

TEMPLE UNIVERSITY®

Teaching and Learning Center

ANNUAL REPORT

2014–2015

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TEMPLE UNIVERSITY®

Teaching and Learning Center

2014 - 2015 IN REVIEW

THE TEACHING
IN HIGHER ED
CERTIFICATE
GRADUATED ITS
FIRST ONLINE
COHORT

OUR NEW WEBSITE
tlc.temple.edu
WENT ONLINE

96% OFFACULTY WHO
USED THE TLC
REPORTED IT
IMPROVEDTHE
QUALITY
OF THEIR TEACHING

“

I WOULD RECOMMEND
IT TO OTHER PROFESSORS
WHO WANT TO INCORPORATE

**A UNIQUELY
CREATIVE APPROACH**
TO LEARNING AND TEACHING

”

242 **ATTENDEES**
ACROSS THE REGION
FOR OUR 13TH ANNUAL
FACULTY CONFERENCE
#TLCFC15

Significant Accomplishments

2014-2015 was a year of transition for the Teaching and Learning Center (TLC) as longtime director, Pamela Barnett left Temple University. During her seven years at the helm, her energy and vision developed the TLC into a dynamic center that is well known throughout the university and beyond for its high quality programs and events. Fortunately, other team members have stepped up to carry on the vital work of fostering excellent teaching at Temple.

One notable area of expansion for the TLC was increased support for online teaching and learning. The TLC added a new Associate Director, Pete Watkins and a new Instructional Designer, Simuelle Myers to help online instructors develop rich, engaging and interactive online learning experiences.



In the Fall of 2015, the TLC, along with the Office of Digital Education, will launch the first ever Online Teaching Institute (OTI)—an intensive eight week workshop to help both new and experienced faculty be effective in the online environment. Registration opened for the fall workshop in April and filled within days; a second section of the OTI was added to accommodate the demand (and that section filled quickly as well).

The Teaching in Higher Education Certificate celebrated a milestone this year. The Certificate, which has been offered since 2010 in face-to face and hybrid formats, graduated its first fully online cohort in 2014. The Teaching in Higher Education Certificate is now available to anyone in the world who wants to improve his or her skills as a college teacher or learn more about topics such as course design, teaching with technology, and inclusive teaching. In the 2014-2015 fiscal year, the non-matriculated version of the Teaching in Higher Education Certificate produced over \$182,175 in revenue which represents a 28% increase over the 2013-2014 fiscal year.

***The object of education
is student learning.
Retention is merely the
vehicle by which it arises.***

Dr. Vincent Tinto
Keynote Speaker at 13th Annual Faculty
Conference on Teaching Excellence

In January, distinguished higher education author and scholar Vincent Tinto delivered the keynote address titled “Student Success does not Arise by Chance” at the 13th Annual Conference on Teaching Excellence. Despite the bitter cold, over 200 higher education professionals from Temple and the region came to hear Dr. Tinto’s engaging

***It was a wonderful
conference and I
have already used
two ideas from the
plenary speaker’s
address. They have
been resounding
successes in my class!***



talk about how faculty can support student success. In addition to the keynote address there were interactive breakout sessions and a poster session with 24 posters related to innovations in teaching and learning. Conference participants selected the winner, a poster from Kathleen Watson of Pierce College titled *The Trauma-Informed Classroom: Understanding the Neuroscience of a Student's Capacity to Learn Following Exposure to Traumatic Events*.

In April 2015, the TLC launched a redesigned website which features an improved navigation experience, seamless social media integration, and visual branding consistent with Temple University. This new website will provide faculty and other TLC stakeholders quick access to the information they need about upcoming events and essential resources for teachers.

Did you know? Four of the six 2015 Lindback Award winners are members of the Provost's Teaching Academy.

TLC has continued to raise its national profile through presenting papers and publishing in the field. Last year, TLC's Assistant Director Johanna Inman presented two sessions at national teaching conferences:

Beyond Good, Bad and "I like it:" A New Take on Critique, at the Foundations in Art: Theory and Education (FATE) Conference

Cracking the Critique Code: Supporting Arts Pedagogy, at the 39th Annual POD Conference

Additionally, she published two articles:

"Teaching through Critique: An Extra-Disciplinary Approach," in The National Teaching & Learning Forum

"Using a Participation Rubric: A Case for Fairness and Learning," on the Lilly Conferences' blog <http://scholarlyteacher.com>

We look forward to another productive year in 2015-2016 fostering excellent teaching so students learn, develop and succeed!

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, administrative staff as well as other academic units.



965

total people served this year

1,815

total contacts this year

Attendance Data

TABLE 1: Total people served, from FY2008–2009 to FY2014–2015

2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
983	1,078	1,175	1,147	1,331	1,396	965

TABLE 2: Total contacts, from FY2008–2009 to FY2014–2015

2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
1,868	2,324	2,140	2,231	2,412	2,510	1,815

TABLE 3: Frequency of visits

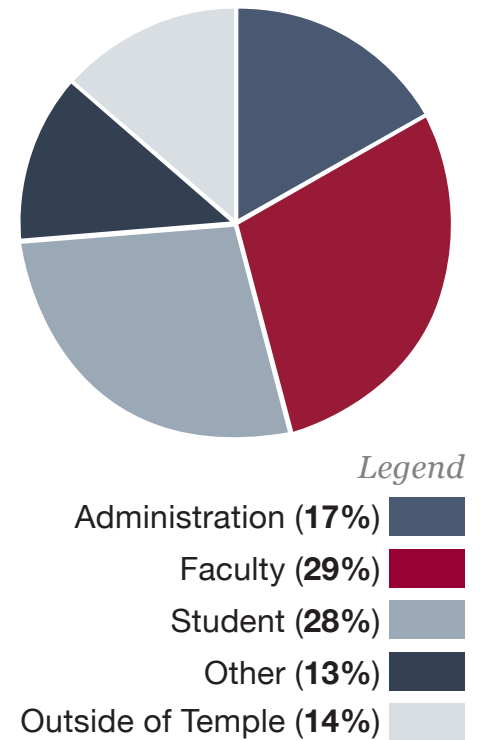
Came once	743
Came more than once	222
TOTAL	965

TABLE 4: Total contacts from consults

Workshops and Events	1,680
Consults	135
TOTAL	1,815

TABLE 5: Total people served, by affiliation

AFFILIATION	TOTAL SERVED	TOTAL CONTACTS
Administration	162	227
Faculty	282	1,011
Student	267	295
Other/Unknown	122	150
Outside of Temple	132	132
GRAND TOTAL	965	1,815

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

RANK	TOTAL SERVED	TOTAL CONTACTS
Tenured and Tenure-Track	126	449
Non-Tenure Track	114	479
Adjunct	42	83
GRAND TOTAL	282	1,011

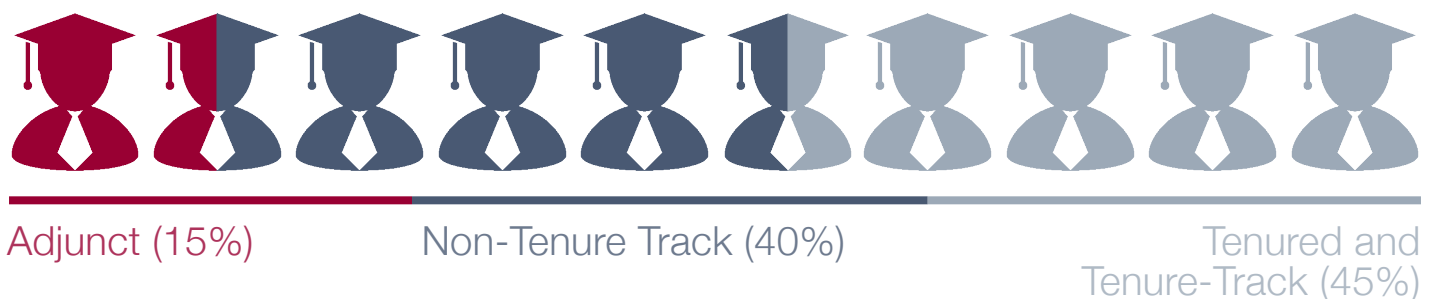
FIGURE 3: Percentage breakdown of faculty served, according to rank

TABLE 7: Attendance by school/college

SCHOOL/COLLEGE	TOTAL SERVED	TOTAL CONTACTS
Center for the Arts*	89	146
Fox School of Business	114	191
Maurice H. Kornberg School of Dentistry	22	25
College of Education	30	72
College of Engineering	36	92
College of Public Health	88	230
James E. Beasley School of Law	10	11
College of Liberal Arts	169	386
School of Media and Communication	28	54
School of Medicine	15	38
School of Pharmacy	19	56
College of Science and Technology	88	215
School of Tourism and Hospitality Management	7	22
Non-Academic Unit	115	147
Outside of Temple	132	132
Unknown	37	58
GRAND TOTAL	965	1815

*Center for the Arts includes the following schools/departments:

-Tyler School of Art
 -Boyer College of Music and Dance
 -Division of Theater, Film, and Media Arts

Appendix II

Evaluations

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

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.

Quick Facts

95.6% of respondents either agreed or strongly agreed that working with the TLC would improve the quality of their teaching.

93.5% agree or strongly agree 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 8.8 (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 7.4 to 8.4 (on a scale from 1 to 10)—after working with the TLC.

Selected Participant Feedback

“Every speaker gets better. I've only attended two workshops thus far, but they've been informative and a great learning experience.”

“Creating community online was a great topic...[The] two presenters [were] great, and both [brought] expertise to the topic as well as great teaching skills.”

“I loved the Digital Storytelling Class! I would recommend it to other professors who want to incorporate a uniquely creative approach to learning/teaching.”

“[The] teaching circle was terrific. I learned so much and I can't wait to try it in class.”

“My meeting was extremely informative. She was very helpful and took time to explore all of the options.”



Appendix III

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.



Committee Work

- **Inman, Johanna.** Blackboard Advisory Committee; Faculty & Staff make suggestions & discuss new blackboard features
- **Inman, Johanna.** Engineering Retention Committee
- **Inman, Johanna and Watkins, Pete.** Tri state Teaching & Learning Consortium; Regional meeting of teaching & learning professionals
- **Myers, Simuelle.** Teaching with Technology Symposium Committee; This committee helps to plan and coordinate the annual Teaching with Technology Symposium.
- **Watkins, Pete.** CLA Teaching Awards Committee; This committee reviews nominations for teaching awards from CLA faculty, graduate student instructors and teaching assistants
- **Watkins, Pete.** Student Feedback Form Committee; This committee was originally created to revise the student feedback form, but now is examining peer review of teaching

Conference Presentations

- **Inman Johanna.** *Beyond Good, Bad and "I like it:" A New Take on Critique*, at the Foundations in Art: Theory and Education (FATE) Conference
- **Inman, Johanna.** *Cracking the Critique Code: Supporting Arts Pedagogy*, at the 39th Annual Professional and Organizational Developers Network (POD) Conference
- **Myers, Simuelle.** *Discussion Bored? 5 Tips for Enhancing the Course Discussion Tool*, at the RECAP Conference of West Chester University

- **Ponnock, Annette.** *Exploring the Relationship Between Motivation for Teacher Professional Development and Motivation for Teaching in Higher Education*, at the American Educational Research Association
- **Ponnock, Annette.** *Improving Teaching in Higher Education: An Expectancy-Value Approach*, at the American Psychological Association
- **Pred, Robert.** Invited Panel Member on Instructional Technology Presentation at Goucher College (April 25, 2015). Participated in a panel discussion of Jose Antonio Bowen's book: *Teaching Naked: How moving technology out of your college classroom will improve student learning.*

Publications

- **Inman, Johanna.** "Teaching through Critique: An Extra-Disciplinary Approach," *The National Teaching & Learning Forum*. Vol. 24. No. 2. 2015
- **Inman, Johanna.** "Using a Participation Rubric: A Case for Fairness and Learning," *The Scholarly Teacher*. [Blog Post] <http://scholarlyteacher.com>

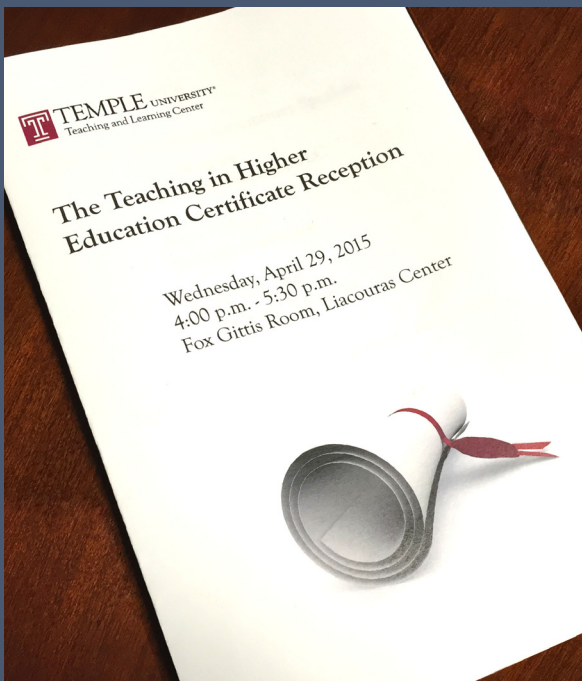
Other

- **Inman, Johanna.** Manuscript Reviewer, *To Improve the Academy: Creative Scholarship Feature*
- **Watkins, Pete.** Met with representatives from United Methodist University in Monrovia, Liberia, INTEC Education College in Malaysia, and Mianjing University in China to discuss teaching and learning in higher education.

Appendix IV

Certificate for Temple Graduate Students

To date, 198 graduate students have earned the certificate. Each year, the TLC surveys the students on their experience in the requisite course.



40

graduate students completed the certificate

61

students enrolled across 7 departments

Certificate Data

In the 2014-2015 academic year, 40 graduate students from 5 different schools and colleges earned the Teaching in Higher Education Certificate (Table 1). In Fall 2014, the Teaching in Higher Education Seminar was offered in 7 departments across the university for a total student enrollment of 61 graduate students (Table 2).

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

SCHOOL/COLLEGE	STUDENTS
College of Education	6
College of Public Health	2
College of Liberal Arts	17
School of Media and Communication	8
College of Science and Technology	7
TOTAL	40

TABLE 2: Teaching in Higher Education Seminar offered to matriculated graduate students and enrollment, by department

DEPARTMENT	STUDENTS
Chemistry	14
English	13
Religion	9
Communication	8
Education	6
Political Science	4
Mathematics	7
TOTAL	61

Appendix V

Certificate for Higher Education Teachers and Other Professionals

In the past year, 46 students earned the non-matriculated Teaching in Higher Education Certificate. Since its inception in 2010, 114 students have earned the certificate.



Certificate for Higher Education Teachers and Other Professionals

TABLE 1: Certificate enrollment by semester

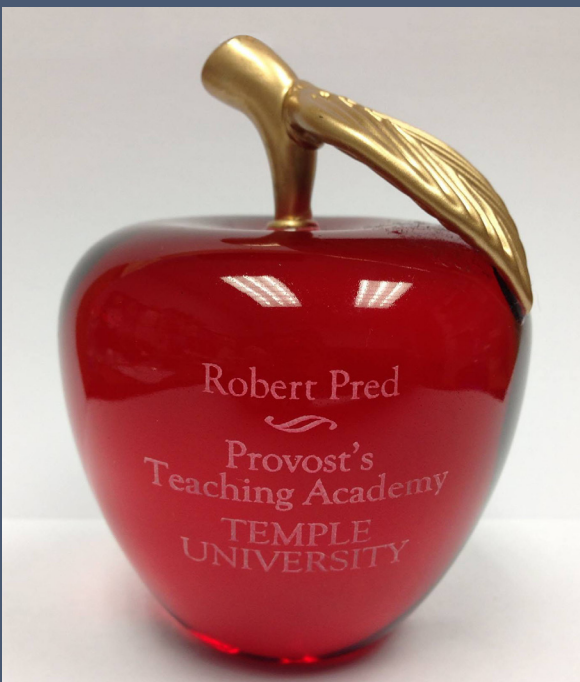
SEMESTER	COURSE	ENROLLMENT
Summer II 2014	EPSY 8960	21
Fall 2014	EPSY 8985	17
Spring 2015	EPSY 8985	17
Summer I 2015	EPSY 8960	23
TOTAL ENROLLMENT FOR AY2014-2015		78

In the 2014-2015 fiscal year, the non-matriculated version of the Teaching in Higher Education Certificate produced \$182,175 in revenue which represents a 28% increase over the 2013-2014 fiscal year. In the past year 32 students earned the Teaching in Higher Education Certificate.

Appendix VI

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, best practices, and serve as mentors in teaching and learning.



18

new members in 2015

112

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, 2015, 112 faculty members will have completed the program.



The 2015 PTA Members

- Marcia Bailey, Associate Professor, Intellectual Heritage
- Barry Berger, Professor, Pharmaceutical Science
- Casey Breslin, Assistant Professor & Departmental Digital Strategy Coordinator, Kinesiology
- Norma Corrales-Martin, Associate Professor, Spanish and Portuguese
- Chad Curtis, Associate Professor, Crafts
- Joseph Mahan, Assistant Professor, Sports and Recreation Management
- Rebecca Michaels, Associate Professor, GAD: Photography Program
- Michelle O'Conner, Associate Vice Provost for Undergraduate Studies
- Ellen Panofsky, Assistant Professor, Mathematics
- Heather Porter, Assistant Professor, Rehabilitative Services
- Robert-André Rarig, Assistant Professor, Chemistry
- Wesley Roehl, Professor and Director of Programs in Tourism and Hospitality Management
- Jill Swavely, Associate Professor, Teaching and Learning
- Sylvia Twersky, Associate Professor, Public Health
- Evelyn Walters, Assistant Professor, Civil and Environmental Engineering
- Storm Wilkins, Assistant Professor, Risk, Insurance and Healthcare Management
- Kimberly Williams, Assistant Professor, Anthropology
- Kimmika Williams-Witherspoon, Associate Professor, Theater



Appendix VII

TLC Staff



The TLC's greatest asset are the knowledgeable and dedicated people who work there.

TLC Staff



Pete Watkins
Associate Director



Johanna Inman
Assistant Director



Simuelle Myers
Instructional Designer



Sreyath (Sara) Vann
Administrative Coordinator



Joshua Whearry
Graphic and Web Designer



Annette Ponnock
Research Assistant



Alex Aftuck
Programming Graduate Extern



Rebecca Navarro
Student Worker



Fisayo Kayode-Ajala
Student Worker

Faculty Fellows



Robert Pred
Senior Faculty Fellow,
Fox School of Business



Donna-Marie Peters
Faculty Fellow,
College of Liberal Arts



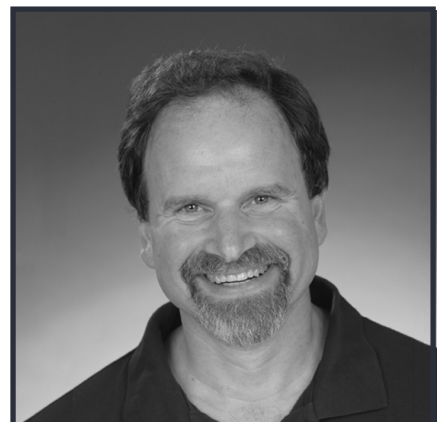
Ina Calligaro
Faculty Fellow,
School of Pharmacy



Shanta Hattikudur
Faculty Fellow,
College of Education



Terry Halbert
Faculty Fellow,
Fox School of Business



David Ingram
Faculty Fellow, Division of
Theater Film & Media Arts

