TEMPLE UNIVERSITY

Center for the Advancement of Teaching

2018 - 2019

ANNUAL REPORT

To foster evidence-based teaching in higher education so students learn, develop, and succeed.

CONTENTS

Message from the Assistant Vice Provost

This has been an exciting year at the Center for the Advancement of Teaching (CAT). We spent months under construction in order to create a space that would complete the vision of a unified center for pedagogical and educational technology support at Temple University. Plans were drawn up, materials were chosen, and we were off to the races! From late fall until spring break, our spaces were under construction with the exception of TECH 109, which would become our seminar and lab space and general work area during the topsy-turvy renovation time, and our TECH 107 conference room which became workspace for a great deal of our staff and student workers. We moved other staff to Ritter Hall, Gladfelter Hall, and upstairs in the TECH center while we awaited the transformation of our space.

Special thanks to the Office of Digital Education and to the College of Liberal Arts for lending office space to the CAT team while we were under construction. Your support was invaluable and allowed us to keep functioning. Heartfelt thanks to Marguerite Anglin and Nicole Dorrego and their teams for helping us design the space and implement that design. And, of course, my deepest thanks goes to Sara Vann, CAT's Assistant Director of Operations, who managed the entire project and made sure it all went off without a hitch. Our sincerest thanks also to the faculty for your flexibility. We had consultations in your offices, in coffee shops, and in our swing spaces - anywhere where we could find privacy for our conversations about teaching. We shortened lab hours to provide some time for workshops. We had virtual workshops, consultations, and trainings when there was simply no place to hold face-to-face programming. Through it all, our dear faculty were troopers, figuring it out with us and using our services despite the confusion.

In the long run, it was well worth it. Now when you enter the Center for the Advancement of Teaching, you are greeted by a member of our staff at the new central reception desk. The Instructional Technology Lab is brighter and more cheerful, and we have a walk-in consultation room where faculty can get help from an instructional technology specialist in privacy and without disturbing other faculty working in the lab. Our CAT Staff also has a better space to work. With the addition of new offices, collaboration spaces and a place to eat lunch, we can more effectively and efficiently work as a team to better serve the needs of our faculty. The room - TECH 109 - is a better seminar space than TECH 111 was.

Stephanie Laggini Fiore
Assistant Vice Provost

The configuration of the room allows everyone to see the screen more easily and we have large walltalker whiteboards for brainstorming and collaboration in our workshops and institutes. We couldn't be happier with the new space, both because it provides a better work environment for our staff and because it creates a more useable and welcoming environment for our faculty.

As we see it, the merger of the TLC and the ISC that created today's Center for the Advancement of Teaching is now complete. Our integrated and unified mission is clearly visible when you walk through the glass double doors into our area, and our staff is there with a smile to provide service to the faculty who serve our students. If you haven't been by to see us yet, we would love to welcome you to our new space. The CAT belongs to everyone who teaches our students.

YEAR IN REVIEW

95% of respondents either agreed or strongly agreed that their workshop facilitators explained concepts and instructions effectively, successfully engaged participants, and responded well to questions and comments.

94.2% agreed or strongly agreed that what they learned will contribute to their students' learning.

GROWTH

Participants' belief in the effectiveness of the learner-centered approach increased from **8.3 to 9.0** (on a scale from 1 to 10) after working with the CAT.

The CAT conducted more than 940 consultations.

More than 90 individuals earned our Teaching in Higher Education Certificate.

The CAT offered over 55 programs on a wide range of topics.

SPECIAL EVENT OUTREACH

OVER 160

OVER 350

■ TA Orientation   ■ Annual Faculty Conference

Before attending a workshop, 33% of respondents said that their knowledge and/or skills on the topic were low or very low.

After attending the workshop, 100% of respondents said that their knowledge and/or skills on the topic were moderate or higher. 81% said that their knowledge/skills were high or very high.

EXPANDED TWO-DAY CONFERENCE

There was a notable increase in attendance after introducing this new two-day conference format.

IMPROVED ED TECH PARTNERS PROGRAM

With these new changes, we achieved a high level of satisfaction by faculty and a high level of engagement by students.

NEWLY RENOVATED SPACE

In April, we celebrated the center's renovation and grand reopening.

SCHOLARSHIP AND SERVICE

The CAT team collectively contributed 17 presentations and 6 publications to the field.

SERVED FACULTY FROM EVERY CAMPUS

In 2018-2019, the CAT reached faculty across all 7 campuses, creating over 45 customized programs either facilitated online or face-to-face.

SIGNIFICANT ACCOMPLISHMENTS

EXPANDED TWO-DAY FACULTY CONFERENCE FOR TEACHING EXCELLENCE

This year, the CAT combined our Annual Faculty Conference on Teaching Excellence with our Teaching with Technology Symposium to make one two-day event in January. This change reflects our belief that teaching with technology is just one of the pedagogical choices we can make to improve student learning, and is therefore part of the larger discussion on teaching that takes place at our conference. The conference featured keynote speaker Dr. James Lang, a respected and influential member of the teaching and learning community, and plenary speaker Dr. David Yearwood, who spoke about how to use technology effectively to promote connection, engagement and empowerment. Faculty participated in a poster session and breakout sessions on a variety of topics. This year, we added Lightning Rounds, short talks led by faculty to introduce teaching with technology innovations. These included using blogging in class, fostering relationships with students through social media, Google Slides as an interactive medium, and more. We were so pleased to see that our attendance increased by introducing this new conference format, and that more faculty attended both days.

RETOOLING OF EDTECH STUDENT PARTNERS PROGRAM

The CAT's EdTech Student Partners Program (formerly known as Tech Fellows Program) was originally established to provide technical support for faculty as they needed it. However, we wanted to offer something that doesn't already exist on campus. Keeping in mind the needs of faculty members, an EdTech Student Partners program was formed to help faculty integrate technology effectively in their face-to-face and online classes. Each faculty member is paired with an EdTech Student Partner for a semester-long partnership. EdTech Student Partners meet with faculty members one-on-one to consult about technology tools, support them in the classroom, teach students how to use the technology, help them organize and design the structure of an online course, and provide feedback from a student perspective. With these new changes, we achieved a high level of satisfaction by faculty and a high level of engagement by students.

DEVELOPMENT OF NEW PROGRAM ASSESSMENT TOOLS

Assessing the needs of Temple University instructors and getting useful feedback from them on the effectiveness of the work we do at the CAT is essential to the growth and development of our programming and our team. With this goal in mind, the CAT formed a committee to revisit the surveys that are sent out to faculty after consultations, workshops, and events. The committee redeveloped these surveys in order to elicit more targeted feedback which we will use to help continuously improve our programming, as well as our skills as facilitators and consultants. We piloted four surveys, respectively asking about our workshops, one-on-one consultations, the STEM Educators' Lecture, and the Annual Faculty Conference for Teaching Excellence, and invited faculty to comment on individual consultants' work as well. The first results of these surveys can be found in this annual report.

INNOVATIVE TEACHING WITH MAKESPACE TECHNOLOGY GRANT

We continued to fund innovative projects that use the makerspace tools to deepen student learning. The following projects were implemented with the help of our co-sponsor, The Digital Scholarship Center:

- Donna Bolling, College of Education, *Improving Learning for K-12 Students Using Makerspace Tools*

- Michelle Lee and Insook Han, College of Education, *Applying VR to STEM Learning in the Middle Grades*

- Ajima Olahere, College of Liberal Arts, *Using 360-Degree Cameras to Complete Systematic Social Observations*

- Catherine Pancake, Klein College of Media and Communication, *Leveraging Makerspace Tools to Create Fine Art Works*

- Leslie Reeder-Myers, College of Liberal Arts, *Creating Innovative Virtual Museum Exhibits Using 3D Imaging and Printing*

- Anne Russ and Jamie Mansell, College of Public Health, *Preparing Students for Clinical Practice Through VR Emergency Scenarios*

FUTURE DIRECTIONS: STRATEGIC PLANNING

The CAT began working on a new strategic plan, which we plan to complete in the coming fiscal year. Having written a new mission statement, a new vision statement, and goals, we are seeking input from our stakeholders who are of primary concern as we continue this process. Therefore, we will be calling on faculty partners, college administrators and central service units with whom we work closely to weigh in on our plan and to help it take shape. We are excited to define new directions and to get started on accomplishing new goals.

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, and external guests we serve.

Table 1: Contacts Served from FY 2011 - 2012 to FY 2018 - 2019

2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
2,231	2,412	2,510	1,815	5,821	10,136	*11,915	10,029

Table 2: People Served from FY 2011 - 2012 to FY 2018 - 2019

2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
1,147	1,331	1,396	965	2,367	2,746	*3,816	2,730

Table 3: Frequency of Visits

VISITS	
ATTENDED ONCE	1,446
ATTENDED MORE THAN ONCE	1,284
TOTAL	2,730

% People Served by Affiliation

- Faculty
- Administration
- TA/Graduate Students
- Guests

Table 4: People Served by Affiliation

AFFILIATION	TOTAL INDIVIDUALS	TOTAL CONTACTS	% SERVED BY AFFILIATION
Faculty	1,967	8,694	87%
Administration	184	438	4%
TA/Graduate Students	430	718	7%
Guest	149	179	2%
TOTAL	2,730	10,029	100%

Table 5: Faculty Served by Rank

RANK	INDIVIDUAL FACULTY	TOTAL FACULTY CONTACTS	% SERVED BY RANK
Tenured and Tenure-Track	375	1,935	22%
Non-Tenure Track	473	2,729	31%
Adjunct	502	2,664	31%
Other/Unknown	617	1,366	16%
TOTAL	1,967	8,694	100%

*Significant increase due to Blackboard to Canvas transition

Table 6: People Served by School/College

SCHOOL/COLLEGE	PEOPLE SERVED
College of Liberal Arts	533
Intensive English Language Program/Other	348
Tyler School of Art	224
College of Public Health	206
College of Science and Technology	199
Fox School of Business	186
Lewis Katz School of Medicine	152
Outside of Temple	151
Klein College of Media and Communications	124
College of Education	104
Non-Academic Unit	84
College of Engineering	69
Kornberg School of Dentistry	62
School of Theater, Film and Media Arts	51
School of Pharmacy	48
Temple Japan	46
Temple University Hospital	40
School of Sport, Tourism, and Hospitality	29
Boyer School of Music and Dance	29
Library	23
Beasley School of Law	15
School Of Podiatric Medicine	7
TOTAL	2730

FACULTY DEVELOPMENT PROGRAMMING

GENERAL PROGRAMS

Every semester, the CAT provides one-on-one consultations and programming related to pedagogy and instructional technology to Temple faculty and teaching assistants. In addition, the CAT offers faculty learning community opportunities that allow intensive investigation of particular topics. In 2018-2019, the CAT conducted more than 940 confidential one-on-one consultations and offered more than 55 programs on a wide range of topics. Here are a few of our favorites this year:

TEACHING WORKSHOPS

- Engaging Students in Large Lecture Courses
- Chat with the CAT: Mental Health on Campus
- To the Term Paper and Beyond: Enhancing Long-Form Student Writing
- Teamwork that Works! Improving Group Projects

TEACHING WITH TECHNOLOGY WORKSHOPS

- Creating Engaging Video Lectures
- Adobe Portfolio
- Online Teaching Institute
- Beyond the Classroom: Showcasing Student Work Online

BOOK GROUPS

- *Can We Talk? Why Are All The Black Kids Sitting Together In the Cafeteria?...And Other Conversations About Race* by Beverly Tatum
- *Flipped Learning: A Guide for Higher Education Faculty* by Robert Talbert
- *Peak: Secrets from the New Science of Expertise* by Anders Ericsson
- *Small Teaching* by James Lang

TECHNOLOGY TRAININGS

- Canvas: Enhancing Your Course with Apps
- Canvas: Customizing Learning with Mastery Paths
- Canvancements in a Nutshell

FACULTY LEARNING COMMUNITIES

- Creating an LGBTQ-Inclusive Learning Environment
- Teaching Writing-Intensive Courses

CUSTOM 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 2018-19, we created over 45 customized programs that were facilitated online or face-to-face at a number of campuses. Below is a sample of the kinds of programs we offered:

COLLEGE OF LIBERAL ARTS

- FGIS: Practice Makes Perfect and Other Ways to Think About Language Learning

FOX SCHOOL OF BUSINESS

- Getting Started with SoTL

KORNBERG SCHOOL OF DENTISTRY

- Getting Started with Voicethread

LEWIS KATZ SCHOOL OF MEDICINE

- PSQI: Team/Role Assignment in Healthcare

SCHOOL OF SPORT, TOURISM, AND HOSPITALITY

- Getting Students from Here to There: Mapping the STHM Curriculum

TYLER SCHOOL OF ART

- New Faculty Orientation: Your Syllabus as a Roadmap to Student Success

TEMPLE JAPAN

- Canvas: Using the Gradebook for Efficiency and Transparency
- Creating Engaging Course Discussion In and Outside of the Classroom

OFFICE OF INTERNATIONAL AFFAIRS

- You Are Welcome Here

INSTITUTE ON DISABILITIES

- Beyond Compliance: Creating a Campus Culture of Accessibility

TEMPLE ROTC

- Giving Effective Feedback on Students' Writing

SPECIAL EVENTS

In the past year, the Center for the Advancement of Teaching offered a number of special events for the Temple community. All of these events were designed to support teaching excellence and the strategic use of instructional technology at the university. Participation in a number of these events was also extended to faculty across the region.

ANNUAL FACULTY CONFERENCE ON TEACHING EXCELLENCE

This past year marked the 17th Annual Faculty Conference on Teaching Excellence. This year's conference was extended to two days. Day one featured keynote speaker Dr. James Lang, Professor of English and Director of the D'Amour Center for Teaching Excellence at Assumption College in Worcester, MA. Dr. Lang is a well-known scholar of teaching and learning in higher education. The keynote was followed by breakout sessions and a poster session focusing on small changes that can make a big impact on teaching. Day two of the conference featured plenary speaker Dr. David Yearwood, a Professor in the School of Entrepreneurship and past chair of the Technology Department at the University of North Dakota. Dr. Yearwood's talk explored how technology can be used to make connections and engage students, as well as empower them. The plenary address was followed by breakout sessions and lightning talks. Over 350 faculty from Temple and around the region participated in this two-day event.

TA ORIENTATION AND WORKSHOPS

In August, the CAT held a one-day orientation for graduate teaching assistants to showcase 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.

LUNCH WITH TEMPLE'S AWARD WINNING TEACHERS

In March, the CAT hosted a lunch for the 2018-2019 recipients of Temple University's awards for excellent teaching including Temple University's Great Teacher Award and the Christian R. and Mary F. Lindback Foundation Awards. Panelists William Stull, Robert Bettiker, Deborah Drabick, and David Pasbrig reflected on their development as teachers and shared stories about how their teaching has changed over the length of their careers.

STEM EDUCATORS' LECTURE

This year's STEM Educators' Lecture featured Dr. Elisabeth Stoddard, Assistant Teaching Professor, Worcester Polytechnic Institute. Dr. Stoddard's talk focused on a technique called asset mapping, which has been shown to empower student teams to perform more effectively and equitably. Faculty from Temple and around the region attended the lecture and participated in an engaging discussion and reception afterwards.

PROVOST'S TEACHING ACADEMY

Held every summer since 2009, the Provost's Teaching Academy (PTA) is one of our marquee programs 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 2019 participants, 182 people have now completed the PTA. Congratulations to the "PTA Class of 2019!"

THE PTA 2019 MEMBERS

- Cate Almon, College of Liberal Arts, English/First Year Writing
- Shohreh Amini, College of Science and Technology, Biology
- Jessica Babcock, College of Science and Technology, Mathematics
- Gregg Feistman, Klein College of Media & Communication, Public Relations
- Kimberly Goyette, College of Liberal Arts, Sociology
- Abby Guido, Tyler School of Art, Graphic and Interactive Design
- Van Hellerslia, School of Pharmacy, Pharmacy Practice
- Graciela Jaschek, College of Public Health, Epidemiology and Biostatistics
- Sook Kim, College of Liberal Arts, English/First Year Writing
- Dermot MacCormack, Tyler School of Art, Graphic Design
- Logan Molyneux, Klein College of Media & Communication, Journalism
- Emeka Nwadiora, College of Public Health, Social Work
- Steven Pettineo, School of Podiatric Medicine, Biomechanics
- Kenneth Ruff, College of Science and Technology, Biology
- Jeromy Sivek, College of Science and Technology, Mathematics
- Rebecca Sullivan, Lewis Katz School of Medicine, Physiology
- Brian Thomson, College of Engineering, Electrical and Computer Engineering
- Laura Zaylea, Klein College of Media & Communication, Media Studies and Production

TEACHING IN HIGHER EDUCATION CERTIFICATE

Since its inception in 2010, over 390 graduate students earned the certificate. In the 2018-2019 academic year, the Teaching in Higher Education Seminar was offered across the university for a total student enrollment of 105 graduate students (Table 7). Of these students, 52 earned the Teaching in Higher Education Certificate (Table 8).

Table 7: Matriculated enrollment in the seminar by Department

DEPARTMENT	STUDENTS
College of Science and Technology/Chemistry	27
College of Public Health/Health Related Professions	19
School of Theatre, Film, and Media Arts	14
College of Liberal Arts/Liberal Arts	13
Tyler School of Art	13
College of Liberal Arts/English	10
Klein College of Media and Communication/Media and Mass Communication	9
Total	**105**

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

SCHOOL/COLLEGE	STUDENTS
College of Public Health	18
College of Liberal Arts	13
School of Theater, Film, and Media Arts	10
College of Education	3
Tyler School of Art	3
Klein School of Media and Communication	2
College of Science and Technology	1
School of Medicine	1
School of Sport, Tourism, and Hospitality Management	1
Total	**52**

The Teaching in Higher Education Certificate continues to support current and aspiring college teachers to become more effective educators in order to increase student learning and development. Last year, 41 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate (Table 9).

Table 9: Non-Matriculated Enrollment by Semester

SCHOOL/COLLEGE	COURSE	STUDENTS
Summer II 2018	EPSY 8960	20
Spring 2019	EPSY 8960	6
Summer I 2019	EPSY 8985	15
Total Enrollment for AY 2018 - 2019		**41**

SCHOLARSHIP AND SERVICE

CAT staff members serve on a variety of committees that address university teaching, educational technology, and curricular issues. Many also participate in scholarship through publications, regional and national conferences, editorial boards, and proposal review teams. In addition, we are investigating the success of the SOAR Project via a research study focused on student academic success and faculty role-identity and action.

COMMITTEE WORK

- **Accessible Temple Culture Subcommittee:** Working group of the ATCC focused on creating a culture of accessibility on campus.
- **Richard J. Kozera Teaching Academy Steering Committee:** Promotes a culture of excellence in teaching at the Lewis Katz School of Medicine.
- **Assessment of Instruction Committee:** Makes recommendations for effective measures to assess teaching at Temple.
- **Tech Fee Committee:** Selection committee for awarding tech fee funds.
- **Preferred Names Committee:** Tasked with providing a means for Temple students and employees to enter their preferred names in Canvas and other university database and communication systems.
- **GenEd Best Practices Committee:** Tasked with developing a handbook of procedures and best practices for GenEd course coordinators.
- **Textbook Affordability Task Force:** Researching and advancing means of reducing textbook costs for students while maintaining resource quality.
- **Learning Management System (LMS) Steering Committee:** manages Canvas policies and procedures.
- **Web and Video Conferencing Committee:** Tasked with evaluating WMV solutions that best serve university needs, and then following up on implementation of the selected system.
- **Online Proctoring Vendor Selection Committee:** Reviews potential vendors for online proctoring to identify best fit with the needs of Temple faculty.
- **Disability Resources and Services (DRS) External Review Committee:** External review of DRS services.

SERVICE TO THE FIELD

- **Alqurashi, E.** Reviewer, (2018. 2019). Lilly Conference Series on College and University Teaching and Learning.
- **Alqurashi, E.** Reviewer, (2018, 2019). Computers & Education Journal.
- **Alqurashi, E.** Reviewer, (2019). Open Learning: The Journal of Open and Distance Learning.
- **Alqurashi, E.** Reviewer, (2018, 2019). Journal of Contemporary Educational Research.
- **Alqurashi, E.** Reviewer, (2018). The International Review of Research in Open and Distributed Learning Journal.
- **Alqurashi, E.** Reviewer, (2018). Online Learning Journal.
- **Alqurashi, E.** Reviewer, (2018). International Society for Technology in Education (ISTE) Conference.
- **Alqurashi, E.** Reviewer, (2018). African Educational Research Journal.
- **Alqurashi, E.** Reviewer, (2018). Educational Technology and Resources for Synchronous Learning in Higher Education.
- **Fiore, S.** Reviewer, (2018, 2019). American Society for Engineering Education (ASEE) Conference.
- **Fiore, S.** Reviewer, (2019). Professional Organizational Development (POD) Network Conference.
- **Myers, S.** Reviewer, (2019). Professional Organizational Development (POD) Network Conference.
- **Myers, S. & Fiore, S.** Program Reviewer, (2019). Temple University Disability Resources and Services.
- **Rients, J.** Reviewer, (2019). Professional Organizational Development (POD) Network Conference.
- **Rients, J.** Chapter Reviewer, (2019). Fostering Student Engagement with Instructional Technology in Higher Education (Edited by Emtinan Alqurashi).
- **Siegelman, A.** Chapter Reviewer, (2019). Fostering Student Engagement with Instructional Technology in Higher Education (Edited by Emtinan Alqurashi).

PRESENTATIONS

- **Alqurashi, E. & Siegelman, A.** (2018). *Evaluating Technology Tools: Making the Most of Formative Assessments.* Lilly Conference on Designing Effective Teaching, Bethesda, MD.
- **Alqurashi E.** (2018). *Flipping Your Classroom: A Seven-Step Approach.* Lilly Conference on Designing Effective Teaching, Bethesda, MD.
- **Alqurashi, E.** (2018). *Creating a Microlearning Environment to Facilitate Retention of Information: A Three-step Approach.* Association for Educational Communications and Technology (AECT), Kansas City, MO.
- **Alqurashi, E & Hamid, N.** (2019). *Flipped Learning: What, Why, and How.* 17th Annual Faculty Conference on Teaching Excellence, Temple University, Philadelphia, PA.
- **Brock, B. & Kaplan, A.** (2019). *Education Policymakers' Role Identity and Decision-Making in an Era of Complexity.* American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.
- **Fiore, S.** (2018). *Beyond Compliance: Creating a Campus Culture of Accessibility,* 2018 POD Network Conference, Portland, OR.
- **Fiore, S. & Brock, B.** (2019). *The SOAR Project: Course Redesign to Decrease Attrition and Improve Outcomes.* West Chester University SoTLA Conference, West Chester, PA.
- **Inman, J. & Myers, S.** (2018). *Change Begins With Us: Developing Programs that Promote Inclusive Teaching.* Professional Organizational Development (POD) Network Conference, Portland, OR.
- **Myers, S.** (2019). *Inclusive Teaching Institute.* Jefferson University, East Falls Campus, Philadelphia, PA.
- **Myers, S.** (2019). *Access & Inclusivity Through Universal Design.* Lebanon Valley College Faculty Retreat, Annville, PA.
- **Myers, S.** (2019). *Accessible & Inclusive Teaching: UDL Assessment Design & The Inclusive Syllabus.* Lebanon Valley College Faculty Retreat, Annville, PA.
- **Myers, S.** (2019). *Introduction to Inclusive Teaching*

at Temple. Speakers and Sandwiches Series, Temple University Student Affairs, Philadelphia, PA.
- **Ramella, D. & Brock, B.** (2018). *Using Flipped Classroom Settings to Shift the Focus of a General Chemistry Course From Topic Knowledge to Learning and Problem Solving Skills.* Biennial Conference on Chemical Education, Notre Dame, IN.
- **Rients, J.** (2019). *The Daybook for Deep Learning and Personal Transformation.* Illinois State University Honors Program, Springfield, IL.
- **Siegelman, A. & Lloyd, R.** (2018). *Integrating Open Access Resources into your Canvas Course.* Temple University Libraries, Philadelphia, PA.
- **Watkins, P., Hellerslia, V., Andres, J., & Webber, L.** (2019). *Redesign of the Introductory Pharmacy Practice Experience* (Paper). American Association of Colleges of Pharmacy 2019 Annual Meeting, Chicago, IL.
- **Watkins, P. & Ferrar, A.** (2019). *Design of the Introduction to Engineering Problem Solving Course* (Paper). 2019 Annual Conference of the American Society of Engineering Education (ASEE), Tampa, FL.

PUBLICATIONS

- **Alqurashi, E.** (2019). *Predicting Student Satisfaction and Perceived Learning within Online Learning Environments,* Distance Education, 40(1).
- **Alqurashi, E.** (2019). *Technology Tools for Teaching and Learning in Real Time,* Educational Technology and Resources for Synchronous Learning in Higher Education.
- **Alqurashi, E. & Siegelman, A.** (2019). *Designing and Evaluating Technology-Based Formative Assessments,* Faculty Development for Digital Teaching and Learning.
- **Brock, B.** (2018). *Decision-making and the Education Policymaker.* Psychology Today.
- **Kaplan, A., Garner, J., & Brock, B.** (2019). *Identity and Motivation in a Changing World: A Complex Dynamic Systems Perspective,* Motivation in Education at a Time of Global Change (Advances in Motivation and Achievement, Volume 20).
- **Nichols, S. & Brock, B.** (2019). *School Reform Policies and the K-12 Classroom: Implications for Teaching, Learning, and Motivation,* Educational Psychology Section; Routledge Encyclopedia of Education (Online).

PARTICIPANT FEEDBACK

"I always learn much valued information when I attend a 'CAT' workshop/program."

"I can't say enough about the expert help I received -- it was outstanding."

"The technologist I saw was very helpful and took time to sit with me and help me work through some problems I was having. I really appreciate it!"

"CAT is phenomenal all-around. Every consult appointment I had was great. Keep it up!"

"I came to the CAT with a lot of ideas for what results I wanted but without a plan for how to get there. I left with concrete ideas for class activities that will help me and my students achieve our shared goals."

"The facilitators provided excellent suggestions and resources related to facilitating group work. I found the conversation with my teaching peers very helpful and the facilitators did a good job of structuring in time to engage with each other. I think this workshop provided a useful tip, resource, or group project concept for all participants, both novice and veteran."

"It was a really useful workshop and really changed my perspective on the syllabus. I think more graduate students should be made aware of CAT as a resource."

"This class was very helpful to think about how to make my course more interactive and engaging. I've already started using some of the active learning techniques and hope to incorporate more next semester."

"Excellent workshop. The instructors were top notch."

"It's great and so helpful to have resources, now it's a matter of implementing more of these strategies going forward. Thank you!"

"[The workshop] was so good, that I'd love to attend a follow up workshop if one was offered."

"The CAT is a wonderful resource. The Directors and faculty members are fantastic. I always feel inspired to improve my teaching after attending one of their sessions."

MEET OUR STAFF

The Center for the Advancement of Teaching could not continue to offer its many events, programs, and services without the amazing staff who organize and facilitate them. The CAT's success is made possible by a team of outstanding and knowledgeable faculty developers, educational technology specialists, administrative professionals, faculty fellows, graduate research assistants, and student workers.

STEPHANIE FIORE
Assistant Vice Provost

*JOHANNA INMAN
Director

*PETE WATKINS
Associate Director

CLIFF ROUDER
Assistant Director

SIMUELLE MYERS
Assistant Director

SREYRATH VANN
Assistant Director of Operations

SHAWN TA
Lead Instructional Technology Specialist

JENNIFER A. FORD
Senior Instructional Technology Specialist

ARIEL SIEGELMAN
Senior Instructional Technology Specialist

EMTINAN ALQURASHI
Senior Instructional Technology Specialist

*IYANA LESTER
Instructional Technology Lab Coordinator

JEFF RIENTS
Senior Teaching and Learning Specialist

LACEY HARMS
Administrative Specialist

*CRISTINA PEARSON
Canvas Coordinator & Trainer

BENJAMIN BROCK
Research Assistant

LAWRENCE KAPLAN
Faculty Fellow

DAVID INGRAM
Faculty Fellow

INA CALLIGARO
Faculty Fellow

STUDENT WORKERS & EDTECH STUDENT PARTNERS

Main Office Student Workers

Zachary Matthew
Emelyn Djoke
*Klaire O'Neal

Instructional Technology Lab (ITL) Student Consultants

ITL Main Campus

Nadeem Farhat
Jennifer Mohr
*Grace Kim

*Kamuir Long
*Kaitlin O'Malley

ITL Health Science Campus
*Cassi Smeltzer

EdTech Student Partners

Ashley Bryant
Nineka Downing

Erin McDonald
*Cara Evans

CANVAS FACULTY PARTNERS

Marcia Bailey
Intellectual Heritage, College of Liberal Arts

Gerard Brown
Studio Art Department, Tyler School of Art and Architecture

Ina Calligaro
Dean's Office, School of Pharmacy

Steve Fleming
Chemistry, College of Science and Technology

James Furmato
Bio Engineering, College of Engineering

Kathy Giangiacomo
Medical Genetics and Molecular Biochemistry, School of Medicine

Rebecca Michaels
Studio Art Department, Tyler School of Art and Architecture

Karl Neubert
Film and Media Arts, Communication Studies

Anne Russ
Health and Rehab Sciences, College of Public Health

Evelyn Walters
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