



Teaching and Learning Center

ANNUAL REPORT

2015-2016

*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



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2015-2016

IN REVIEW

2016

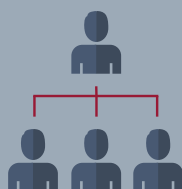
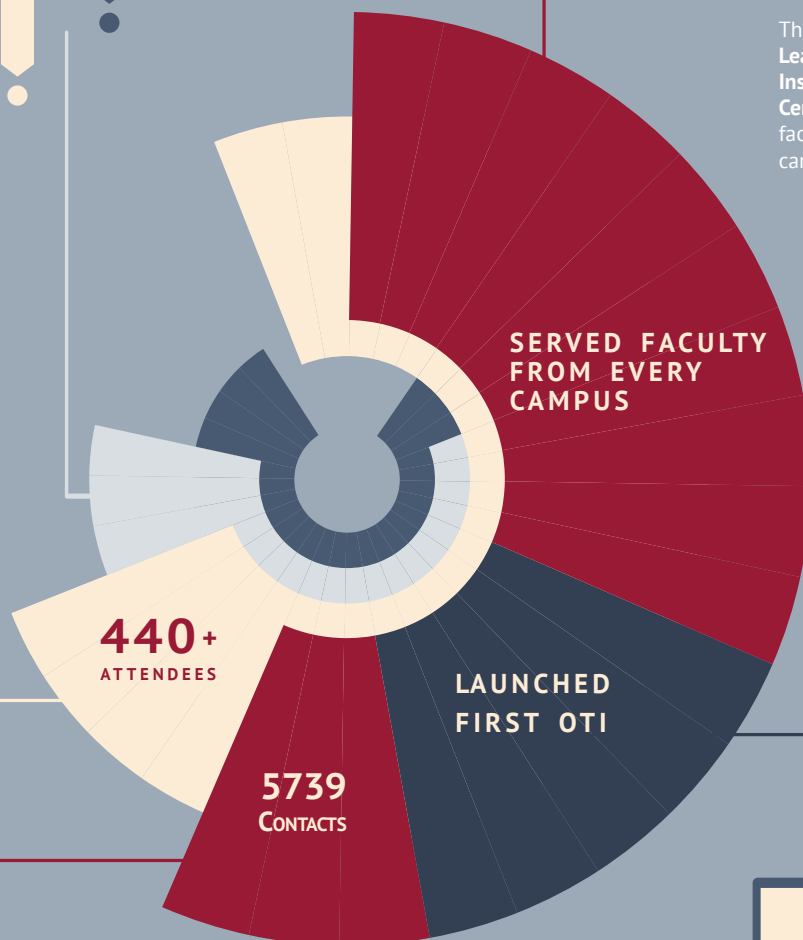
On January 1, 2016, the **Instructional Support Center** merged with the **Teaching & Learning Center**. In fall of 2016, the combined unit will become the **Center for the Advancement of Teaching (CAT)**.



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



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.



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.

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

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
TLC	983	1,078	1,175	1,147	1,331	1,396	965	1,225
ISC								1,139

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

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
TLC	1,868	2,324	2,140	2,231	2,412	2,510	1,815	2,500
ISC								3,321

TABLE 3: Frequency of visits

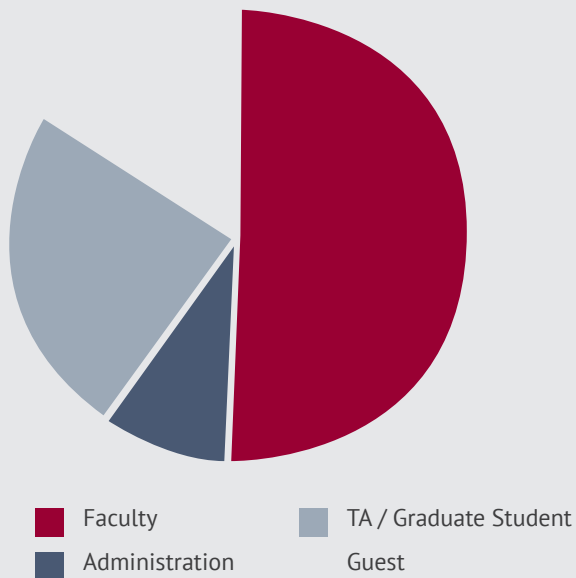
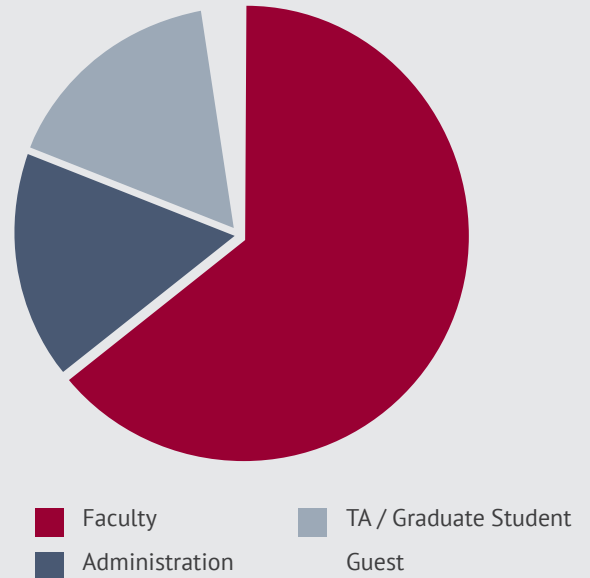
	TLC	ISC
TOTAL	1,225	1,139
Attended once	859	694
Attended more than once	366	445

TABLE 4: Contacts from consults

	TLC	ISC
TOTAL	2,500	3,321
Workshops & Events	2,328	130
Consults	172	3191

TABLE 5: People served by affiliation

	TLC	ISC	TLC	ISC	TLC	ISC
AFFILIATION	TOTAL INDIVIDUALS		TOTAL CONTACTS		% SERVED BY AFFILIATION	
Faculty	662	739	1,793	2,563	54%	64%
Administration	100	185	182	412	9%	17%
TA / Graduate Student	280	208	339	336	22%	18%
Guest	183	7	186	10	15%	1%
GRAND TOTAL	1,225	1,139	2,500	3,321		

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

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

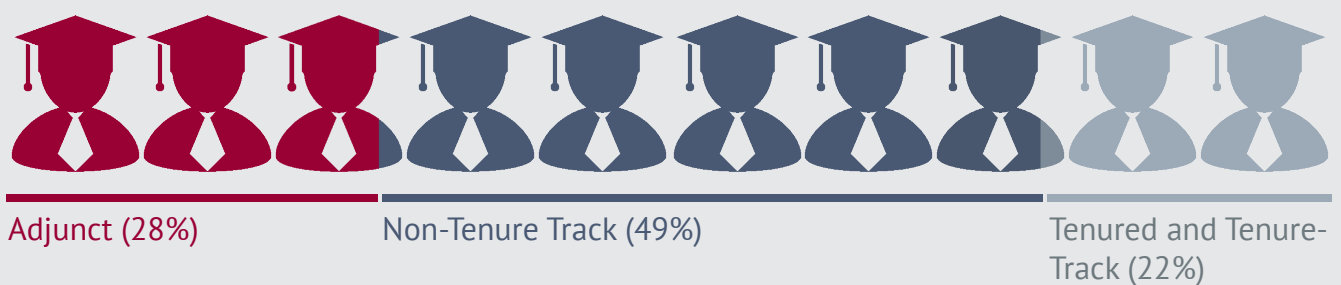
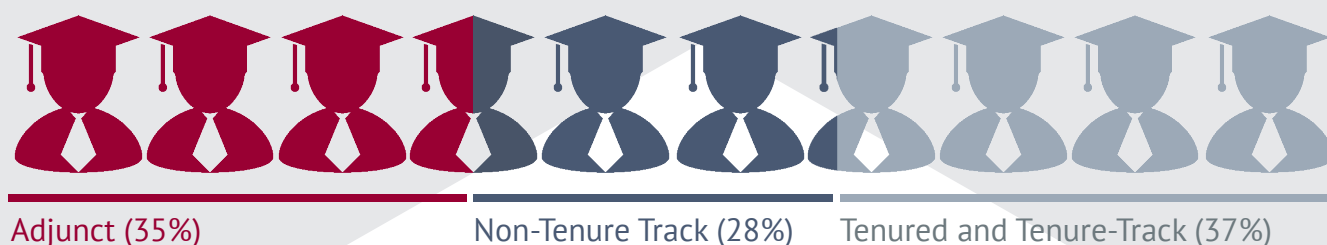
FIGURE 2A: TLC percentage of faculty served according to rank

FIGURE 2B: ISC percentage of faculty served according to rank**TABLE 7:** Attendance by school/college

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

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

- *Becoming a Critically Reflective Teacher*, by Stephen Brookfield, 1995.
- *Drive: The Surprising Truth about what Motivates Us* by Daniel Pink, 2009.
- *Minds on Fire: How Role-Immersion Games Transform College* by Mark C. Carnes, 2014.
- *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



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



Maurice H. Kornberg School of Dentistry

Flipping Your Classroom without Flipping Out

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).

TABLE 8: Teaching in Higher Education Seminar offered to matriculated graduate students and enrollment by department

DEPARTMENT	STUDENTS
Liberal Arts	13
Educational Psychology	7
Chemistry	29
Theater	12
Biology	5
Media and Communication	13
Spanish	11
English	11
Math	7
TOTAL	108

TABLE 9: Number of matriculated graduate students who completed the certificate by school/college

SCHOOL/COLLEGE	STUDENTS
College of Education	1
College of Liberal Arts	18
School of Media and Communication	7
College of Public Health	4
College of Science and Technology	7
School of Theater, Film, and Media Arts	1
Tyler School of Art	3
TOTAL	41

“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.”

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

SEMESTER	COURSE	ENROLLMENT
Summer II 2015	EPSY 8960	13
Fall 2015	EPSY 8985	23
Spring 2016	EPSY 8960	8
Summer I 2016	EPSY 8985	17
TOTAL ENROLLMENT FOR AY2015-2016		61

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%

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



90%

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.



FROM 8.1
TO 8.9

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.



FROM 7.5
TO 8.7

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.

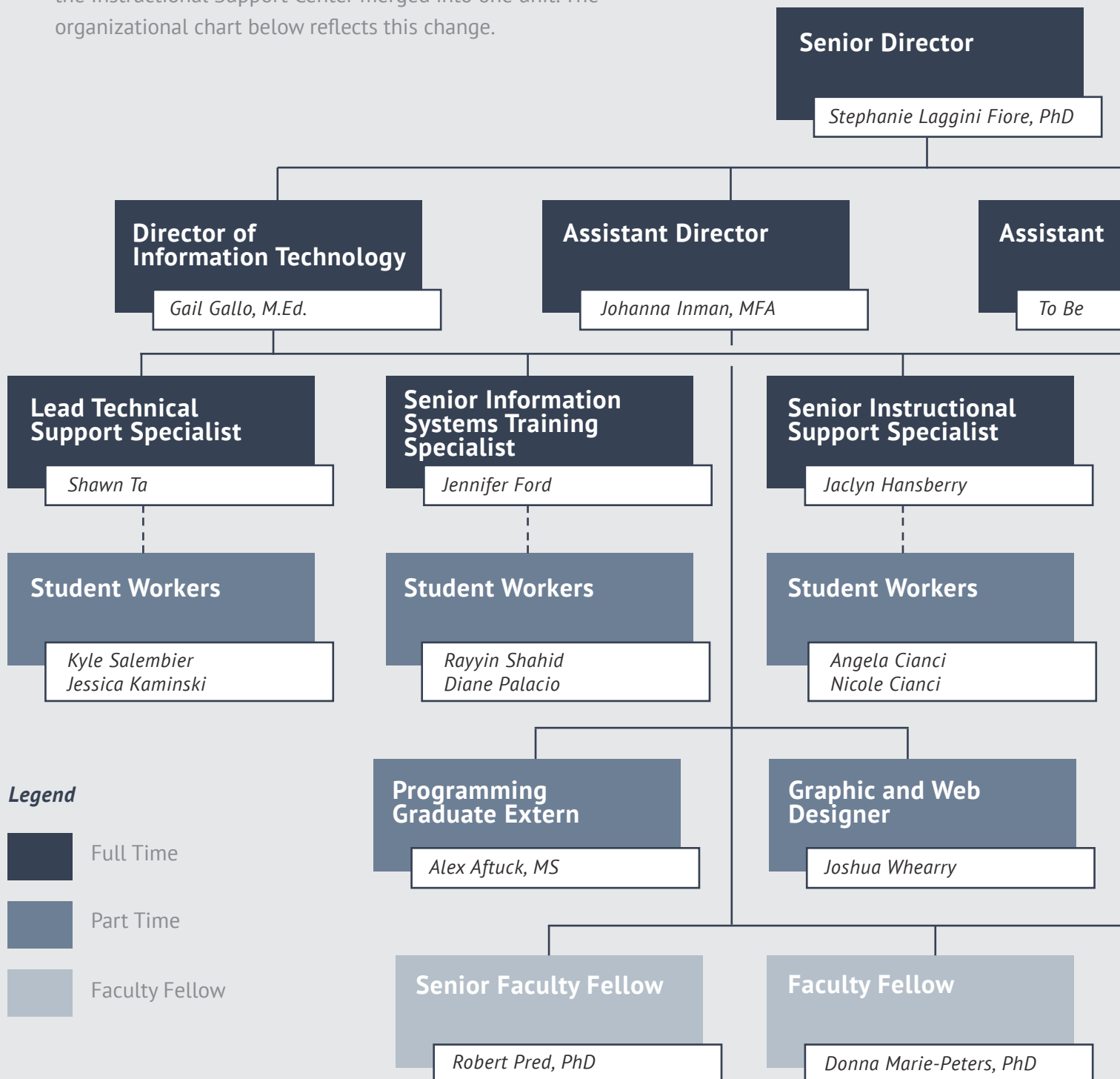
CONFERENCE / ORGANIZATION

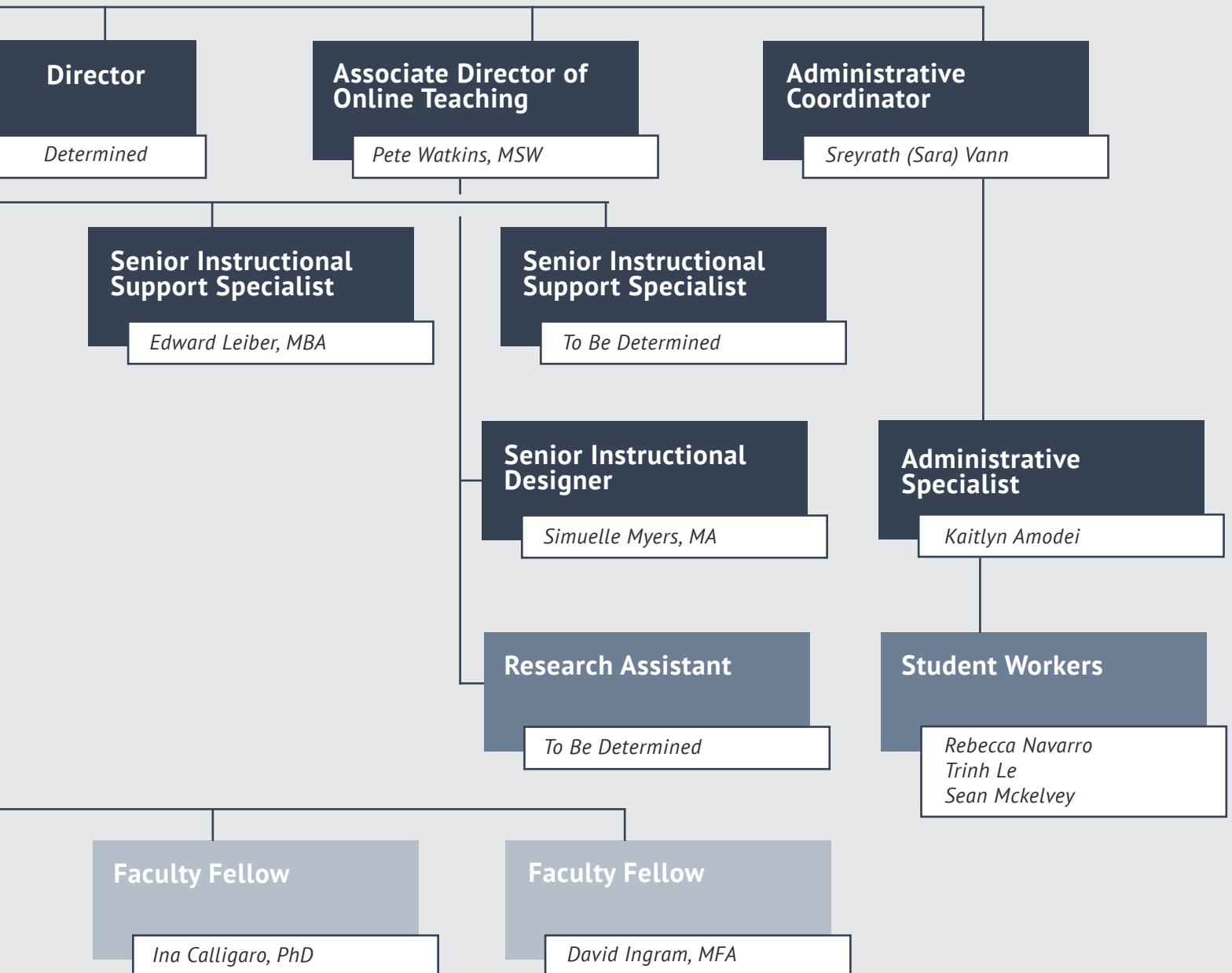
- **Fiore, Stephanie.** Conference Session Proposal Reviewer, 2015, 40th Annual Professional and Organizational Development (POD) Conference, San Francisco, CA.
- **Gallo, Gail.** *Temple's Undergraduate Student Technology Fellows Program*, 2016, Teaching with Technology Symposium, Philadelphia, PA.
- **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.** *Beyond Words: Visual Choices that Deepen Learning*, 2015, 40th Annual Professional and Organizational Development (POD) Conference, San Francisco, CA
- **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.
- **Watkins, Pete.** *What Professors can Learn from Jugglers*, 2015, 40th Annual Professional and Organizational Development (POD) Conference, San Francisco, CA.



Organizational Structure

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

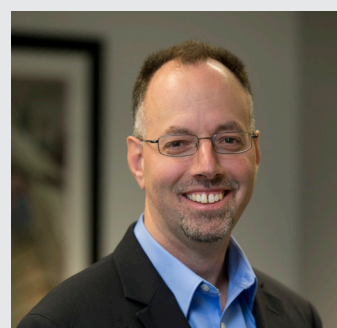
Our greatest assets are the knowledgeable and dedicated people who work at the TLC and ISC. Meet the staff who worked with us in 2015-2016.



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**



Sreyath (Sara) Vann
Administrative Coordinator



Kaitlyn Amodei
Administrative Specialist



Joshua Joel Whearry
Graphic and Web Designer



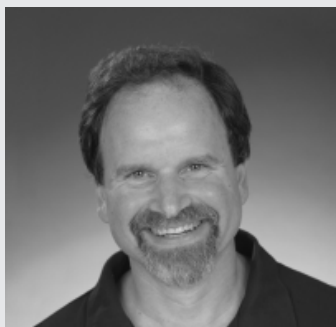
Robert Pred
Senior Faculty Fellow



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

1101 W. Montgomery Avenue, Suite 112
Philadelphia, PA 19122



215.204.8761



tlc@temple.edu



tlc.temple.edu