# TEMPLE UNIVERSITY

**Center for the Advancement of Teaching**

# ANNUAL REPORT

2016-2017

*Fostering excellent teaching so students learn, develop and succeed.*

teaching.temple.edu

# Message from our Senior  Director

**Stephanie Laggini Fiore Ph.D.**
**Senior Director**

**"We enjoy the community of faculty that participates in CAT programs"**

It has been a whirlwind year at the Center for the Advancement of Teaching (CAT)! Our newly expanded and reimagined center now includes faculty developers, instructional designers, educational technology specialists, and an administrative staff that keeps our busy office on track. We are now able to deliver more holistic and robust faculty development programming that includes pedagogy, technology in teaching, curriculum development and support for online teaching.

This year has seen the continuation of signature programs such as Provost's Teaching Academy, the annual Faculty Conference for Teaching Excellence, and a number of Faculty Learning Communities. It has also included new initiatives aimed at improving the design of courses with high failure rates (The SOAR Project) and encouraging experimentation with makerspace technologies to support learning (Innovative Teaching with Makerspace Technology Grant). Our programming constantly adjusts to respond to faculty and student needs and to encourage practices that help today's students to learn.

As always, we are able to accomplish so much because of the support of Provost Epps and Vice Provost for Faculty Affairs Kevin Delaney, 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.

The rich problem solving and creative nature of the work we do with you is continually interesting and rewarding. We relish the variety of collaborations we enjoy with faculty from all of Temple's schools and colleges, from thinking about how to help students become better clinicians to how online learning can be improved in General Education courses or how technology might enhance engagement in large lectures. Most of all, we enjoy the community of faculty that participates in CAT programs, a community we are always looking to grow. So if you have not yet discovered the benefits of becoming part of that community, find out what it's all about. Come join us at the CAT!

Warmly,

Stephanie Laggini Fiore

# CONTENTS

# A YEAR IN REVIEW

## 2016 - 2017

93.7% agree or strongly agree that what they learned at the CAT will contribute to their students' learning.

90% of respondents either agreed or strongly agreed that working with the CAT will improve the quality of their teaching.

## GROWTH

The CAT's total contacts for the year nearly doubled; rising from 5,821 to 10,136 this year.

Launched new website for the CAT. teaching.temple.edu

More than 70 graduate students and professionals have earned our Teaching in Higher Education Certificate.

Reached faculty across every college and campus.

210

197

125

### Special Events Outreach

- TA Orientation
- Annual Faculty Conference
- Teaching With Technology Symposium

### Student Oriented Active Redesign (SOAR)

15%

The DFW (D grade, F grade, and Withdrawal) rate decreased by up to 15% in participating STEM courses.

# Significant Accomplishments

### Project SOAR

In collaboration with the Office of the Senior Vice Provost for Undergraduate Studies, the Center for the Advancement of Teaching launched a new program to support Temple University schools and colleges in redesigning courses that consistently produce high rates of student failure or withdrawal (DFW rates). The SOAR Project (Student-Oriented Active Redesign) is a year-long program which begins with a three-week intensive course redesign institute where faculty examine the research on how to support student learning, motivation, and success in the classroom. The institute is followed by individual consultations and trainings with CAT faculty developers and instructional technology specialists to complete the redesign. Eleven courses from across the university participated in the SOAR Project, piloting their redesigned courses in fall 2016. Preliminary outcomes are encouraging as a number of redesiged courses showed considerable improvement in DFW rates as well as meaningful differences between the redesigned and non-redesigned courses with respect to students' self-efficacy and task-value which have been shown to affect motivation and persistence. Faculty also reported experiencing a greater sense of confidence and satisfaction with their teaching and with the outcomes in their courses.

### New Faculty Welcome Packages

New full-time faculty were surprised to receive a welcome package from the Center for the Advancement of Teaching filled with helpful information and tools to support their teaching at Temple. Included were information about the CAT's programming and other resources on campus, a book on effective teaching practices, a slide advancer, whiteboard markers and an eraser, all delivered in a CAT tote. We think a warm welcome goes a long way.

### Innovative Teaching with Makerspace Technology Grant

The Center teamed up with the Digital Scholarship Center at Paley Library to co-sponsor the inaugural *Innovative Teaching with Makerspace Technology Grant.* This grant allows faculty interested in exploring ways to use makerspace technologies the opportunity to try them without passing the cost onto their students. We had an unexpected number of faculty apply for this grant and were able to choose six projects for 2017-18 execution. These projects will use makerspace tools to assist students in more accurately diagnosing fractures and practice microsurgery skills, rethink the design process in an architecture class, engage in rich storytelling in a media course, fabricate models for interactive exhibits exploring the intersection of social and biological sciences, and orient students to the complex environment of the operating room. We look forward to seeing these fascinating learning opportunities come to fruition.

## New and Enhanced Resources for Faculty

The Center designed and published an enhanced website, *teaching.temple.edu*, profiling new services for faculty. CAT consultation appointments and breakout rooms can now be reserved online. This feature allows faculty to register for CAT events in a streamlined and easy-to-use way. In collaboration with Computer Services, the Center for the Advancement of Teaching opened a new Instructional Technology Lab for faculty at the Health Sciences Campus. This new lab offers state-of-the-art computers, a variety of software applications to support instruction, and consultation services.

## Support for Online Learning

In 2016-2017, the Online Teaching Institute (OTI), a four-week intensive program for online instructors, remained one of our most popular programs, allowing faculty to learn how to design online assessments and activities and apply principles of learner-centered teaching to the online environment, all while gaining the experience of being an online student. In addition, CAT participated in developing standards for online courses in the General Education curriculum and offered workshops for GenEd faculty to help them meet those standards. We also offered targeted programming to help faculty find and use tools to help them deliver online content, such as podcasts and interactive videos.

## Future Directions

The Center will be engaged in two major new projects during the upcoming academic year. CAT staff have been doing research in preparation for the upcoming (Fall 2017) Inclusive Teaching Institute which will focus on helping faculty make their classrooms a welcoming and supportive environment for all students. CAT staff have attended workshops on inclusive teaching and met with representatives of universities that are seen as leaders in the area of faculty development on the topic of inclusive teaching. The university will be transitioning learning management systems (LMS) from Blackboard Learn to Canvas. Canvas offers a clean, easy-to-use interface and a wealth of learning tools for rich learning experiences. The Center's team will offer training for faculty on the new LMS by providing a suite of services for every user, from the novice to the technology expert. In addition, our faculty developers will work with faculty to re-think how the LMS is used for teaching and learning, and help faculty to explore new opportunities that Canvas may provide.

# Attendance Data

We collect attendance data at each of our workshops, programs, and events. From this data, we can determine the breakdown and number of faculty, students, administrative staff as well as other academic units that we serve.

### Table 1: People Served from FY 2009-2010 to FY 2016-2017

| 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|---|
| 1,078 | 1,175 | 1,147 | 1,331 | 1,396 | 965 | 2,367 | 2,746* |

### Table 2: Contacts Served from FY 2009-2010 to FY 2016-2017

| 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|---|
| 2,324 | 2,140 | 2,231 | 2,412 | 2,510 | 1,815 | 5,821 | 10,136* |

### Table 3: Frequency of Visits

| VISITS | |
|---|---|
| ATTENDED ONCE | 1,622 |
| ATTENDED MORE THAN ONCE | 1,124 |



- Faculty
- Administration
- TA/Graduate Students
- Other/Unknown
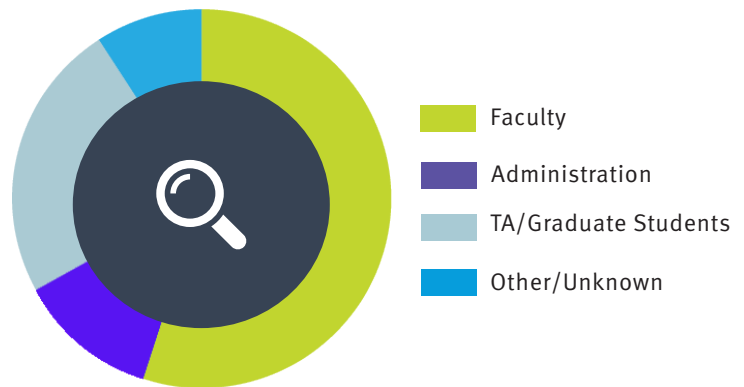
### Table 4: People served by Affiliation

| AFFILIATION | TOTAL INDIVIDUALS | TOTAL CONTACTS | % SERVED BY AFFILIATION |
|---|---|---|---|
| Faculty | 1,477 | 5,499 | 55% |
| Administration | 363 | 1,310 | 12% |
| TA/Graduate Students | 645 | 2,420 | 24% |
| Guest | 261 | 907 | 9% |
| GRAND TOTAL | 2,746 | 10,136 | 100% |

### Table 5: Faculty served by Rank

| RANK | INDIVIDUAL FACULTY | TOTAL FACULTY CONTACTS | % SERVED BY RANK |
|---|---|---|---|
| Tenured and Tenure-Track | 401 | 1,525 | 28% |
| Non-Tenure Track | 551 | 2,070 | 38% |
| Adjunct | 395 | 1,471 | 27% |
| Other/Unknown | 130 | 433 | 7% |
| GRAND TOTAL | 1,477 | 5,499 | 100% |

*Indicates first full year of data from integrated CAT

## Table 6: Attendance by School/College

| SCHOOL/COLLEGE | 2015-2016 | 2016-2017 |
|---|---|---|
| College of Liberal Arts | 553 | 586 |
| Fox School of Business | 143 | 232 |
| College of Science and Technology | 143 | 232 |
| College of Public Health | 202 | 220 |
| Tyler School of Art | 72 | 137 |
| Klein College of Media and Communications | 102 | 126 |
| Lewis Katz School of Medicine | 134 | 124 |
| College of Education | 84 | 100 |
| School of Pharmacy | 74 | 89 |
| College of Engineering | 68 | 87 |
| Boyer School of Music and Dance | 48 | 77 |
| Kornberg School of Dentistry | 108 | 72 |
| School of Theater, Film and Arts | 51 | 59 |
| School of Social Work | 0 | 33 |
| Beasley School of Law | 16 | 31 |
| School of Podiatric Medicine | 7 | 23 |
| School of Sport, Tourism and Hospitality | 6 | 21 |
| Non-Academic Unit | 151 | 101 |
| Outside of Temple | 183 | 82 |
| Temple Rome | 3 | 31 |
| Temple Japan | 1 | 4 |
| Library | 22 | 19 |
| Other | 196 | 260 |
| TOTAL | 2,367 | 2,746 |

# Faculty Development Programming

Every semester, the CAT provides programming that includes pedagogy workshops, book groups, teaching with technology workshops, and instructional technology trainings to Temple faculty and teaching assistants. In addition, the CAT offers a number of faculty learning community opportunities that allow intensive investigation of particular topics. In 2016-2017, the CAT offered more than 65 programs on a wide range of topics and conducted more than 4,033 confidential, one-on-one consultations. Here is a few of our favorites this year:

## TECHNOLOGY TRAININGS

- Now Streaming: Creating Engaging Video Lectures
- Digital Storytelling: Podcasts as Assignments
- Cool Tools: Helping Students Visualize and Communicate Course Concepts
- Camtasia Relay: Harnessing Video Clips to Enhance Student Learning

## BOOK GROUPS

- *Visual Intelligence,* by Amy Herman, 2016.
- *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience,* by Mary Helen Immordino-Yang, 2015.
- *Mad at School: The Rhetoric of Mental Disability in Higher Education,* by Margaret Price, 2011.

## TEACHING SEMINARS

- Beyond Icebreakers: Establishing a Community of Learners on the First Day of Class
- Flipping your Class without Flipping Out
- Implementing Peer Review of Teaching in Your Department
- An Ounce of Prevention: Teaching Strategies That Impede Plagiarism

## FACULTY LEARNING COMMUNITIES

- Teaching International Students
- Digital Pedagogy
- Cognitive Science

# Customized Programs

In addition to the workshops and programs we advertise, the Center for the Advancement of Teaching provides professional development workshops and training sessions upon request. These programs are customized to fit the needs of individual schools, departments, and academic units. In 2016-17, we created more than 36 customized programs on a number of campuses, some of which were offered multiple times or in multiple parts. Here is a sample of the kinds of programs we offered:

## TYLER SCHOOL OF ART

- Crafting Self-Regulated Learners and Artists
- From the Studio to the Classroom: Facilitating Effective Discussions

## COLLEGE OF LIBERAL ARTS

- Teaching Economics
- Digital Storytelling: Podcasts as Assignments

## KORNBERG SCHOOL OF DENTISTRY

- Putting New Faculty on the Road to Good Teaching

## KLEIN COLLEGE OF MEDIA AND COMMUNICATIONS

- Using Blackboard more Effectively
- Integrated Course Design and Developing Learning Goals

## SCHOOL OF PODIATRIC MEDICINE

- Putting New Faculty on the Road to Good Teaching

## BEASLEY SCHOOL OF LAW

- Developing More Effective Student Outcomes
- Brown Bag on Difficult Discussions in the Classroom

## TEMPLE ROME

- Using Technology to Promote Student Learning - Part One: Enhancing Faculty-Student Communication
- Using Technology to Promote Student Learning - Part Two: Increasing Motivation and Collaboration

# Special Events

The Center for the Advancement of Teaching offers annual conferences and special events that foster teaching excellence through research-based practices and the use of instructional technology.

## ANNUAL FACULTY CONFERENCE

In January, Dr. Saundra Yancy McGuire delivered a lively and engaging keynote address on the topic of teaching students how to learn at the 15th Annual Faculty Conference on Teaching Excellence. Over 200 faculty from Temple and around the region participated in the event.

## TEACHING WITH TECHNOLOGY SYMPOSIUM

In March, the CAT 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. The event provided 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 Center for the Advancement of Teaching (CAT), Computer Services, The Teaching, Learning, Technology Roundtable Committee (TLTR), The General Education program, The Office of Digital Education, and University Libraries.

## TA ORIENTATION

In August, the CAT held a one-day orientation for graduate teaching assistants to demonstrate the resources available to support them. Over 160 TAs participated. The day included an interactive theater activity where a panel of experienced faculty commented on classroom scenarios, as well as topical breakout sessions focusing on various aspects of teaching, such as motivating and engaging students, facilitating effective discussions, grading, and more.

## STEM EDUCATORS' LECTURE

In April, the CAT brought Dr. Sheryl Sorby, from Ohio State University for the latest STEM Educators' Lecture focused on improving 3-D spatial skills. Dr. Sorby also served at the National Science Foundation as a Program Director in the Division of Undergraduate Education. Faculty from Temple attended the lecture and participated in an engaging discussion and reception afterwards.

## LUNCH WITH TEMPLE'S AWARD WINNING TEACHERS

In January, the CAT hosted a luncheon in honor of the 2015-2016 recipients of two of Temple University's awards for excellent teaching: The Great Teacher and Lindback Awards. Rebecca Alpert and Elizabeth Bolman, winners of the Great Teacher Award, were joined by George Miller III, LeAnn Ericson, Jeff Boles, Steve Fleming, and Salil Mehra, winners of the Lindback Award, to reflect on their development as teachers and to facilitate a conversation about teaching.

# Provost's Teaching Academy

Held every summer since 2009, the Provost's Teaching Academy (PTA) is one of the Center's marquee events which brings together a select group of faculty members from across the University to discuss and reflect on teaching and learning. Participants in this six-week program explore issues such as theories of teaching and learning, student motivation, how to design rich learning experiences, and how to create a supportive learning environment for all students. More than a teaching workshop, the PTA is a vehicle for promoting excellent teaching at Temple. Including the 2017 participants, 149 people have now completed the PTA. Congratulations to the "PTA Class of 2017"!

## The PTA 2017 Members

- Abraham Abebe, College of Science and Technology, Mathematics

- Angela Bricker, College of Science and Technology, Biology

- Susan Chialastri, Kornberg School of Dentistry, Periodontology

- William Egan, College of Public Health, Physical Therapy

- Tony Ferrar, College of Engineering, Mechanical Engineering

- Amy Friedman, College of Liberal Arts, English and First-Year Writing

- Carmelo Galati, College of Liberal Arts, French, German, Italian, Slavic

- Richard Greenstein, Beasley School of Law

- Donald Hantula, College of Liberal Arts, Psychology

- Jaskiran Kaur, College of Science and Technology, Chemistry

- George Miller, Klein College of Media and Communications, Journalism

- Cory Ng, Fox School of Business, Accounting

- Catherine Pancake, School of Theater Film and Media Arts, Film and Media Arts

- Anne Russ, College of Public Health, Kinesiology

- Sheryl Sawin, College of Liberal Arts, Intellectual Heritage

- Michelle Scarpulla, College of Public Health, Social and Behavioral Sciences

- Kolson Schlosser, College of Liberal Arts, Geography and Urban Studies

- Roman Szewczuk, Fox School of Business, Marketing and Supply Chain Management

# Teaching in Higher Education Certificate

This is the seventh year of the Teaching in Higher Education Certificate program for grad students. To date, over 294 grad students have earned the certificate. In Fall 2016, the Teaching in Higher Education Seminar was offered in 5 departments across the university for a total student enrollment of 100 graduate students (Table 7). In the 2016-2017 academic year, 55 graduate students from 7 different schools and colleges earned the Teaching in Higher Education Certificate (Table 8).

**Table 7: Matriculated enrollment in the seminar by department**

| DEPARTMENT | STUDENTS |
|---|---|
| College of Public Health/Health Related Professions | 8 |
| College of Science and Technology/Chemistry | 23 |
| College of Liberal Arts/Liberal Arts | 49 |
| College of Liberal Arts/English | 9 |
| Klein College of Media and Communication/Media and Mass Communication | 11 |
| **Total Enrollment** | **100** |

**Table 8: Matriculated graduate students who completed the certificate by school/college**

| SCHOOL/ COLLEGE | STUDENTS |
|---|---|
| College of Education | 3 |
| College of Liberal Arts | 22 |
| College of Public Health | 4 |
| College of Science and Technology | 9 |
| Klein School of Media and Communication | 7 |
| School of Theater, Film, and Media Arts | 4 |
| Tyler School of Art | 6 |
| **Total** | **55** |

Now in its 8th year, the Teaching in Higher Education Certificate for faculty and aspiring faculty continues to become more effective educators, improve student learning, and develop high-quality teaching materials. Last year, faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate.

**Table 9: Non-Matriculated enrollment by semester**

| SEMESTER | COURSE | ENROLLMENT |
|---|---|---|
| Summer II 2016 | EPSY 8960 | 20 |
| Fall 2016 | EPSY 8985 | 12 |
| Spring 2017 | EPSY 8960 | 27 |
| Summer I 2017 | EPSY 8985 | 28 |
| **Total Enrollment for AY2016-2017** | | **87** |

# Scholarship and Service

CAT staff members serve on many committees that address teaching issues at the university and are well positioned in the national community through their work on editorial boards, proposal review teams, and participation in regional and national conferences. In addition, this year, the CAT has attatched a study to Project SOAR and has been collecting data for scholarship on this initiative.

## COMMITTEE WORK

- **Teaching and Learning with Technology Roundtable 2 (TLTR);** Committee that reports to CAT promoting innovative use of technology in teaching. Also a co-sponsor of the annual Teaching with Technology Symposium.
- **Blackboard Advisory Committee;** Faculty and staff responsible for discussion of Bb initiatives and recommendations for the use of Bb at Temple University.
- **General Education Online Standards Committee;** Developed standards to evaluate GenEd online courses.
- **Learning Management System (LMS) Selection Committee;** Tasked with evaluating LMS solutions that best serve university needs.
- **Student Laptop Taskforce;** Explored the feasibility and implications of allowing programs or schools to require students to purchase laptops.
- **Accessible Technology Compliance Committee (ATCC);** Establishes and communicates standards and guidelines for accessibility of programs, services, learning spaces and technology facilities across Temple.
- **International Students Advisory Council (ISAC);** Provided recommendations to International Student Affairs to insure a successful campus experience for our international students.
- **CLA Teaching Awards Committee;** Reviews nominations for teaching awards for CLA faculty and teaching assistants.

- **Teaching with Technology Symposium Committee;** Co-planned the TTS event, which is now under CAT supervision.
- **Academy for Adult Learning Advisory Committee;** Provided guidance on the continued growth and development for a certificate program offered by the Institute on Disabilities.
- **US Department of Education;** Served as external reviewer for Title III-Strengthening Institutions grant award to Lehigh Carbon Community College.

## ORGANIZATIONS

- **Fiore, S.** Reviewer, (2017). Professional & Organizational Development Network in Higher Education Conference.
- **Fiore, S.** Reviewer, (2017). Lilly Conference Series on College and University Teaching and Learning.
- **Fiore, S.** (2016). Distinguished Teaching and Learning Adviser, American Council on Education (ACUE) Course of Study in Effective Teaching Practices.
- **Inman, J.** Reviewer, (2016). To Improve the Academy.
- **Inman, J.** Reviewer, (2017), Lilly Conference on Evidence-Based Teaching.

## CONFERENCES

- **Fiore, S. & Inman, J.** (2016). *If Only I Could Clone Myself: Developing Champions for Change.* POD Network Conference, Louisville, KY.

- **Fiore, S. & Ritacco Shaw, L.** (2016). *Supporting Faculty to Teach International Students Effectively.* Lilly Conference on Evidence-Based Teaching, Bethesda, MD.

- **Cunningham-Bryant, A.** (2016). *By Design: Constructing Immersive Co-curricular Engagement Opportunities Abroad.* Global Temple. Philadelphia, PA.

- **Cunningham-Bryant, A.** (2017). *Creating An Engaged Community of learners in an online classroom.* Teaching with Technology Symposium. Philadelphia, PA.

- **Gallo, G.** (2016). *From the Learner Perspective, A New Way to Enhance Teaching and Learning.* Blackboard World. Las Vegas, NV.

- **Inman, J. & Myers, S.** (2016). *Now Streaming: Video Lectures that Actively Engage Students.* Lilly Conference on Evidence-Based Teaching. Bethesda, MD.

- **Turner, K.** (2016). *Media Communication and Urban Ethnic Conflict.* AEJMC Conference. Minneapolis, MN.

- **Turner, K.** (2016). *Teaching Online Media & Diversity Classes:Pitfalls & Unique Opportunities.* AEJMC Conference. Minneapolis, MN.

- **Watkins, P.** (2016). *Relationships matter.* Keynote address for faculty at Middlesex Community College. Edison, NJ.

- **Watkins, P.** (2016). *Riddle me This! What Riddles Say About Thinking and Expertise.* Lilly Conference on Teaching, Bethesda, MD.

- **Watkins, P.** (2016). *Teaching for Understanding:  Active Learning Strategies that Promote Deep Learning.* Keynote address for New Jersey Council of Community Colleges conference.

- **Watkins, P.** (2016). T*eaching first-generation college students.*  Workshop for faculty at Middlesex Community College.  Edison, NJ.

- **Watkins, P.** (2016). *Taking the Leap into Online Teaching,* Lilly Conference on Teaching, Bethesda, MD.

- **Watkins, P.** (2016). Backward Design Workshop for faculty of Kingsborough Community College, Brooklyn, NY.

## PUBLICATIONS

- **Fiore, S. Watkins, P. & Inman J.** (forthcoming). *It Doesn't Have to Be Sink or Swim: Preparing PhDs to Teach.*  In Donica, J. & Marangoni K. *English PhDs in a Composition World: Reflections on a Changing Profession.* (editors are currently seeking publisher)

- **Watkins, P.** (2017). *Remembering vs. Understanding.* Faculty Focus: Higher Ed Teaching Strategies.

# Participant Feedback

In 2016-2017, 111 people who participated in CAT services responded to assessment surveys given after their participation in a workshop, consultation or training.

*"This was another great book club group. My takeaways were immediately applicable. The group discussion was especially helpful, especially learning more about how different disciplines approach learner centered teaching."*

*"The teaching was very effective in the [Course Redesign Institute]. The instructors used the methods we were learning which made the material very approachable. It was easy to see how the methods could be used in my class. The course and each session were well-organized. The topics and progression of the material was very appropriate."*

*"Keep doing what you are doing. The services are excellent and the faculty and staff of the CAT are exceptional. I recommend them whenever I can."*

*"I am extremely thankful to have [the CAT] as a resource on campus. Thank you for creating a culture of teamwork."*

*"Thank you all for the experience of being in the PTA. Teaching is always a work in progress, and there are definitely things I will work on and tweak for next time, but it seems like [my students] were engaged from their comments. I added in so much from the PTA-I know it made a difference."*

*"The breakout sessions provided useful information and gave many of us an opportunity to share our experiences and offer strategies to improve how we teach and address students' approach to learning at the collegiate level."*

**"I think CAT is an awesome resource for all faculty. The sessions always re-invigorate my joy for teaching and inspire me to go out of my comfort zone in the teaching tools that I use. Thanks so much."**

# Meet Our Staff

The Center for the Advancement of Teaching is able to offer its many events, programs, and services because of a fine staff of faculty developers, educational technology and instructional design specialists, administrative professionals, faculty fellows, a graduate research assistant and student workers.

**Stephanie Fiore**
Senior Director

**Gail Gallo**
Director

**Pete Watkins**
Associate Director

**Johanna Inman**
Assistant Director

**Clifford Rouder**
Assistant Director

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**David Ingram**
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**Alicia Cunningham-Bryant**
**Faculty Fellow**

**Karen M. Turner**
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**Faculty Fellow**



**Maria E. Lorenz**
**Faculty Fellow**



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**Support Specialist**



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**Graphic and Web Designer**

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**Morgan Brokenborough**
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