Fostering excellent teaching so students learn, develop, and succeed.
Message from our Senior Director

STEPHANIE LAGGINI FIORE

“IT HAS BEEN AN EXCITING AND ENERGIZING RETURN FOR ME.”

Within a day of the announcement in August that I would serve as the new Senior Director of the Teaching and Learning Center, I received more than a hundred notes of congratulations and welcome, and that kind of warm acceptance has continued throughout my first academic year back at the TLC. I would like to thank all of my wonderful Temple colleagues who welcomed me back to the Teaching and Learning Center, as well as all of you who supported our mission during our period of transition. We were able to accomplish so much because of the support of Provost Hai-Lung Dai and Kevin Delaney, Vice Provost for Faculty Affairs, as well as the wonderful work of our Faculty Fellows, Provost Teaching Academy members, and Teaching in Higher Education Certificate faculty, all of whom promote, advocate and contribute to a culture of teaching excellence at Temple University.

It has been an exciting and energizing return for me. I have relished delving deeply into the research on learning, reconnecting with faculty and administrators to gauge their needs, working with my fabulous staff to build the TLC’s reach and impact, and imagining what the future might look like for faculty development here at Temple University. There have been some exciting changes and initiatives, including the merger of the Instructional Support Center with the Teaching and Learning Center, a move that will transform the kind of services we can provide to the university. In fall 2016, our newly-named Center for the Advancement of Teaching (CAT) will provide integrated programming, consultation services, faculty development, and resources to support all of our faculty in so many ways.

Faculty development is extremely gratifying work. The faculty developers and educational technology specialists at the Center love listening to faculty and helping them think through challenges, solutions, and innovative ideas. My staff and I look forward to continuing that work with all of you. Come join us at the CAT!

Warmly,

Stephanie Fiore
Content

2  Message from our Senior Director
4  TLC Year in Review
5  Significant Accomplishments
8  Attendance Data
11  Workshops and Consultations
13  Customized Programs
14  Special Events
16  Online Teaching Institute
17  Provost’s Teaching Academy
18  Teaching in Higher Education Certificate for Temple Graduate Students
19  Teaching in Higher Education Certificate for Higher Education & Other Professionals
20  Evaluations
22  Scholarship and Service
24  Organizational Structure
26  Meet our Staff
On January 1, 2016, the Instructional Support Center merged with the Teaching & Learning Center. In fall of 2016, the combined unit will become the Center for the Advancement of Teaching (CAT).

Between the Teaching and Learning Center and Instructional Support Center, we have had 5739 contacts with faculty.

In fall of 2015, we launched the Online Teaching Institute (OTI), serving a total of six cohorts in the fall and spring semesters.

Over 440 faculty from Temple and across the region attended this year’s Teaching with Technology Symposium and the Annual Faculty Conference, two of our largest events.

The Teaching and Learning Center and Instructional Support Center served numerous faculty from every campus.
Significant Accomplishments

THE 2015-2016 ACADEMIC YEAR SAW MANY CHANGES AT THE TEACHING AND LEARNING CENTER AND SOME VERY EXCITING NEW INITIATIVES.

NEW SENIOR DIRECTOR

After more than a year without a director, Stephanie Laggini Fiore returned to the TLC as its new Senior Director. This is Stephanie’s second time working at the TLC. She was previously Associate Director from 2010-2012, leaving to become Director of Temple’s Intensive English Language Program for almost three years before deciding to come back to her faculty development work here at the TLC. Stephanie has 30 years of teaching experience, having taught courses in Italian language, literature and culture, honors and general education courses, and graduate seminars in pedagogy. She brings experience mentoring and developing faculty at the department level, as area coordinator of General Education, and at the TLC. With Stephanie at the helm as the new Senior Director, the staff set to work to imagine the future, making plans to grow Center offerings and consider innovative ways of supporting faculty.

MERGER OF THE TEACHING AND LEARNING CENTER WITH THE INSTRUCTIONAL SUPPORT CENTER

On January 1, 2016, the Instructional Support Center merged with the Teaching and Learning Center, causing the new plans the TLC was developing to be folded into a much bigger and more comprehensive adventure. This merger makes sense as it combines the work of the TLC, centered on research-informed effective teaching practices, with the work of the ISC, focused on helping faculty use technology to implement those best practices. We knew immediately that this marriage of faculty development units meant the potential for more holistic and robust programming for Temple faculty. So, with our newly expanded staff, we set about creating a brand-new vision for the center. In fall of 2016, the new Center for the Advancement of Teaching (CAT) will launch and will bring with it new types of enhanced and integrated programming, easier ways for faculty to get support — including a new online booking system for consultations — and a website that provides all of the services and resources available in one space.
LAUNCH OF THE ONLINE TEACHING INSTITUTE

While imagining our future, we still lived in the present, continuing to deliver the high-level programming we have traditionally offered and pushing ourselves to provide new and inspiring faculty development opportunities. Our Online Teaching Institute (OTI) launched in fall of 2015, serving a total of six cohorts in the fall and spring semesters, with a waiting list that will be accommodated in this coming year’s OTI offerings. The Online Teaching Institute trains faculty to think deeply about creating online experiences that challenge students in these courses to, deliver content effectively, and to provide an engaging experience for learners. The success of this initiative demonstrates the need to support faculty as they venture into the world of online teaching.

TEACHING EVENTS

Our conferences and symposium drew a varied faculty audience from the university and around the region to discuss teaching topics, participate in poster sessions, listen to stellar plenary speakers, and learn something new to take back to the classroom. This year, our plenary speaker for the 14th Annual Faculty Conference on Teaching Excellence was Dr. Christy Price, 2012 U.S. Professor of the Year, whose talk, Why Don’t My Students Think I’m Groovy? The New “R”s for Engaging Modern Learners, led us through the ways in which we think about engagement and motivation, and research-based strategies for improving both. Our STEM Educators’ Lecture featured Dr. Susan Singer, Director in the Division of Undergraduate Education at the National Science Foundation and a recognized leader in undergraduate education and plant biology. Dr. Singer’s address dealt with how to integrate research and practice to improve student success. At the annual Teaching with Technology Symposium, co-sponsored by a number of university partners, faculty from across the university shared their innovative ideas for integrating technology into their teaching in order to help students reach their goals.

FUTURE DIRECTIONS

We have all kinds of good things planned for the new academic year. New faculty should look for their CAT Welcome Packages, filled with tools to help get them off to a new start. We will also be launching the pilot of a major new initiative, the Student Oriented Active Redesign (SOAR) Project. SOAR seeks to improve student outcomes in courses that traditionally have low rates of student success by implementing a course redesign that will align course goals with assessments and learning activities, as well as improve student motivation and ability to self-assess learning. The center will also roll out programming that capitalizes on the opportunities now available to us because of the merger of the two centers. Finally, we will celebrate the launch of the Center for the Advancement of Teaching.
Attendance Data

We collect attendance data at each of our workshops, programs, and events. From this data, we know that we reach faculty, graduate students, administrative staff, as well as other academic units. The information reported for the ISC represents data from the date of the merger with the TLC, beginning January 1, 2016.

Table 1: People served from FY2008–2009 to FY2015–2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC</td>
<td>983</td>
<td>1,078</td>
<td>1,175</td>
<td>1,147</td>
<td>1,331</td>
<td>1,396</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,139</td>
</tr>
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</table>

Table 2: Contacts from FY2008–2009 to FY2015–2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>TLC</td>
<td>1,868</td>
<td>2,324</td>
<td>2,140</td>
<td>2,231</td>
<td>2,412</td>
<td>2,510</td>
<td>1,815</td>
<td>2,500</td>
</tr>
<tr>
<td>ISC</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3,321</td>
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Table 3: Frequency of visits

<table>
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<tr>
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<th>ISC</th>
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<tbody>
<tr>
<td>TOTAL</td>
<td>1,225</td>
<td>1,139</td>
</tr>
<tr>
<td>Attended once</td>
<td>859</td>
<td>694</td>
</tr>
<tr>
<td>Attended more than once</td>
<td>366</td>
<td>445</td>
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Table 4: Contacts from consults

<table>
<thead>
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<th></th>
<th>TLC</th>
<th>ISC</th>
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<tbody>
<tr>
<td>TOTAL</td>
<td>2,500</td>
<td>3,321</td>
</tr>
<tr>
<td>Workshops &amp; Events</td>
<td>2,328</td>
<td>130</td>
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<tr>
<td>Consults</td>
<td>172</td>
<td>3191</td>
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</table>

Table 5: People served by affiliation

<table>
<thead>
<tr>
<th>AFFILIATION</th>
<th>TLC</th>
<th>ISC</th>
<th>TLC</th>
<th>ISC</th>
<th>TLC</th>
<th>ISC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL INDIVIDUALS</td>
<td>TOTAL CONTACTS</td>
<td>% SERVED BY AFFILIATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>662</td>
<td>739</td>
<td>1,793</td>
<td>2,563</td>
<td>54%</td>
<td>64%</td>
</tr>
<tr>
<td>Administration</td>
<td>100</td>
<td>185</td>
<td>182</td>
<td>412</td>
<td>9%</td>
<td>17%</td>
</tr>
<tr>
<td>TA / Graduate Student</td>
<td>280</td>
<td>208</td>
<td>339</td>
<td>336</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Guest</td>
<td>183</td>
<td>7</td>
<td>186</td>
<td>10</td>
<td>15%</td>
<td>1%</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>1,225</td>
<td>1,139</td>
<td>2,500</td>
<td>3,321</td>
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<td></td>
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</table>
**Figure 1A:** TLC percentage breakdown of total people served by affiliation

**Figure 1B:** ISC percentage breakdown of total people served by affiliation

**Table 6:** Faculty served according to rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>TLC</th>
<th>ISC</th>
<th>TLC</th>
<th>ISC</th>
<th>TLC</th>
<th>ISC</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANK</td>
<td>TOTAL SERVED</td>
<td>TOTAL CONTACTS</td>
<td>TOTAL SERVED</td>
<td>TOTAL CONTACTS</td>
<td>% SERVED BY RANK</td>
<td>% SERVED BY RANK</td>
</tr>
<tr>
<td>Tenured and Tenure-Track</td>
<td>165</td>
<td>244</td>
<td>493</td>
<td>849</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>286</td>
<td>236</td>
<td>960</td>
<td>573</td>
<td>49%</td>
<td>28%</td>
</tr>
<tr>
<td>Adjunct</td>
<td>129</td>
<td>259</td>
<td>258</td>
<td>1,141</td>
<td>22%</td>
<td>37%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>82</td>
<td>-</td>
<td>82</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>662</strong></td>
<td><strong>739</strong></td>
<td><strong>1,793</strong></td>
<td><strong>2,563</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2A:** TLC percentage of faculty served according to rank

- **Adjunct (28%)**
- **Non-Tenure Track (49%)**
- **Tenured and Tenure-Track (22%)**
Figure 2B: ISC percentage of faculty served according to rank

Adjunct (35%)  Non-Tenure Track (28%)  Tenured and Tenure-Track (37%)

Table 7: Attendance by school/college

<table>
<thead>
<tr>
<th>SCHOOL/COLLEGE</th>
<th>TLC TOTAL SERVED</th>
<th>TLC TOTAL CONTACTS</th>
<th>ISC TOTAL SERVED</th>
<th>ISC TOTAL CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler School of Art</td>
<td>46</td>
<td>121</td>
<td>26</td>
<td>155</td>
</tr>
<tr>
<td>Fox School of Business</td>
<td>64</td>
<td>126</td>
<td>79</td>
<td>274</td>
</tr>
<tr>
<td>Maurice H. Kornberg School of Dentistry</td>
<td>50</td>
<td>103</td>
<td>58</td>
<td>109</td>
</tr>
<tr>
<td>College of Education</td>
<td>45</td>
<td>115</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>40</td>
<td>80</td>
<td>28</td>
<td>72</td>
</tr>
<tr>
<td>Beasley School of Law</td>
<td>10</td>
<td>16</td>
<td>6</td>
<td>6</td>
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<tr>
<td>College of Liberal Arts</td>
<td>225</td>
<td>536</td>
<td>328</td>
<td>1002</td>
</tr>
<tr>
<td>School of Media and Communication</td>
<td>51</td>
<td>170</td>
<td>51</td>
<td>185</td>
</tr>
<tr>
<td>Lewis Katz School of Medicine</td>
<td>38</td>
<td>97</td>
<td>96</td>
<td>186</td>
</tr>
<tr>
<td>Boyer School of Music and Dance</td>
<td>23</td>
<td>51</td>
<td>25</td>
<td>115</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>11</td>
<td>32</td>
<td>63</td>
<td>113</td>
</tr>
<tr>
<td>School of Podiatric Medicine</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College of Public Health</td>
<td>98</td>
<td>309</td>
<td>104</td>
<td>308</td>
</tr>
<tr>
<td>College of Science and Technology</td>
<td>99</td>
<td>199</td>
<td>44</td>
<td>123</td>
</tr>
<tr>
<td>Division of Theater, Film and Media Arts</td>
<td>25</td>
<td>69</td>
<td>26</td>
<td>116</td>
</tr>
<tr>
<td>School of Tourism and Hospitality Management</td>
<td>6</td>
<td>29</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Academic Unit</td>
<td>68</td>
<td>101</td>
<td>83</td>
<td>280</td>
</tr>
<tr>
<td>Outside of Temple</td>
<td>183</td>
<td>186</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>122</td>
<td>128</td>
<td>74</td>
<td>230</td>
</tr>
<tr>
<td>Library</td>
<td>16</td>
<td>24</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Temple Rome</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Temple Japan</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1225</strong></td>
<td><strong>2500</strong></td>
<td><strong>1139</strong></td>
<td><strong>3321</strong></td>
</tr>
</tbody>
</table>
Workshops and Consultations

Every semester, both the TLC and ISC provide workshops and consultations to full and part-time Temple faculty of all ranks, as well as Teaching Assistants. In 2015-2016, our combined units offered more than 50 workshops on a wide range of topics. We provided confidential consultation services to hundreds of faculty and TAs. Here is a sample of the kinds of workshops we offered:

TECHNOLOGY TRAININGS

- Blackboard: Getting Started
- WebEx: Getting Started with Online Presentation and Collaboration
- Camtasia Relay: Harnessing Online Video Clips to Enhance Student Learning
- Accessibility: Create an Accessible PowerPoint Presentation & Presentation Best Practices

BOOK GROUPS

- Understanding by Design by Grant Wiggins and Jay McTighe, 2005.

TEACHING SEMINARS

- Don’t be a Sage, Engage on the Stage
- Flipped, Blended, Hybrid, or Online? Exploring Modes for Improved Learning
- Creating Policies that Foster a Positive Classroom Climate
- Creating Engaging Video Lectures

WEBINARS & WEBSHOPS

- Designing Writing Assignments for Transparency and Learning
- Online Book Group: How Learning Works: Seven Research-Based Principles for Smart Teaching by Susan Ambrose et. al., 2010.
Customized Programs

In addition to our publicized programs, both the TLC and ISC provide workshops and programs upon request. These programs are customized to fit the needs of individual schools, departments, and academic units. In 2015-2016, we created more than 35 customized programs on three different campuses, some of which were offered multiple times for a total of 48 total programs. Here is a sample of the kinds of programs we offered:

**College of Liberal Arts**
- Online Learning Tools
- Teaching Difficult Topics
- Teaching Large Classes without Losing Sleep (or Your Mind)
- Blackboard Tools for Assessment and Collaboration
- The World Gone Mad in Your Classroom: Managing Hot Moments

**College of Education**
- Strategies for Successful Synchronous Online Sessions
- Brown Bag Series for Teaching Large Classes

**Temple University School of Medicine**
- Flipping Your Classroom without Flipping Out

**College of Public Health**
- Stepping into Blackboard Assessment Tools
- Stepping into Blackboard Assignment and Collaboration Tools
- CPH Teaching Day
- Introduction to the TLC for CPH Program Directors

**St Luke’s University Health Network / TUSM**
- Flipping Your Classroom without Flipping Out

**Maurice H. Kornberg School of Dentistry**
- Flipping Your Classroom without Flipping Out

**University Programs**
- Vice Provost of Faculty Affairs Series for Chairs: Creating a Culture of Effective Teaching in Your Department
- International Educators’ Academy: Internationalizing the Curriculum
- International Educators’ Academy: Facilitating Discussion in a Global Classroom
Special Events

The Teaching and Learning Center and Instructional Support Center offer annual conferences and special events that foster teaching excellence through research-based practices and the use of instructional technology.

**Annual Faculty Conference on Teaching Excellence**

In January, Dr. Christy Price delivered a lively and engaging keynote address on the topic of engaging modern learners at the 14th Annual Faculty Conference on Teaching Excellence. Over 240 faculty from Temple and around the region braved an impending blizzard to hear her presentation.

**Teaching with Technology Symposium**

In April, the TLC co-hosted the Teaching with Technology Symposium which is targeted towards faculty, instructional technologists and other staff at Temple University who use and/or support the use of technology in teaching and learning. It provides an excellent opportunity for participants to collaborate with peers and share best practices and innovations on the use of technology to facilitate teaching and learning.

The Teaching with Technology Symposium (TTS) is co-sponsored by the Teaching and Learning Center (TLC), Computer Services, The Teaching, Learning & Technology Roundtable 2 Committee (TLTR2), the General Education program, the Office of Digital Education, and University Libraries.

**TA Orientation and Workshops**

In August, the TLC held a one-day orientation for Teaching Assistants. Over 200 TAs participated. The day included an interactive theater activity where a panel of experienced faculty commented on classroom scenarios, as well as breakout sessions on practical topics such as grading and leading effective discussions.
STEM Educators’ Lecture

In April, the center brought Dr. Susan Singer from the National Science Foundation to campus for the latest STEM Educators’ Lecture focused on the role of STEM education in creating a diverse and globally competitive workforce. Faculty from Temple attended the lecture and participated in an engaging discussion and reception afterwards.

Lunch with Temple’s Award Winning Teachers

In January, TLC hosted a luncheon in honor of the 2014-2015 recipients of two of Temple University’s awards for excellent teaching: the Great Teacher Award and Lindback Awards. Peter Axelrod, winner of the Great Teacher Award, joined Pallavi Chitturi, Joseph Haviland, Steven Kreinberg, Andrea Monroe, Nancy Morris, and Rhonda Nelson, winners of the Lindback Award, to reflect on their development as teachers and to facilitate a conversation about teaching.
Online Teaching Institute

In fall 2015, the Teaching and Learning Center launched the first sections of the Online Teaching Institute (OTI), an eight-week initiative to assist faculty in providing students with a rich, interactive online learning experience. Over two semesters, the TLC ran four interdisciplinary sections of the OTI and two department-specific sections. Over 85 people participated in the OTI.

The OTI is designed for both new and experienced online instructors and includes both asynchronous and synchronous online sessions; there are no face-to-face meetings. Upon successful completion of the OTI, faculty are able to:

- Apply principles of learning-centered teaching to create rich and interactive online courses.
- Evaluate technological tools to meet pedagogical goals.
- Identify key differences between online and face-to-face learning and describe how these differences change the learning environment.
- Create lessons, activities and assessments appropriate for an online environment.

**What Participants Are Saying:**

“The TLC Online Teaching Institute (OTI) provided just the right experience for me, a relative newcomer to online learning and a complete newcomer to teaching online. Simuelle and Pete created an integrated journey for us. They provided a clear structure, offered meaningful content and assignments, asked thoughtful questions, and offered valuable feedback. From their modeling and my participation over the 8-week course, I can envision better possible perspectives of online learners, and have specific techniques for engaging them meaningfully in course content and interactions with fellow students.”

“The OTI was a great learning experience! The course instructors, Pete Watkins and Simmee Myers, set the example of leading a successful and engaging online course with both asynchronous and synchronous sessions. The work and time involved in the course over the eight weeks was very reasonable and was easy to fit into my schedule as a full-time NTT faculty member.”

“After participating in the OTI, I am genuinely excited to get working on enhancing my online teaching. I’d recommend the OTI to any faculty who teaches online whether you are experienced in online teaching or are just getting started.”

“I am inspired! Your course and the Blackboard discussions have convinced me that I can do it (i.e. teach online). It was a brilliant idea to have the course in the online format instead of face to face as, in addition to providing us with useful information, you have shown us how online teaching is done.”
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, as well as best practices, and who serve as mentors in teaching and learning.

The Provost’s Teaching Academy (PTA) was originally 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).

The 2016 PTA Members

- Quaiser Abdullah, Senior Training Manager and Assistant Director, Computer Services
- Annette Bakley, Associate Dean, College of Liberal Arts
- Vinodh Bhoopathi, Assistant Professor, Dentistry
- Steven Bell, Associate Librarian, Paley Library
- Keesha Benson, Assistant Professor, Social Work
- Natalie Flynn, Assistant Professor, Earth Sciences
- José Gimenez, Assistant Professor, Mathematics
- Jennifer Ibrahim, Associate Dean, College of Public Health
- Julie Kessler, Assistant Professor, Education
- Andrew Laine, Associate Professor, Theater
- Jimmy Miller, Assistant Professor, Marketing and Supply Chain Management
- Irena Mitrea, Professor, Mathematics
- Gary Pratt, Assistant Professor, Intellectual Heritage
- Dana Saewitz, Assistant Professor, Advertising
- Elizabeth Sweet, Associate Professor, Geography and Urban Studies
- Felix Udoeyo, Assistant Professor, Civil Engineering
- Matt Wray, Associate Professor, Sociology
- Tracey Vlahovic, Associate Professor, Podiatric Medicine
Teaching in Higher Education Certificate for Temple Graduate Students

This is the sixth year of the Teaching in Higher Education Certificate program, and, to date, over 239 graduate students have earned the certificate.

In fall 2015, the Teaching in Higher Education Seminar was offered in 9 departments across the university for a total student enrollment of 108 graduate students (Table 8). In the 2015-2016 academic year, 41 graduate students from 7 different schools and colleges earned the Teaching in Higher Education Certificate (Table 9).

“*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.*”

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>STUDENTS</th>
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<tbody>
<tr>
<td>Liberal Arts</td>
<td>13</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>29</td>
</tr>
<tr>
<td>Theater</td>
<td>12</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
</tr>
<tr>
<td>Media and Communication</td>
<td>13</td>
</tr>
<tr>
<td>Spanish</td>
<td>11</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
</tr>
<tr>
<td>Math</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>108</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SCHOOL/COLLEGE</th>
<th>STUDENTS</th>
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<tr>
<td>College of Education</td>
<td>1</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>18</td>
</tr>
<tr>
<td>School of Media and Communication</td>
<td>7</td>
</tr>
<tr>
<td>College of Public Health</td>
<td>4</td>
</tr>
<tr>
<td>College of Science and Technology</td>
<td>7</td>
</tr>
<tr>
<td>School of Theater, Film, and Media Arts</td>
<td>1</td>
</tr>
<tr>
<td>Tyler School of Art</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>
Teaching in Higher Education Certificate for Higher Education & Other Professionals

Now in its 7th year, the Teaching in Higher Education Certificate continues to grow. Last year, faculty and aspiring faculty from around the region earned the Certificate. As TLC’s main budget auxiliary, the certificate provides funds that we use to enhance our faculty development offerings at Temple University.

“When I registered for the second course in the certificate program [Innovation, Technology, and Teaching in Higher Ed], I was 90% sure I was going to drop it in the first week. I felt like I might embarrass myself because my technology skills are so poor. This course helped me be less afraid – I am now facing all these fears and realize this course was a transformative experience for me. And now my new scary thought is: my colleagues are coming to me each week and treating me like I am a technology-pedagogy expert! I am becoming less afraid and now more excited as this new world opens.”

**Table 10: Certificate enrollment by semester**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II 2015</td>
<td>EPSY 8960</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>EPSY 8985</td>
<td>23</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>EPSY 8960</td>
<td>8</td>
</tr>
<tr>
<td>Summer I 2016</td>
<td>EPSY 8985</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL ENROLLMENT FOR AY2015-2016</strong></td>
<td><strong>61</strong></td>
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</table>
Evaluations

In 2015-2016, 180 people who participated in TLC services responded to assessment surveys given after their participation in a workshop, consultation, conference, or training.

Quick Facts

- 87.8% of respondents either agreed or strongly agreed that working with the TLC will improve the quality of their teaching.

- 90% 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 8.1 to 8.9 (on a scale from 1 to 10) after working with the TLC.

Respondents reported that their use of learner-centered teaching strategies increased from 7.5 to 8.7 (on a scale from 1 to 10) after working with the TLC.
Selected Participant Feedback

“The facilitator led a great seminar. They practiced what they preached and led a very active learning style program. The participants were varied in their experiences with flipped, blended, and hybrid learning and that made for a very rich discussion.”

“This was a wonderful experience. Interacting with colleagues on the discussion boards was a great way to share ideas. I wish this course had been available when I started teaching online 8 years ago!”

“The Don’t Be A Sage training program is superb. Sincere thanks to the facilitator. The class was informative and enjoyable. I have already used some of the techniques taught in my own class and the results were excellent.”

“This was a great workshop that valued each individual participant. It offered each of us some new practices to try out in the classroom and encouraged us to think about more effective ways to present material to our students.”

“I have been reviewing several assignments for a new course I’ve been teaching. Their help is invaluable. I really appreciate them making time to review my work and give critical feedback. They are awesome!”

“I appreciate having a TLC on campus. It has certainly helped me consider many aspects of my teaching method and I recommend the TLC to other faculty.”
Scholarship and Service

TLC staff members serve on most university committees that address teaching issues at the university and are connected to the national community through their work on editorial boards, proposal review teams, and participation in regional and national conferences.

**Committee Work**

- **Teaching and learning with Technology Roundtable 2 (TLTR2);** Promotes innovative use of technology in teaching. Co-sponsors the annual Teaching with Technology Symposium.

- **Student Feedback Forms Committee;** Responsible for faculty evaluation of teaching processes through eSFFs and peer review of teaching.

- **Provost's Task Force on Textbooks;** Formed to ensure compliance with regulations regarding transparency in cost for students and to encourage the use of open educational resources (OER).

- **Technology Steering Committee;** Faculty and staff collaborate to discuss technology initiatives at Temple University.

- **Blackboard Advisory Committee;** Faculty and staff meet and discuss Blackboard initiatives and make recommendations for its use at Temple University.

- **Academy for Adult Learning Advisory Committee;** Provides guidance on the continued growth and development of a certificate program offered by the Institute on Disabilities providing an authentic college experience for young adults with intellectual disabilities at Temple University.

- **International Roundtable;** Administrators and faculty involved with international students.

- **CLA Ad-hoc Committee on Languages;** Formed to make recommendations to the CLA Dean on the future of language instruction at Temple.

- **CLA Teaching Awards Committee;** Reviews nominations for teaching awards for CLA faculty and teaching assistants.

- **Fox School of Business;** Consulted with faculty committee to discuss improving critical thinking opportunities for students.

- **General Education Program;** Consulted with Directors to consider future directions and improved quality of GenEd offerings.

- **Lewis Katz School of Medicine;** Advised and collaborated on increasing active learning opportunities in the curriculum.

- **College of Public Health;** Participated in CPH Teaching Showcase Day.

- **Human Resources Learning & Development;** Served as coach for Leadership Academy participants.

- **School of Podiatry;** Planning about future faculty development opportunities.

- **Teaching with Technology Symposium Committee;** Co-planned the TTS event, which is now under TLC supervision.

- **Search for Chief Information Officer;** Served as an evaluator outside of the committee.

- **TECH Center Anniversary Committee;** To plan the 10th anniversary celebration for the TECH center.
CONFERENCE / ORGANIZATION

- **Fiore, Stephanie.** Conference Session Proposal Reviewer, 2015, 40th Annual Professional and Organizational Development (POD) Conference, San Francisco, CA.

- **Gallo, Gail.** *Temple’s Undergraduate Student Technology Fellows Program*, 2016, Teaching with Technology Symposium, Philadelphia, PA.

- **Gallo, Gail.** *The Accessible Technology Initiative at Temple University*, 2015, Delaware Valley Network, Philadelphia, PA.

- **Hansberry, Jaclyn.** *Temple’s Undergraduate Student Technology Fellows Program*, 2016, Teaching with Technology Symposium, Philadelphia, PA.

- **Inman, Johanna.** *Beyond Words: Visual Choices that Deepen Learning*, 2016, FridayLive Teaching, Learning and Technology Group (TLT Group), Webinar.


- **Inman, Johanna.** *Research and Theory on Teaching and Learning in Higher Education*, 2015, Myrtilla Miner Faculty Fellows Program, University of the District of Columbia, Washington, DC.

- **Inman, Johanna.** Manuscript Reviewer, 2016, *To Improve the Academy: Creative Scholarship Feature.*

- **Inman, Johanna.** Conference Session Proposal Reviewer, 2016, *Lilly Conferences on Teaching and Learning*, Traverse City, MI.

On January 1, 2016, the Teaching and Learning Center and the Instructional Support Center merged into one unit. The organizational chart below reflects this change.
Meet Our Staff

Our greatest assets are the knowledgeable and dedicated people who work at the TLC and ISC. Meet the staff who worked with us in 2015-2016.

Stephanie Fiore  
Senior Director

Gail Gallo  
Director

Pete Watkins  
Associate Director

Johanna Inman  
Assistant Director

Shawn Ta  
Lead Technical Support Specialist

Simuelle Myers  
Senior Instructional Designer

Jennifer A. Ford  
Senior Information Systems Training Specialist

Edward Lieber  
Senior Instructional Support Specialist

Jaclyn Hansberry  
Senior Instructional Support Specialist
Sreyrath (Sara) Vann  
Administrative Coordinator

Kaitlyn Amodei  
Administrative Specialist

Joshua Joel Whearry  
Graphic and Web Designer

Robert Pred  
Senior Faculty Fellow

Donna Marie-Peters  
Faculty Fellow

Ina Calligaro  
Faculty Fellow

David Ingram  
Faculty Fellow

Student Workers & Technology Fellows

Alex Aftuck  
Graduate Extern

Sean P. Mckelvey  
Student Worker

Trinh D. Le  
Student Worker

Kyle Salembier  
Student Worker

Nicole Cionci  
Student Worker

Angelica Cionci  
Student Worker

Rebecca Navarro  
Student Worker

Diane Palacio  
Student Worker

Rayyan Shahid  
Student Worker

Kris Castro  
Technology Fellow

Jullian Martinez  
Technology Fellow

Joshua Carey  
Technology Fellow

Derek J. Gibbs  
Technology Fellow

Jessica Rossi  
Technology Fellow

Victor Chan  
Technology Fellow

Richelle Kota  
Technology Fellow

Taylor Kaminsky  
Technology Fellow

Dau Lam  
Technology Fellow
TECH Center
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