TEMPLE UNIVERSITY

Center for the Advancement of Teaching

O'CONNOR PLAZA

ANNUAL REPORT

2017-2018

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

Message from the Assistant Vice Provost

Stephanie Laggini Fiore Ph.D.
Assistant Vice Provost

"That kind of transformative moment - the one that happens when we design great learning opportunities - is the essence of what it means to take part in faculty development."

I am always proud of my team at the Center for the Advancement of Teaching. To do faculty development work, it takes passion for teaching and learning, an ability to listen and to articulate ideas, problem-solving prowess, a desire to collaborate with all kinds of different people every day, creativity, and, sometimes, patience. We strive to serve faculty's needs and support them in the important work they do. So, it's incredibly gratifying when we receive compliments like this one: "I've been blown away by the helpfulness of you and your staff at the Center for the Advancement of Teaching." That's what we're here for: to be helpful. We want to introduce new ideas, encourage professional growth and innovation, support faculty when they are beleaguered or stressed in the classroom, and create a community where we can bring people together to make Temple's educational experience the best it can be.

While I am always proud of my team, this year I feel especially blessed to have this staff. When we were given just one year to help faculty transition from Blackboard to Canvas, they rose to the occasion incredibly well. In one month's time, they learned Canvas quickly and thoroughly (we had to learn it too!), thought deeply about the best ways to train faculty on the tool so that they would use it to its best advantage, and then developed and launched a variety of training opportunities including an online asynchronous course, webinars, all-day Canvas Academies, and more. With only a few extra part-time staff, they managed a record number of individual consultations, workshops, and trainings. And they did it with good humor and a can-do attitude.

At the same time, we launched our first Inclusive Teaching Institute. It was exciting to see our developers dive into the literature, connect with others around the country for insights on what they were doing, engage in long, thoughtful conversations about the best way to help faculty create more inclusive learning environments, and then design and implement an outstanding program that really pushed participants to think deeply and productively. One colleague stopped me on the way out of the institute and said to me, "My eyes are opened." That kind of transformative moment - the one that happens when we design great learning opportunities - is the essence of what it means to take part in faculty development.

I am continually inspired by the dedication of my team and the work they do for our faculty. But I am also inspired by our faculty. It takes a deep concern for students to willingly do the work necessary to revamp established teaching practices and curriculum. It takes courage to implement those changes in the classroom. And it takes a commitment to professionalism to seek out continual faculty development so that we continue to grow and evolve in our teaching practices. If you have not yet discovered the Center for the Advancement of Teaching, come join our community of learners. We're waiting for you.

Warmly,

Stephanie Laggini Fiore

Contents

A Year In Review
2017 - 2018

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

87.5% agreed or strongly agreed that what they learned will contribute to their students' learning.
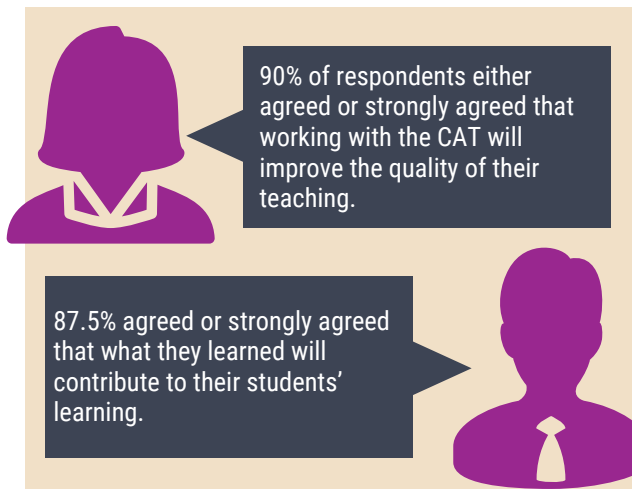
GROWTH

The CAT served 76% of faculty members and TAs, in some capacity, this fiscal year. We had an almost 59% growth in attendance.

This year, the CAT has worked with over 900 individual faculty members, to help them transition to Canvas.

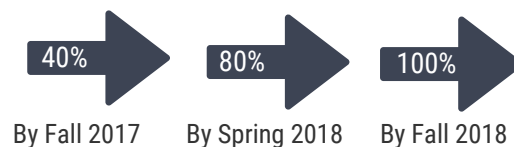More than 97 graduate students and professionals earned our Teaching in Higher Education Certificate.

The CAT reached faculty across every college campus.

Special Event Attendance

Over 200

Over 190

Over 100

● TA Orientation ● Annual Faculty Conference ● CanvasFest
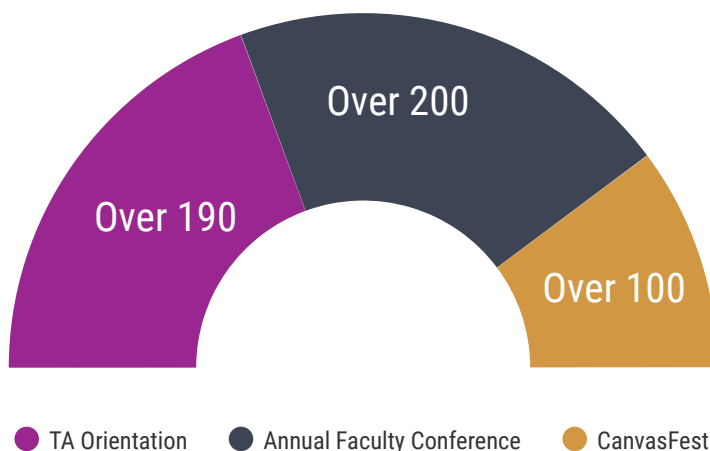
Transition of Classes to Canvas

40% By Fall 2017

80% By Spring 2018

100% By Fall 2018

Before attending the Canvas Academy workshop, 83% of faculty reported very low to low Canvas knowledge and skills, but after attending, 96% reported moderate to very high!

94% of faculty that attended Canvas Academy workshops felt that they could apply concepts and skills learned.

Significant Accomplishments

Inclusive Teaching Institute

In Fall 2017, the center offered the first-ever Inclusive Teaching Institute to a select group of faculty who were Provost's Teaching Academy members or who had previously attended workshops related to diversity and inclusion in the classroom. The idea for this workshop came from a series of meetings involving the faculty senate, student government, and CAT staff where concerns were raised about making Temple's classrooms more welcoming and inclusive for students from diverse backgrounds. This institute was the product of over a year of planning. This included two CAT staff attending a two-day train-the-trainer program at Cornell University and holding videoconference meetings with representatives from teaching centers who offer similar programs at Michigan State University, University of Virginia, and University of Michigan.

Faculty who attended the Fall 2017 pilot gave extensive feedback to the CAT staff. Then, the institute was offered in Spring 2018 to all university faculty. In addition, in Spring 2018 the center offered a customized workshop on inclusive teaching to the School of Nursing. Due to the importance of this issue, the center plans to offer full institutes and customized workshops on this topic in the future.

Canvas Adoption

In June of 2017, Temple University announced plans to transition the university-wide Learning Management System (LMS) from Blackboard to Canvas by June 1, 2018. The timeline for this transition was fairly aggressive, as no other institution to date has transitioned to Canvas in this short amount of time. As a result, the Center for the Advancement of Teaching quickly got to work developing training opportunities for faculty eager to adopt the new system for the fall semester. In order to make this transition as smooth as possible and serve the widest range of faculty needs, the CAT developed a variety of Canvas training formats including an asynchronous self-paced online course, short online webinars, workshop series, all-day Canvas Academies, one-on-one consultations, and several customized workshops for specific departments, schools, and colleges.

After launching the first Canvas trainings in early August, CAT team members closely evaluated faculty surveys about these workshop and adjustments were made accordingly. Overall, we found that 94.1% of faculty reported that the concepts and/or skills learned in the training applied to their teaching. Additionally, the majority of faculty self-reported their proficiency with Canvas at the onset of training was "very low" or "low" and after training was "moderate" to "high", showing a clear improvement in the ability to use this technological tool. The numerous training opportunities provided by CAT contributed to the large rate of Canvas early adopters. By the fall of 2017, 40% of courses were taught using Canvas, and by spring of 2017, 80% of courses were taught on Canvas. Throughout this past year the CAT has worked with over 900 individual faculty overall, helping them transition to Canvas and begin using new features.

Because of the focus on learning and transitioning courses to Canvas, this year, the CAT team decided to rebrand our yearly Teaching with Technology Symposium as *CanvasFest: Enhancing Teaching with Canvas*. This day-long event, held on April 17th, provided a unique opportunity for faculty from Temple and local colleges and universities to share their experiences teaching with Canvas. The event included sessions which were designed for beginner to advanced users and highlighted interesting and innovative ways in which instructors can use Canvas to improve students' learning. The day included general sessions, 16 breakout sessions, an Ask the Canvas Experts Booth, and a plenary speaker from Instructure who discussed the Canvas roadmap and updates launching over the summer. Overall, the day was a success with over 100 attendees, which included faculty from both Temple and surrounding schools.

Growth in Attendance

Attendance metrics for the past 5 years show a marked increase in faculty engagement with our services. The CAT served 3,816 individual faculty, TAs, administrators, and guest faculty in 2017-2018 for a total of 11,915 contacts. We served 76% of Temple faculty and TAs in some capacity this fiscal year. This represents an almost 59% growth in individual faculty and staff served this fiscal year. This year, for Canvas in particular, we have been able to track the percentage of faculty that have transitioned to the new system and drill down to individual faculty as well.

Innovative Teaching with Makerspace Technology Grant

The first round of projects for the Innovative Teaching with Makerspace Technology Grant were completed during the 2017-2018 academic year. The following projects were implemented with the help of our co-sponsor *The Digital Scholarship Center:*

- Omer Awan, Lewis Katz School of Medicine, *Effect of 3D Printing Models on Learning Outcomes in Radiology Residents*

- Allison Hayes-Conroy, College of Liberal Arts, *Examining the Interconnection of Social Science/ Theory and Biological Science/Theory Using 3D Reconstructions*

- Matthew Philip, Lewis Katz School of Medicine, *Orienting Students to Surgical Rotations Utilizing VR and 360º videos*

- Richard Tyrell, Lewis Katz School of Medicine, *Using 3D Printing Tools to Create Surgical Training Models*

- Andrew Wit, Tyler School of Art, *Rethinking the Design Process in an Undergraduate Design Studio*

- Laura Zaylea, Klein College of Media and Communication, *With/In/Visibility: Exploring Storytelling in 360º Video*

The 2018-2019 recipients of the award have been chosen. We look forward to seeing the next round of projects come to fruition.

Future Directions

After much anticipation, the Center for the Advancement of Teaching is undergoing a renovation of its space during the fall of 2018. During this time, we'll have to manage the demands of the work we do and faculty needs with the limited space that will be available to us. However, the result will be a more unified space that reflects the fact that the old TLC and ISC merged into the new CAT. Faculty will no longer need to wander around trying to figure out where to go. We'll have help front and center as you enter our space. We'll also have more collaborative meeting space for our faculty in our main campus lab and better office space for the CAT staff. We're looking forward to welcoming you to the new Center for the Advancement of Teaching.

The SOAR Project
Student-Oriented Active Redesign
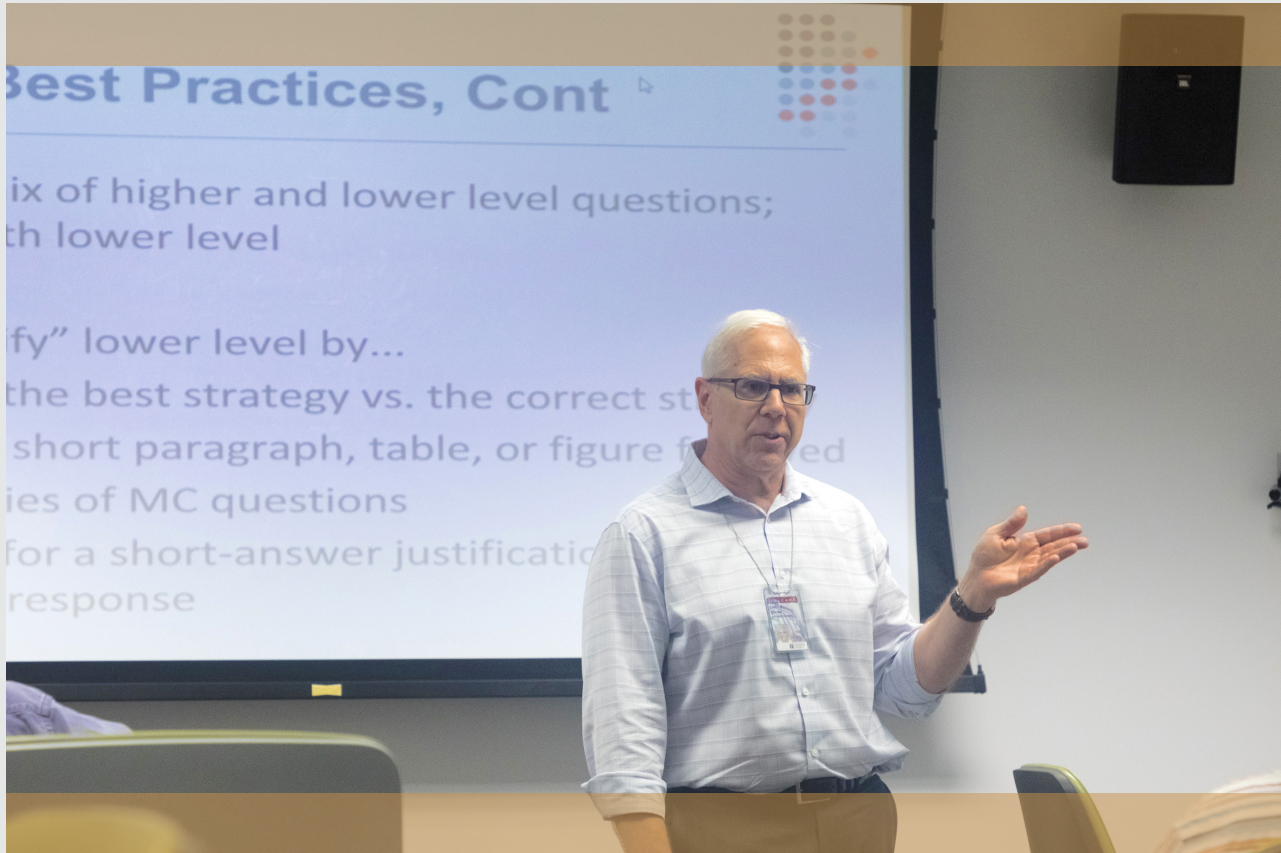
The SOAR Project (Student-Oriented Active Redesign) is a collaborative effort with the Office of the Vice Provost for Undergraduate Studies aimed at supporting schools and colleges across Temple University to revamp courses with high rates of student failure or withdrawal (DFW rates). A year-long program, SOAR begins with a three-week summer institute in which faculty redesign selected courses via immersion in scholarship and best practices regarding student learning, course design, and teaching methods. The institute is followed by individual and group consultations and trainings across the academic year to support faculty as they make changes in the classroom.

The majority of faculty from the two cohorts that have completed the project have seen noticeable changes in the DFW rate in their respective redesigned course. We have also often noted meaningful shifts in student motivation in redesigned courses. Many faculty also reported experiencing a greater sense of confidence and satisfaction with their teaching and with the outcomes in their courses.

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: Contacts Served from FY 2010-2010 to FY 2017-2018

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2,140	2,231	2,412	2,510	1,815	5,821	10,136	11,915

Table 2: People Served from FY 2010-2011 to FY 2017-2018

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1,175	1,147	1,331	1,396	965	2,367	2,746	3,816

Table 3: Frequency of Visits

VISITS	
ATTENDED ONCE	1,222
ATTENDED MORE THAN ONCE	2,594
TOTAL	3,816

% People Served By Affiliation

- Faculty
- Administration
- TA/Graduate Students
- Guests
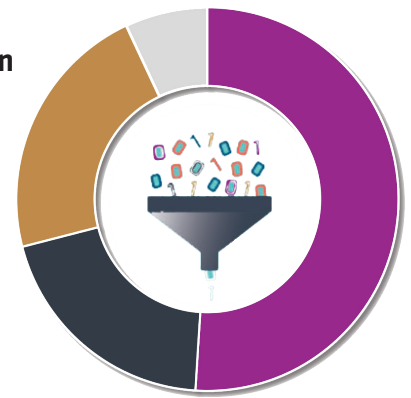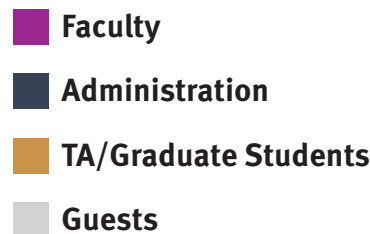
Table 4: People served by Affiliation

AFFILIATION	TOTAL INDIVIDUALS	TOTAL CONTACTS	% SERVED BY AFFILIATION
Faculty	1,936	6,076	51%
Administration	758	2,383	20%
TA/Graduate Students	819	2,621	22%
Guest	303	835	7%
GRAND TOTAL	3,816	11,915	100%

Table 5: Faculty served by Rank

RANK	INDIVIDUAL FACULTY	TOTAL FACULTY CONTACTS	% SERVED BY RANK
Tenured and Tenure-Track	472	1,519	25%
Non-Tenure Track	620	1,944	32%
Adjunct	658	2,066	34%
Other/Unknown	186	547	9%
GRAND TOTAL	1,936	6,076	100%

Table 6: Attendance by School/College

SCHOOL/COLLEGE	2016-2017	2017-2018
College of Liberal Arts	586	737
Fox School of Business	232	265
College of Science and Technology	232	278
College of Public Health	220	293
Tyler School of Art	137	187
Klein College of Media and Communications	126	140
Lewis Katz School of Medicine	124	289
College of Education	100	160
School of Pharmacy	89	110
College of Engineering	87	104
Boyer School of Music and Dance	77	55
Kornberg School of Dentistry	72	123
School of Theater, Film and Media Arts	59	93
School of Social Work	33	22
Beasley School of Law	31	52
School of Podiatric Medicine	23	38
School of Sport, Tourism and Hospitality	21	30
Non-Academic Unit	101	261
Outside of Temple	82	384
Temple Rome	31	49
Temple Japan	4	41
Library	19	28
Intensive English Language Program/Other	260	77
TOTAL	**2,746**	**3,816**

Faculty Development Programming
General Programs

Every semester, the CAT provides one-to-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 2017-2018, the CAT conducted more than 1,225 confidential one-on-one consultations and offered more than 45 programs on a wide range of topics. Here are a few of our favorites this year:

TEACHING WORKSHOPS
- Developing a Winning Teaching Portfolio
- The Promising Syllabus
- Practice and Feedback Make Perfect--or at Least Better!
- Helping Students Help Themselves: Developing Self-Regulated Learners

TEACHING WITH TECHNOLOGY WORKSHOPS
- Teaching with Adobe Photoshop: Assigning Photo Essays for Deep Learning and Critical Thinking
- Using Voicethread to Enhance Community in Online and Face-to-Face Classes
- Discussion Bored? Enhancing Online Asynchronous Discussions

BOOK GROUPS
- *Pedagogy of the Oppressed* by Paulo Freire
- *Teach Students How to Learn* by Saundra McGuire
- *Dynamic Lecturing* by Christine Harrington and Todd Zakrajsek
- *Discussion in the College Classroom* by Jay Howard

TECHNOLOGY TRAININGS
- Canvas: Using the Gradebook for Efficiency and Transparency
- Canvas: Promoting Learning with Assignments and Quizzes
- Canvas: Facilitating Discussion and Communication
- VoiceThread: Facilitating Asynchronous Online Learning

FACULTY LEARNING COMMUNITY
- Applying Cognitive Science to the College Classroom
- Teaching International Students

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 2017-18, we created over 60 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:

BEASLEY SCHOOL OF LAW
- Backward Course Design and Assessment
- Active Learning

COLLEGE OF LIBERAL ARTS
- Practice Makes Perfect and Other Ways to Think About Language Learning
- Online Teaching for Psychology Graduate Students
- Creating Teaching Portfolios

FOX SCHOOL OF BUSINESS
- Creating an LGBTQ-Inclusive Learning Environment

KORNBERG SCHOOL OF DENTISTRY
- Dentistry Clinical Teaching Day

LEWIS KATZ SCHOOL OF MEDICINE
- Creating Engaging Video Lectures

TEMPLE JAPAN
- Active Learning Reboot: Getting Discussion Going

TEMPLE ROME
- Creating Assessments and Managing the Gradebook in Canvas

COLLEGE OF PUBLIC HEALTH
- Inclusive Teaching Institute

TYLER SCHOOL OF ART
- Preparing for the Higher Education Art Job Market

Special Events

Once again, the Center for the Advancement of Teaching offered a slate of special events focused on teaching excellence and the strategic use of instructional technology.

ANNUAL FACULTY CONFERENCE ON TEACHING EXCELLENCE

The 16th Annual Faculty Conference on Teaching Excellence was held in January, and Dr. Freeman Hrabowski delivered an energetic and inspiring keynote address combining passion and personal memoir with larger lessons about higher education and inclusive excellence. The keynote was followed with breakout sessions related to the theme of inclusive teaching. Over 200 faculty from Temple and around the region participated in this daylong 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 190 TA's 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 January, the CAT hosted a lunch for the 2017-2018 recipients of Temple University's awards for excellent teaching. Alice G. Abreu and Robin A. Kolodny, winners of the Great Teacher Award, joined Lindback winners Maria E. Lorenz, Heather Porter, Alison M. Reynolds, Tamara Sniad, David A. Wald, and Ralph Young, to reflect on their development as teachers and facilitate a conversation about great teaching.

STEM EDUCATORS' LECTURE

Continuing with the theme of diversity and inclusive teaching from our annual faculty conference, Dr. David Asai, Senior Director for Science Education at the Howard Hughes Medical Institute, delivered a presentation in March titled *Harnessing Diversity to Improve STEM Excellence: Race Matters*. Faculty from Temple and around the region attended the lecture and participated in an engaging discussion and reception afterwards.

TEACHING WITH TECHNOLOGY SYMPOSIUM/CANVASFEST

This year the annual Teaching with Technology Symposium was dubbed Canvasfest and devoted to showcasing innovative ways to use the university's newly adopted learning management system (LMS) to enhance teaching. The University's Chief Information Officer, Cindy Leavitt, discussed how and why Canvas was adopted as the University's LMS. Faculty then led breakout sessions about how to use various features in Canvas. A representative from Instructure, the vendor who makes Canvas, closed the day with an update regarding the latest changes to Canvas.

Provost's Teaching Academy

Held every summer since 2009, the Provost's Teaching Academy (PTA) is one of the Center's marquee events. PTA 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 2018 participants, 164 people have now completed the PTA. Congratulations to the "PTA Class of 2018!"

The PTA 2018 Members

- Alice Abreu, Beasley School of Law
- Andrew Allmond, Marketing & Supply Chain Management, Fox School of Business
- Robert Bettiker, Infectious Disease, Lewis Katz School of Medicine
- David Brown, Advertising and Public Relations, Klein College of Media and Communication
- Christine Cleaver Harrer, School of Sport, Tourism and Hospitality
- Lindsay Craig, Philosophy, College of Liberal Arts
- Mary Ann Dugan, Nursing, College of Public Health
- Anne Frankel, Social and Behavioral Sciences, College of Public Health
- Joseph Glennon, Advertising and Public Relations, Klein College of Media and Communication
- John Moore, Maurice H. Kornberg School of Dentistry
- Alisha Nypaver, Music Studies, Boyer College of Music and Dance
- Dustyn Roberts, Mechanical Engineering, College of Engineering
- Denise Salerno, Pediatrics, Lewis Katz School of Medicine
- Jayminn Sanford-Deshields, Teaching and Learning, College of Education
- Mark Shaver, Foundations, Tyler School of Art
- Nanette Tomicek, Kinesiology, College of Public Health

Teaching in Higher Education Certificate

Since its inception in 2010, over 339 graduate students have earned the certificate. In the 2017-2018 academic year, the Teaching in Higher Education Seminar was offered across the university for a total student enrollment of 95 graduate students (Table 7). Of these students, 45 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	12
College of Science and Technology/Biology	9
College of Science and Technology/Chemistry	25
College of Science and Technology/Mathematics	5
College of Liberal Arts/English	8
College of Liberal Arts/Liberal Arts	25
Klein College of Media and Communication/Media and Mass Communication	11
Total Enrollment	**95**

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

SCHOOL/ COLLEGE	STUDENTS
College of Engineering	1
College of Liberal Arts	9
College of Public Health	10
College of Science and Technology	15
Klein School of Media and Communication	3
School of Theater, Film, and Media Arts	3
Tyler School of Art	4
Total	**45**

The Teaching in Higher Education Certificate continues to support current and aspiring college teachers to become more effective educators, improve student learning, and develop high-quality teaching materials. Last year, 52 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 2017	EPSY 8960	13
Fall 2017	EPSY 8985	15
Spring 2018	EPSY 8960	11
Summer I 2018	EPSY 8985	13
Total Enrollment for AY 2017-2018		**52**

Scholarship and Service

CAT staff members serve on a variety of committees that address university teaching and curricular issues, as well as participate fully in the scholarship of the field through publications, regional and national conferences, editorial boards, and proposal review teams. In addition, we have an active study underway that is tracking the success of Project SOAR on student success and faculty self-efficacy.

COMMITTEE WORK

- **Richard J. Kozera Teaching Academy Steering Committee;** Promotes a culture of excellence in teaching at the Lewis Katz School of Medicine.

- **Learning Management System (LMS) Steering Committee;** Tasked with evaluating LMS solutions that best serve university needs, and then, following up on implementation of the new LMS.

- **Learning Management System (LMS) Committee;** Canvas Adoption.

- **Textbook Listening Tour (part of Textbook Task Force)**

- **Accessible Technology Compliance Committee (ATCC);** Establishes and communicates standards and guidelines for accessibility of programs, services, learning spaces, and technology facilities across Temple.

- **Accessible Temple Program;** Co-chair Stephanie Fiore. New initiative to promote a proactively inclusive and accessible environment on campus.

- **Fulbright Selection Committee;** Responsible for vetting and preparing Temple nominees for the Fulbright.

- **Evaluation of Teaching Committee;** Tasked with review and recommendations of various kinds of teaching evaluation, including SFFs and peer review of teaching.

- **Tech Fee Committee;** Selection committee for awarding tech fee funds.

- **Committees in preparation for Middle States Accreditation:**
    - **Middle States Work Group Standard I;** Mission and Goals
    - **Middle States Work Group Standard III;** Design and Delivery of the Student Learning Experience
    - **Middle States Work Group Standard V;** Educational Effectiveness Assessment

- **CLA Teaching Awards Committee**

ORGANIZATIONS

- **Alqurashi, E.** Reviewer, (2018). The Association for Educational Communications & Technology (AECT) International Convention.

- **Alqurashi, E.** Reviewer, (2017). Computers and Education Journal.

- **Fiore, S.** Reviewer, (2018). 43rd Annual Professional & Organizational Development (POD) Network Conference.

- **Fiore, S.** Host and Organizer. (2018) Tri-State Teaching and Learning Consortium.

- **Inman, J.** Reviewer, (2018). 43rd Annual Professional & Organizational Development Network Conference.

- **Inman, J.** Reviewer, (2018). Lilly Conference Series on College and University Teaching and Learning.

- **Inman, J.** Institutional Representative, (2017). American Council on Education (ACE) Women's Network, PA Chapter.
- **Lorenz, M.** Organizer, (2018). Mathematical Association of America, EPADel Conference.

PRESENTATIONS

- **Fiore, S. & Fagan, S.** (2017). *Rethinking How We Teach in Engineering Through a Course Redesign Initiative.* American Society of Engineering Education, Columbus, OH.
- **Myers, S.** (2017). *Discussion Board 2.0: Enhancing Asynchronous Online Discussions.* Faculty of the Future Conference, Bucks County Community College, Bucks County, PA.
- **Alqurashi, E.** (2017). *Microlearning: A Pedagogical Approach for Technology Integration.* The 17th Annual International Educational Technology Conference at Harvard University, Cambridge, MA.
- **Alqurashi, E.** (2017). *Microlearning: A Pedagogical Approach for Instructional Technology.* Magna Teaching with Technology Conference, Baltimore, MD.
- **Fiore, S. & Inman, J.** (2017). *The SOAR Project: Redesigning Courses to Impact Student Success.* POD Network Conference, Montreal, Canada.
- **Fiore, S.** (2018). *Women in Academia: Developing Leadership Skills and Professional Support Networks.* Association of Women in Mathematics (Temple University Chapter), Philadelphia, PA.
- **Benson, K.** (2017). *Flipped Learning: Active Learning Strategies that Promote Higher-Order Thinking.* Lilly Conference on Teaching, Bethesda, MD.
- **Benson, K., Millner, L, & Dewane, C.** (2017). *Development, Implementation, and Evaluation of an Empowerment-Based Peer Review of Teaching Initiative in Social Work Education.* Teaching and Learning Conference, Temple University. Philadelphia, PA

- **Watkins, P.** (2018). *Managing Behavior in the College Classroom.* Lilly Conference on Teaching, Austin, TX.
- **Rouder, C.** (2018). *Creating an LGBTQ-Inclusive Classroom Environment.* Lilly Conference on Teaching, Austin, TX.
- **Inman, J.** (2017). *Hello! Is Anybody Out There? Engaging Learners with Interactive Lectures.* Faculty Teaching Day, Salus University, Jenkintown, PA.
- **Sawin, S.** (2018). *Join Me Down Here in Nowhere: Teaching Claudine Rankine's Citizen and Sophocles' Antigone as Sites of Critical Embodiment.* Women In Core Conference, Temple University, Philadelphia, PA.

PUBLICATIONS

- **Watkins, P.** (2018). *"Everybody With Me?" and Other Not-So-Useful Questions.* Faculty Focus: Higher Ed Teaching Strategies.
- **Alqurashi, E.** (2017). *Microlearning: A Pedagogical Approach for Technology Integration.* Turkish Online Journal of Educational Technology.
- **Alqurashi, E.** (2018) *Assessing Student Contributions in Online Group Work.* Online Classroom Newsletter.
- **Inman, J. & Myers, S.** (2018) N*ow Streaming: Strategies That Improve Video Lectures.* IDEA Paper #68.

Participant Feedback

"This is my first semester at Temple and I've been blown away by the helpfulness of you and your staff at the Center for the Advancement of Teaching. Everyone has been so friendly and welcoming."

"I feel very lucky to have been involved in so many of the programs. I hope my students feel that I am a better teacher because of the changes I have made in my syllabus and teaching. Thanks for all you do. You are the BEST!"

"The entire day was excellent. The facilitators were knowledgeable, patient, and helpful. The information was well-structured. I was impressed at how well designed the workshop was- I was dreading spending an entire day on this, but it never dragged, and never felt tedious. THANK YOU!"

"I applaud the tech group. They were kind, patient, knowledgeable and very helpful. I cannot imagine anyone doing a better job. Thank you all very much."

"I attended the Inclusive Teaching Institute, which was excellent, to review ways to be more inclusive in the classroom setting. I found it useful to help complement current efforts. The instructors were excellent and provided profound insight."

"I would like to personally thank CAT for coming to the dental school and creating a customized program for our faculty and for taking time from your busy schedules to present here on our dental campus. Your knowledge and expertise have been invaluable to each of our faculty members in their daily work with students."

"All three facilitators who provided the training at Temple Harrisburg were SO helpful and knowledgeable. Their presentation was informative and had an appropriate pace and the individual instruction they offered as needed was very handy. Excellent workshop and presenters!"

"Thank you so much. I learned so much and the facilitators couldn't have been more student-centered."

"I used Canvas in the Fall 2017 semester but did not feel comfortable with the output of my course. After this session, I felt very comfortable creating the course and excited to use the tools available in this LMS."

"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."

"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 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.
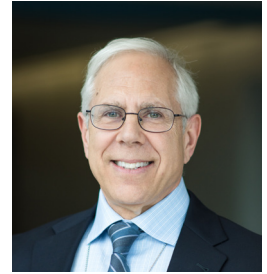
Stephanie Fiore
Assistant Vice Provost

Johanna Inman
Director

Pete Watkins
Associate Director

Cliff Rouder
Assistant Director

Simuelle Myers
Assistant Director

Sreyrath (Sara) 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

Lacey Harms
Administrative Specialist

Cristina Pearson
Canvas Coordinator & Trainer

Benjamin Brock
Research Assistant

* Kaitlyn Amodei
Administrative Specialist

*Gail Gallo
Director

Keesha Benson
Faculty Fellow

Maria E. Lorenz
Faculty Fellow

Lawrence Kaplan
Faculty Fellow

Sheryl Sawin
Faculty Fellow

Ina Calligaro
Faculty Fellow

Canvas Faculty Partners

Anne Russ
Faculty

Marcia Bailey
Faculty

Bess Yates
Faculty

Rebecca Michaels
Faculty

Evelyn Walters
Faculty

Steve Fleming
Faculty

Ina Calligaro
Faculty

Karl Neubert
Faculty (Japan)

James Furmato
Faculty

Gerard Brown
Faculty (Rome)

Kathy Giangiacomo
Faculty

Student Workers & EdTech Partners

Main Office
Chirag Chandna
Student Worker

Sara Toromani
Student Worker

*HaoYi Kok
Student Worker

*Natalie Corbett
Student Consultant

*Cassie Smeltzer
Student Consultant

*Khaled Alkurdi
Student Consultant

**Instructional Technology
Main Campus Lab**
Morgan Brokenborough
Student Consultant

Kaitlin O'Malley
Student Consultant

Cara Evans
Student Consultant

Kazmuir Long
Student Consultant

**Instructional Technology
Health Science Campus Lab**
Arjun Singh
Student Consultant

**Instructional Technology
Ambler Campus Lab**
*Mark Muli
Student Consultant

*Andrew Davis
Student Consultant

EdTech Partners
Ashley Bryant
Student Worker

Stephanie Manning
Student Worker

Nadia Said
Student Worker

*Former CAT Team Members

CONTACT US

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

📞 215.204.8761

✉️ cat@temple.edu

T TEMPLE UNIVERSITY

Faculty Affairs