delivered to meet the needs of individual schools, departments, and academic units. We also worked with other units to co-sponsor and organize events for visiting speakers.



---

*“This past year, our programs reached a wider faculty audience through three key strategies: we expanded Teaching in the Disciplines to 12 workshops designed around disciplinary concerns; offered online seminars, called Webshops, to provide opportunities for faculty on satellite campuses, including TU Japan; and live-streamed the Annual Faculty Conference.”*

—Johanna Inman, Assistant Director

---







# TLC at TU

## *Schools and Colleges*

### Center for the Arts

- **Getting Creative with iPads** (for Tyler School of Art)
- **Promoting Successful Teaching** (for Esther Boyer College of Music and Dance)
- **Designing Rubrics for Creative Projects** (for the Division of Theater, Film, and Media Arts)

### Fox School of Business

- **Let's Scramble, Not Flip, the Classroom**

### Maurice H. Kornberg School of Dentistry

- **From Case Studies to Clinical Experiences** (monthly Lunch-and-Learn workshop—three sessions)

### College of Education

- **Discussing Diversity** (for Adult Organizational Development)
- **Reflection on Teaching** (for the Collegial Assembly)

### College of Engineering

- **Retention and Success in STEM**

### Health Sciences Campus

- **Evidence-Based Teaching in the Health Sciences** (monthly sessions for faculty from all five schools)

### College of Health Professions and Social Work

- **Trends in Online Learning** (session for Dean and Department Chairs)
- **Maintaining Student Engagement Online** (for Kinesiology)
- **Course Design** (for Physical Therapy)
- **Reaching Course Goals through Active Learning** (for Physical Therapy)

### College of Liberal Arts

- **Incivility in the Classroom: Strategies to Prevent and Respond to Conflict**
- **Facilitating Online Learning Experiences** (for Critical Languages)



- **Creating Community Online** (for Critical Languages)
- **Motivating Students** (for First Year Writing)
- **Critical Thinking: Can It Be Taught?** (for Geography and Urban Studies)
- **A Conversation on Teaching Students How to Write a Clear, Well-Argued Paper** (for Philosophy)
- **Tailoring Assignments to Meet Specific Learning Goals** (for Political Science)
- **Facilitating Discussions in a Large Lecture Class** (for Psychology)
- **TILES Lecture, “Proficiency in Science: Assessment Challenges and Opportunities”** (given by James Pelligrino, Co-Director of the University of Illinois–Chicago Learning Sciences Research Institute, for the Temple Institute for Learning and Educational Sciences)

### School of Media and Communication

- **Implementing Active Learning in a Large Class** (for Media Studies and Production)

### School of Medicine

- **Grand Rounds: Providing Effective Feedback** (for Pathology)
- **Grand Rounds: Providing Effective Feedback** (for Surgery)

### School of Podiatric Medicine

- **Student Motivation** (for Faculty Retreat)

### College of Science and Technology

- **6th Annual STEM Educators’ Lecture with Nobel Laureate Carl Wieman**
- **Discussion of Wieman’s “A Scientific Approach to Science Education”**
- **Assessing Critical Thinking** (for Chemistry)
- **A Case Study of Class Capture for Web and Mobile Programming** (for Computer and Information Sciences)
- **Discussion about Carl Wieman** (for Mathematics)

### Academic Administrative Units

#### Human Resources

- **Curriculum Development** (for the International Educators Academy)
- **Teaching Methods** (for the International Educators Academy)

#### Office of Institutional Diversity, Equity, Advocacy, and Leadership (IDEAL)

- **Inclusion Workshop**

#### Office of International Affairs

- **Assessment and Rubrics** (for Intensive English Language Program [IELP])
- **Teaching with Technology** (for IELP)

#### Vice Provost for Undergraduate Studies

- **Best Practices for Classroom Presentations** (for Career Center)
- **Supporting ALL Students and Administrators** (for Equal Opportunity Compliance)
- **Teaching Students How to Fish** (for the Russell Conwell Center)
- **Teaching All Students** (for University Advising Academic Advisor Group)

## Appendix IV

# Service to the University and the Field

TLC staff members serve on most university committees that address teaching issues and are well positioned in the national community through their work on editorial boards, national advisory committees, proposal review teams, and regional and national conference planning committees.



# Service to the University

- **Academic Advisor Training Steering Committee:** helped develop a comprehensive and standardized academic advisor training program
- **Academic Integrity Committee:** produced online plagiarism prevention materials for faculty
- **Blackboard Advisory Group:** contributed to planning to support faculty with new Blackboard applications and features
- **College of Liberal Arts:** served on committee and authored merit guidelines for Non-Tenure Track faculty
- **College of Liberal Arts Teaching Awards Committee:** served on selection committee for teaching awards
- **Faculty Senate Teaching Evaluation Committee:** contributed to recommendations for SFFs online, authored guidelines for alternative assessments
- **Tyler School of Art, Foundations Department:** collaborated with faculty to develop new, large courses
- **Fox School of Business:** consulted regularly with team responsible for Executive MBA program curriculum revision
- **Fox Teaching Academy:** consulted with team to design required program for new faculty
- **Retention Committee:** serving on committee charged with examining university practices that impact student retention
- **Russell Conwell Program:** consulted with directors about course redesign and observations
- **Maurice H. Kornberg School of Dentistry:** consulted with Dean and team to plan faculty programs
- **Science Education and Research Building Classroom Design Committee:** advised committee on best practices in classroom design and instructional technology
- **Search Committee for Director of Digital Education:** served on committee
- **Senior Vice President for Research:** contributed to planning for diversity research exchange
- **Teaching and Learning Technology Roundtable 2:** supported this group, which reports to TLC
- **Technology Symposium Committee:** planned and implemented the Teaching with Technology Symposium
- **University Seminar Outreach and Support:** planned professional development opportunities for university seminar instructors
- **Wachman Classroom Renovation Committee:** advised on redesign of Math classroom space and group study areas





# Service to the Field



- **The International Higher Education Teaching and Learning Association:** Pamela serves on the Research and Innovation Advisory Board
- **Professional and Organizational Development (POD) Network Membership Committee:** Carl served on the core committee, which managed and conducted the welcome session at the National POD Conference
- ***Teaching in Higher Education*:** Pamela serves on the editorial board for this international journal published by Taylor & Francis
- ***Transformations: A Journal of Inclusive Teaching and Scholarship*:** Pamela serves on the editorial board for this national publication
- **Tri-State Teaching and Learning Consortium:** TLC is the leader for this regional association for teaching and learning professionals, and Carl has taken responsibility for planning biannual meetings
- **Philadelphia Post-Secondary Success Program:** Pamela has been Temple's representative for this college readiness and retention initiative, which partners Temple, CCP, and four city high schools; Pamela is responsible for designing a new fellows program and she contributed to planning for the annual institute
- **POD Network Roundtable Co-Chair:** Carl reviewed and decided on proposals for the annual national meeting
- **POD Network:** Carl and Pamela served as conference proposal reviewers
- **Lilly Conferences on College and University Teaching:** Carl and Pamela served as conference proposal reviewers

## Appendix V

# Teaching in Higher Education Certificate Program

This is the fourth year of our Teaching in Higher Education Certificate program, and to date, 158 graduate students have earned the certificate. Each year, we survey the students on their experience in the requisite course. This year, we also evaluated the impact of the certificate on graduates' employment prospects.



---

*“The certificate program was both validating and eye-opening.”*

— Suzanne Willever

---

# Certificate Data

In the 2013–2014 academic year, 41 graduate students from six different schools and colleges completed all requirements to earn the certificate (Table 1). In fall 2013, the requisite course was offered in seven departments across the university, for a total student enrollment of 73 graduate students (Table 2).

**TABLE 1: Total number of matriculated graduate students who completed the certificate, by school/college**

| SCHOOL/COLLEGE                     | STUDENTS  |
|------------------------------------|-----------|
| Education                          | 3         |
| Health Professions and Social Work | 1         |
| Liberal Arts                       | 23        |
| Media and Communication            | 4         |
| Music and Dance                    | 3         |
| Science and Technology             | 7         |
| <b>TOTAL</b>                       | <b>41</b> |

**TABLE 2: Requisite courses offered to matriculated graduate students and enrollment, by department**

| DEPARTMENT                   | STUDENTS  |
|------------------------------|-----------|
| Biology                      | 7         |
| Chemistry                    | 16        |
| Educational Psychology       | 8         |
| English                      | 13        |
| Mass Media and Communication | 8         |
| Political Science            | 6         |
| Religion                     | 15        |
| <b>TOTAL</b>                 | <b>73</b> |



# Evaluation of Fall 2013 Seminar

In fall 2013, 73 graduate students took the requisite seminar, which was offered in seven departments. Before the seminar started, 58 students responded to a survey, representing an 80% response rate.

The survey assessed participants' beliefs about teaching and learning, sense of efficacy as teachers, self-concept as teachers, the perceived value of being good at teaching, and the perceived costs of learning about and investing in good teaching.

Within two weeks of the seminar ending, students were asked to complete the survey again. Forty-eight students completed the second survey, representing a 66% response rate.

---

***I plan to take a more student-centered approach to my teaching. Specifically, I will allocate more of my time to planning in-class activities, and I will develop a clearer set of grading criteria.***

---

## Quick Facts

- 86.7% of students indicated that being good at teaching is very important to them.
- 76.1% indicated that being good at teaching is useful for what they plan to do after graduate school.
- The number of students planning a career as a teacher in higher education increased from 50.9% to 56.6% after the seminar.
- Students' reported sense of efficacy for teaching increased from 3.8 to 4.1.

---

***I plan to use various techniques for decreasing the percentage of time in class I spend lecturing. I will also think more about providing students with different means of understanding course material (visual, audio, written, etc.), and I will also incorporate what I learned about how to develop rubrics for assignments.***

---



# Employment Survey

In July 2013, graduates of the Teaching in Higher Education Certificate were surveyed about their employment (or intended employment) in higher education and the influence they thought the certificate had (or could have) on their employment. Twenty-five people completed the survey.

---

***They interviewed me because I had the certificate.***

---

## Quick Facts

- 30% of respondents reported that the certificate helped them obtain their current position.
- 75% of respondents reported that the certificate helped to prepare them for their current role.
- 100% believe that the certificate will be helpful to their future employment.

---

***If I get a job teaching, knowing that I have a background in developing and leading new classes will be helpful as I work in a new environment.***

---



## Appendix VI

# Budget Auxiliary: Teaching in Higher Education Certificate

This is the fifth year of our budget auxiliary, and 26 students completed our program in FY2013–2014. Next fiscal year, we are planning to offer six more courses, including courses that will be offered fully online.



---

*“For the first time, the Teaching in Higher Education Certificate is online, making our program accessible to students worldwide.”*

—Carl Moore, Assistant Director

---

# Budget Auxiliary

**TABLE 1: Auxiliary courses offered and enrollment, by semester**

| SEMESTER                                | COURSE                  | ENROLLMENT |
|---|-------------------------|------------|
| Summer II 2013                          | EDPSY 8960 (Harrisburg) | 7          |
| Fall 2013                               | EDPSY 8985 (hybrid)     | 17         |
| Spring 2014                             | EDPSY 8985 (hybrid)     | 15         |
|   | EDPSY 8960 (hybrid)     | 9          |
| Summer I 2014                           | EDSY 8985 (online)      | 16         |
| <b>TOTAL ENROLLMENT FOR AY2013–2014</b> |                         | <b>57</b>  |

Twenty-six students completed the certificate in 2013–2014. The budget auxiliary earned \$142,254 in total revenue in AY2013–2014.

**TABLE 2: Projections for 2014–2015**

| SEMESTER       | COURSE                       | PROJECTED ENROLLMENT |
|----------------|------------------------------|----------------------|
| Summer II 2014 | EPSY 8960 section 1 (online) | 13                   |
|                | EPSY 8960 section 2 (online) | 10                   |
| Fall 2014      | EPSY 8985 section 1 (online) | 8                    |
|                | EPSY 8985 section 2 (hybrid) | 8                    |
| Spring 2015    | EPSY 8960 section 1 (online) | 8                    |
|                | EPSY 8960 section 2 (hybrid) | 8                    |

The budget auxiliary is projected to earn \$143,445 in total revenue in AY2014–2015, based on actual enrollment for Summer II and with very conservative enrollment estimates for fall and spring.

## Appendix VII

# Provost's Teaching Academy

The PTA is a diverse, interdisciplinary group of faculty members and academic administrators who are uniquely knowledgeable about the research on how people learn and best practices, and who serve as mentors in teaching and learning.



---

# 22

new members in 2014

---

# 95

members since 2009

---

# 60+

disciplines of PTA faculty

---



# PTA Faculty

The Provost's Teaching Academy (PTA) was developed in 2009 to prepare some of Temple's most committed and effective educators to teach the requisite coursework for Temple's Teaching in Higher Education Certificate program. PTA Faculty members participate in an intensive summer faculty development experience and then serve as ambassadors for TLC's mission by either teaching for the certificate program, mentoring faculty colleagues or graduate students, or by applying the knowledge learned to the administration of academic support units (e.g. Writing Center and Athletics tutoring). By June 30, 2014, 95 faculty members will have completed the program.



## The 2014 PTA Members

- Cheri Carter, Assistant Professor, Social Work
- Pallavi Chitturi, Associate Professor, Statistics
- Laurie Friedman, Instructor, Social Work
- Shanta Hattikudur, Assistant Professor, Psychological, Organizational, and Leadership Studies
- Stephanie Ives, Associate Vice President for Student Affairs
- Peter Jones, Professor and Senior Vice Provost for Undergraduate Studies
- Larry Kaplan, Professor and Associate Dean, Medicine
- Dustin Kidd, Associate Professor, Sociology
- Nichola Kinch, Assistant Professor, Foundations and Visual Studies
- Maria Lorenz, Associate Professor, Mathematics
- Barbara Manaka, Assistant Professor, Risk, Insurance, and Healthcare Management
- Thomas Marino, Professor, Anatomy and Cell Biology
- Robin Mitchell-Boyask, Professor, Greek and Roman Classics
- Rhonda Nelson, Associate Professor, Rehabilitation Sciences
- John Noel, Assistant Professor, Physics
- Ruth Ochia, Associate Professor, Bioengineering
- Hamil Pearsall, Assistant Professor, Geography and Urban Studies
- Donna-Marie Peters, Assistant Professor, Sociology
- Karen M. Turner, Associate Professor, Journalism
- Benoit Van Aken, Assistant Professor, Civil and Environmental Engineering
- Douglas Wager, Professor and Associate Dean, Theater
- Shannon Walters, Assistant Professor, English



## Appendix VIII

# Publications and Presentations

TLC staff contribute to the national conversation on teaching and learning scholarship by publishing articles in peer-reviewed journals, nationally recognized teaching and learning publications, and on our new blog, EDvice Exchange. Staff members also present regularly at national and regional teaching and learning conferences.



# Publications

Moore, C. (2014, April 30). Inclusive Teaching = Effective Teaching. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Moore, C. & Wood, L. (2014, April). Engaging Transfer Students from Community Colleges. In Harper, S. R. & Quaye, S. J. (Eds.). *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations* (2nd ed.). New York: Routledge, 2014.

Mantell, A. (2014, March 31). How Learning Worked at Temple. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Barnett, P. (2014, March). Good and Bad Teaching. *Temple Faculty Herald*.

Inman, J. (2014, February 26). The Value of a College Education. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Barnett, P. (2014, February). Let's Scramble, Not Flip, the Classroom. *Inside Higher Ed*.

Shevory, B. (2014, January 28). A Scientific Approach to Student Success. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Moore, C., Mantell, A. & Barnett, P. (2013, December 18). The Reflective Teacher. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Mantell, A. & Moore, C. (2013, November 20). Practice and Assessment, Grading and Feedback. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Moore, C. & Mantell, A. (2013, October 29). Composing a Course for Significant Learning. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Barnett, P. (2013, October). Unpacking the Teacher's Invisible Knapsack: Social Identity and Privilege in Higher Education. *Liberal Education*.

Mantell, A. & Moore, C. (2013, September 24). Teaching with Twitter. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Mantell, A. (2013, September 23). Twitter How-To. *EDvice Exchange* [Blog post]. Retrieved from <http://sites.temple.edu/edviceexchange>.

Gunersel, A.B. & Etienne, M. Impact of a Faculty Training Program on Teaching Conceptions and Strategies. *International Journal of Teaching and Learning in Higher Education*. (Under revision at editor's request).



# Presentations

- Ponnock, A. (2014, June 12). *Teacher Professional Development in Higher Education: An Expectancy-Value Theory Approach*. International Conference on Motivation, Helsinki, Finland.
- Inman, J. & Willever, S. (2014, May 31). *Teaching Through Critique: Taking an Extradisciplinary Approach*. Lilly Conference on College and University Teaching and Learning, Bethesda, MD.
- Moore, C. & Faaland, P. (2014, May 31). *Flat Class: Democratizing Education*. Lilly Conference on College and University Teaching and Learning, Bethesda, MD.
- Etienne, M. & Peters, D.M. (2014, May 30). *Teaching Race and Diversity: Social Identity and Student Perceptions*. Lilly Conference on College and University Teaching and Learning, Bethesda, MD.
- Moore, C. (2014, May 30). *Teaching Students How to Fish*. Lilly Conference on College and University Teaching and Learning, Bethesda, MD.
- Inman, J. (2014, May 29). *Walking the Walk, While Talking the Talk: 10 Best Practices for Online Teaching*. Lilly Conference on College and University Teaching and Learning, Bethesda, MD.
- Barnett, P. (2014, May 16). *What Works in Science Education?* Philadelphia meeting of American Chemical Society, Villanova University, Philadelphia, PA.
- Moore, C. & Pyser, S. (2014, May 15). *Higher Education's Survival Crash Cart: Shakeout and Disruption Solutions*. 2014 Business Professors Teaching Summit, Drexel University, Philadelphia, PA.
- Moore, C. (2014, April 12). *Becoming Socially Just Educators*. PA National Association for Multicultural Education Conference, Philadelphia, PA.
- Moore, C. & Faaland, P. (2014, April 12). *Flat Class: Democratizing Education*. PA National Association for Multicultural Education Conference, Philadelphia, PA.
- Moore, C. (2014, April 11). *Teaching ALL Students*. PA National Association for Multicultural Education Conference, Philadelphia, PA.
- Gunersel, A. B., Kaplan, A., Barnett, P., Etienne, M., & Ponnock, A. R. (2014, April 6). *Profiles of Change in Conceptions of and Motivation for Teaching in Higher Education: A Multiple-Case Study of Graduate Student Instructors in Professional Development*. 2014 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Inman, J. & Moore, C. (2014, March 27). *Walking the Talk: 10 Best Practices for Online Teaching*. Drexel University E-Learning 2.0 Conference, Philadelphia, PA.
- Ponnock, A. & Mansbach, J. (2014, March 14). *Conceptions of and Motivation for Teaching*. Eastern Psychological Association Conference, Boston, MA.
- Barnett, P. (2013, November 9). *Identity Matters: Privilege in Higher Education*. Professional and Organizational Development Conference, Pittsburgh, PA.
- Etienne, M. & Peters, D.M. (2013, May 31). *Can We Talk? Addressing Barriers to Discussions About Race*. Lilly Conference on College and University Teaching and Learning, Bethesda, MD.

## Appendix IX

# Organizational Structure

The TLC staff is made up of directors, administrative support professionals, faculty fellows, graduate externs, and student workers. Next fiscal year, there will be a staff reorganization, which will include hiring four full-time employees, including a new director.



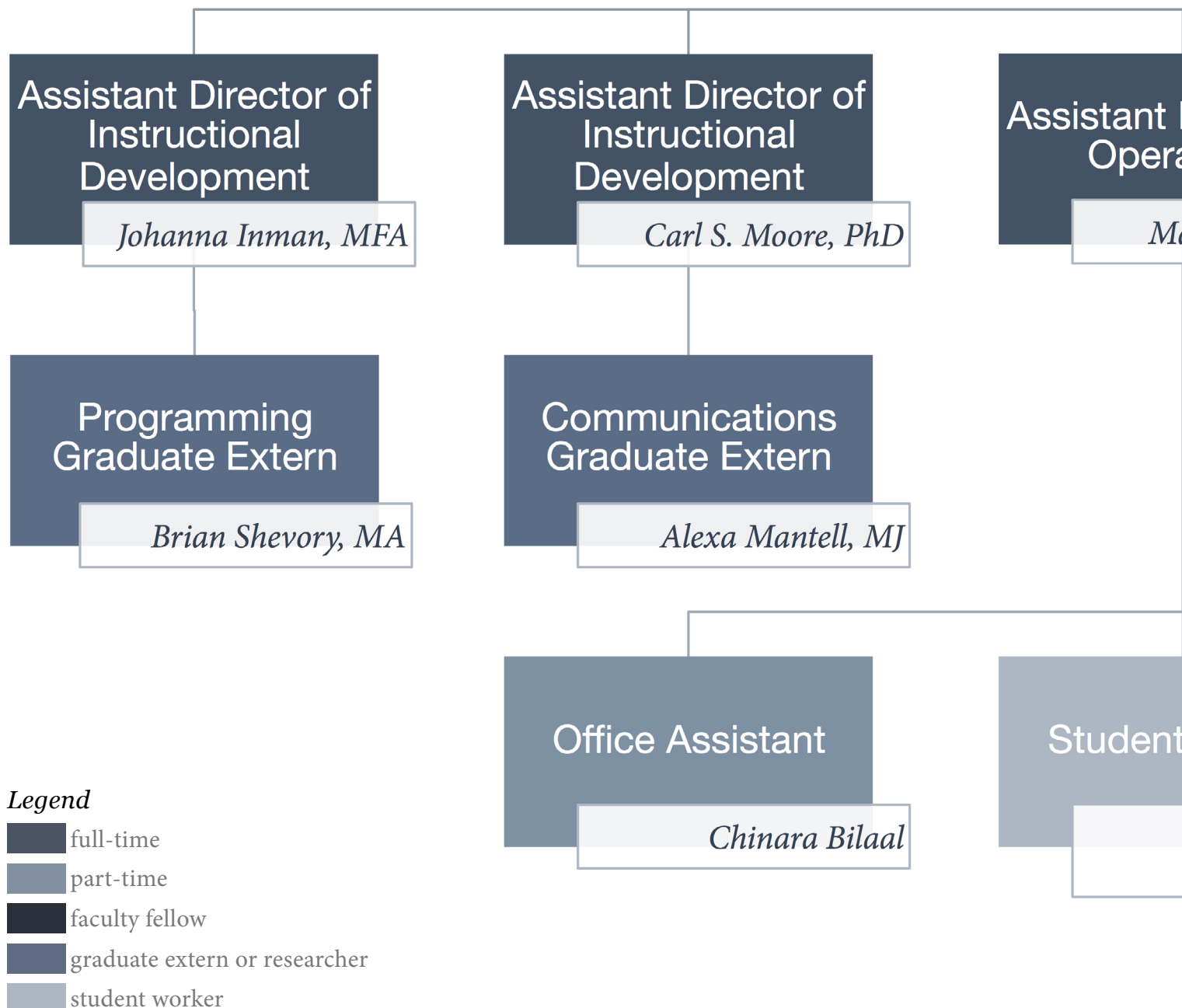
---

*“The TLC team has doubled since 2007! With our new organizational structure, we are poised to continue increasing the number of faculty, students, and staff that we reach in FY2014–2015.”*

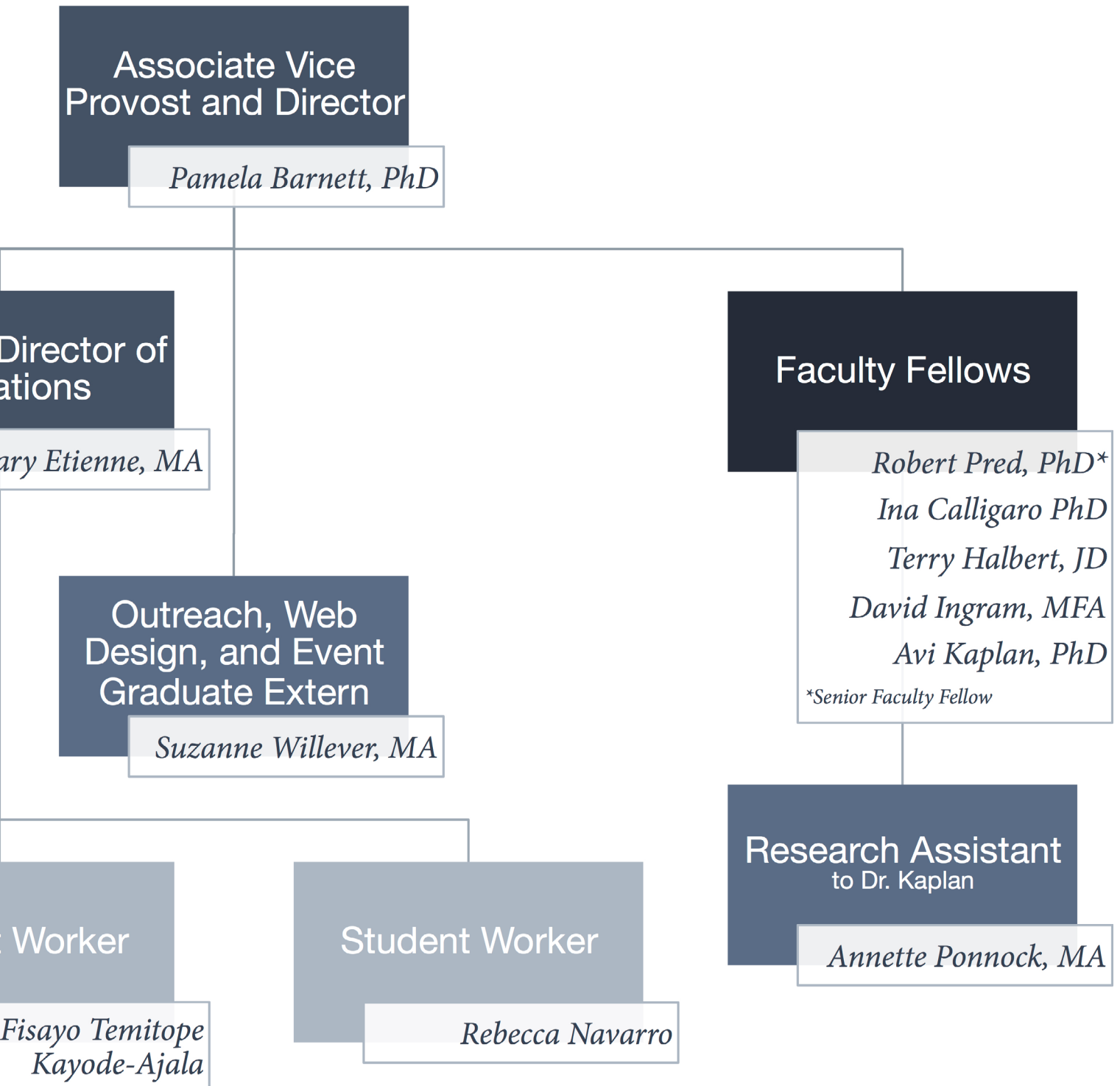
—Mary Etienne, Assistant Director

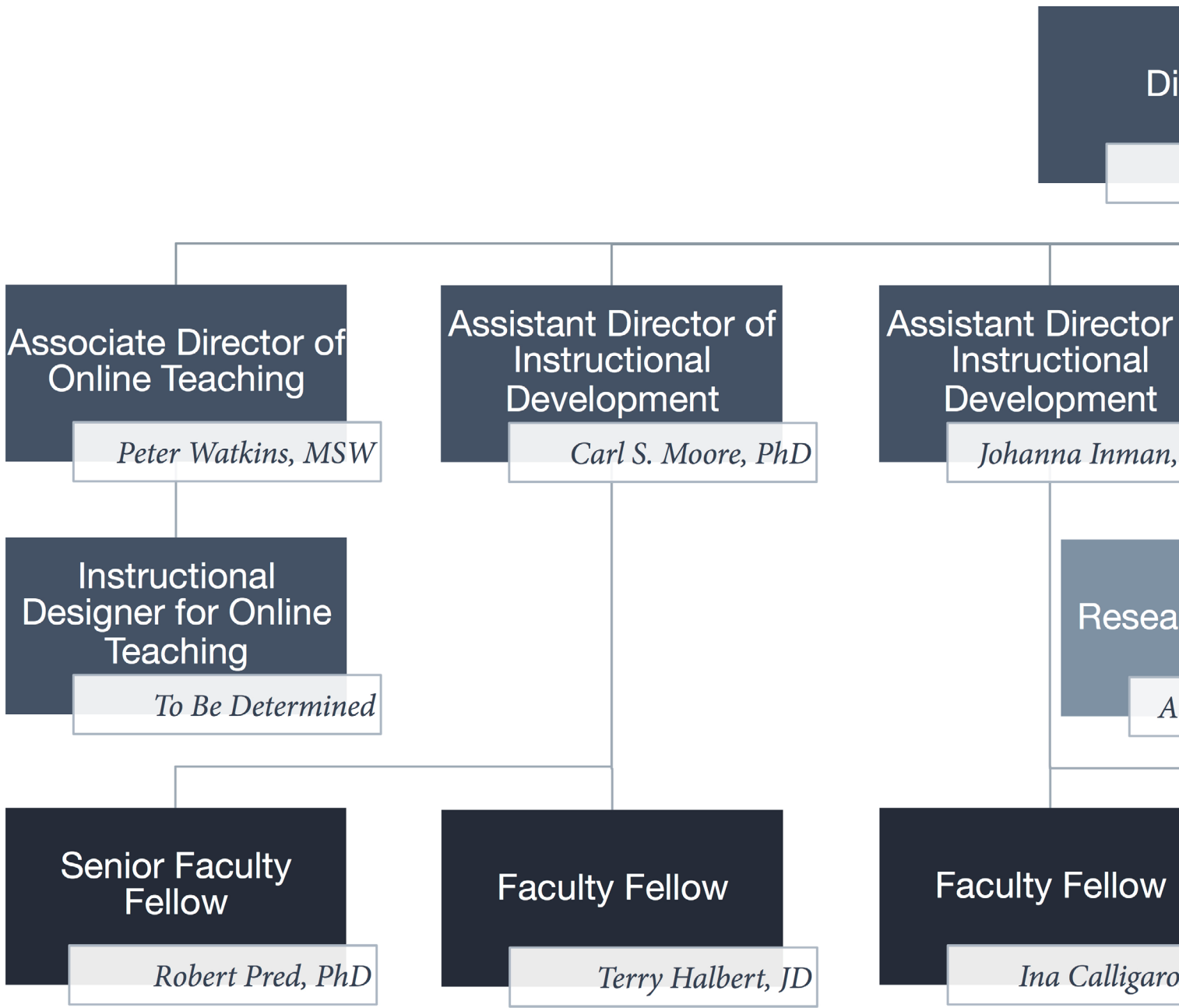
---

# Staff Chart 2013–2014

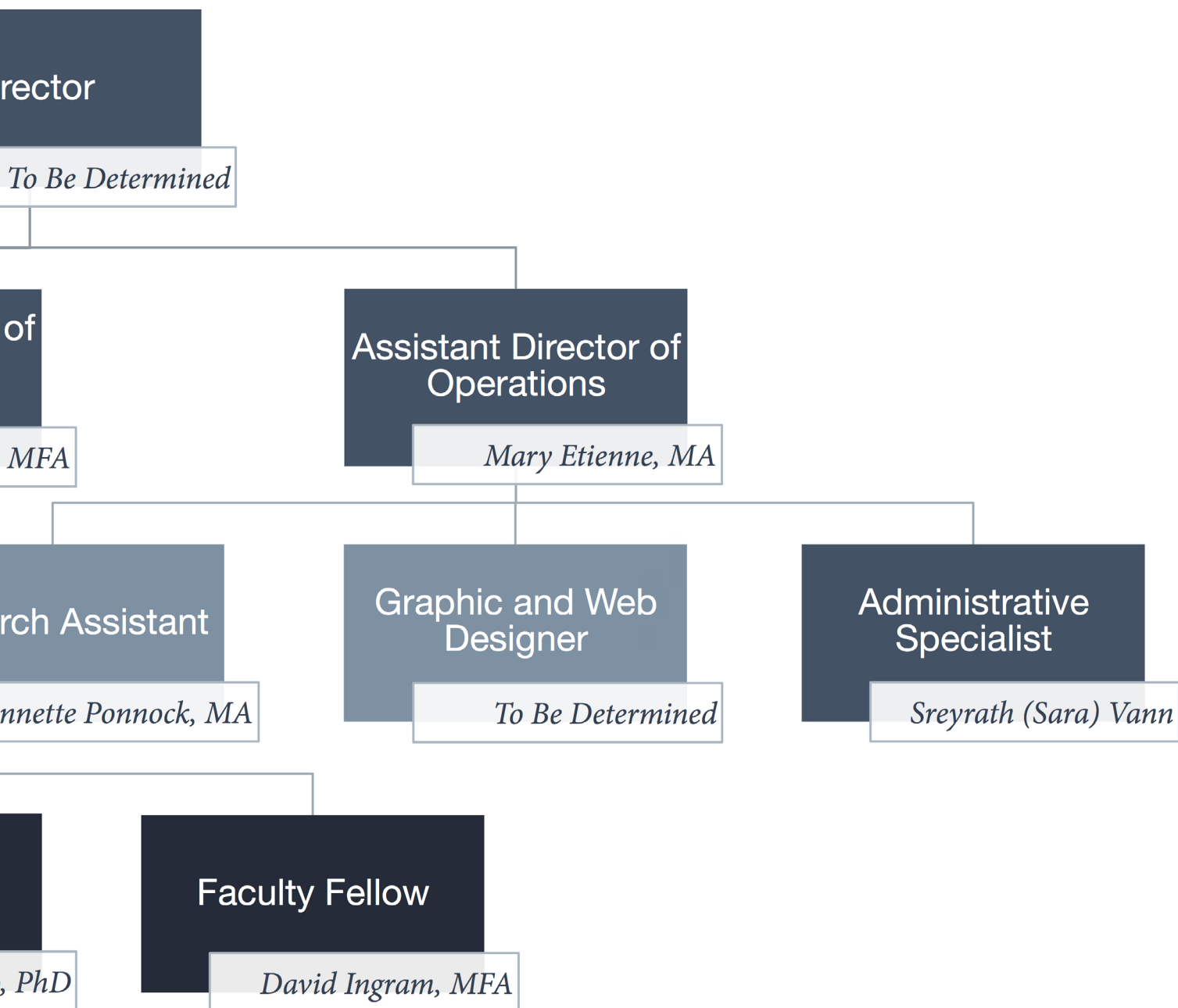








# Staff Plan 2014–2015



## Legend

full-time

part-time

faculty fellow



# Dear Colleagues,

As the university unit charged with fostering excellent teaching in all contexts, we at TLC thank the many colleagues who have worked with us to advance that mission. We especially appreciate the support of Provost Hai Lung Dai and the guidance and mentoring of Diane Maleson, Senior Vice Provost for Faculty Development and Faculty Affairs, to whom TLC reports. We also value our strong collaboration with Computer Services, which has led to a variety of programs, including an enormously successful Teaching with Technology Symposium this spring.

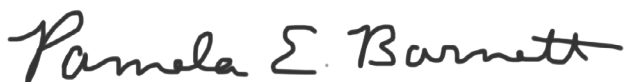
We are especially grateful for the contributions of the TLC Advisory Board and the Provost's Teaching Academy. Through the Provost's Teaching Academy, there are now nearly 100 Temple faculty members with significant knowledge of how people learn and best educational practices. They are charged to use this knowledge to support excellent teaching at Temple in various ways. We could not have the reach we do without their significant service.

PTA Faculty members serve as instructors of the requisite course for Temple's Teaching in Higher Education Certificate. Members also serve as mentors to graduate students completing the reflective practicum component of the certificate. In addition, PTA members facilitate faculty development workshops during the year, lead sessions at the Annual Faculty Conference on Teaching Excellence, and consult with other faculty across the university.

This network of interdisciplinary scholars, teachers, and administrators serves as support and inspiration for our work to promote excellent teaching so students learn, develop, and succeed.

After seven productive and rewarding years, I am leaving Temple for a new opportunity. But the work will continue with the stellar TLC team and the center's many friends working together for the future.

Sincerely,

A handwritten signature in black ink that reads "Pamela E. Barnett". The signature is written in a cursive, flowing style.

Pamela Barnett