To foster evidence-based teaching in higher education so students learn, develop, and succeed.
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20 MEET OUR STAFF
This is a year that we will remember for a long time to come! The year of COVID-19 prompted a transformational shift in the Center for the Advancement of Teaching’s goals as we focused on supporting the colleges and schools to transition to fully remote learning in a matter of a few weeks. Who would have believed at this time last year that Temple faculty would be called upon to accomplish such a feat, and that they would do it so well? In order to help Temple meet this challenge, our team created a webpage of resources, met with numerous schools, colleges, departments, and faculty to brainstorm solutions to sometimes very sticky problems, created and implemented several series of workshops (offered via Zoom) to support the transition online and, later, to create online courses from scratch, developed a communications campaign to disseminate information and resources, and figured out how to deliver all of our own services online!

I can’t say enough about the team at the CAT. They are thoughtful, patient, knowledgeable, and hearty souls who worked days, evenings, and weekends for months (and are still doing so) to make sure that Temple faculty everywhere, from main campus to Temple Japan, were served. If you look at our attendance numbers in this annual report, you will see that they are staggering, somehow accomplished with the same number of staff that we have had in past years (and we thought we were busy before!). I believe that it is the commitment we hold to the mission of the CAT that has kept us fueled throughout this pandemic.

Of course, we at the Center were growing and developing our services and our expertise pre-COVID as well. Our first-ever Diamond Classrooms Week, an open classrooms initiative to encourage peer review of teaching, launched in February. We managed training for the university transition from WebEx to Zoom (just in the nick of time, I’d say!). Our EdTech Student Partners program was a finalist for the POD Network Innovation Award, a rare honor indeed. And yet, all of this seems so long ago, in another time and another place, as COVID-19 changed the academic world overnight.

Our team has seen a silver lining though all of this disruption. We found that we have a resilience that perhaps we did not quite know we had. And, in working hard to figure out how to deliver courses online, faculty have demonstrated a similar resilience, reflecting deeply on their teaching, finding creative ways to adjust, and sometimes, better ways to deliver learning experiences to their students. My sincerest hope is that positive and creative changes that grew out of the chaos will persist in the long term and enrich us for generations to come.
LAUNCHED OUR INAUGURAL DIAMOND CLASSROOMS WEEK
162 FACULTY VISITED
77 COURSE SECTIONS

LAUNCHED “REMOTE” LANDING PAGE
WITH RESOURCES FOR TEACHING ONLINE

7,997 VIEWS

REFRESHED OUR LAB SPACES AT THE HEALTH SCIENCES AND AMBLER CAMPUSES

292 FACULTY REGISTERED IN THE FIRST MONTH
70 COMPLETED

SUPPORTED THE UNIVERSITY’S TRANSITION FROM WEBX TO ZOOM

240 ATTENDED T.A. ORIENTATION

SHORT COURSE ON TEACHING ONLINE

7,997 VIEWS

292 FACULTY REGISTERED IN THE FIRST MONTH
70 COMPLETED

SUPPORTED THE UNIVERSITY’S TRANSITION FROM WEBX TO ZOOM
HOSTED OUR ANNUAL FACULTY CONFERENCE
370 ATTENDEES ACROSS TWO DAYS

SUPPORTED THE UNIVERSITY’S COVID-19 RESPONSE

TOTAL CONTACTS 11,960

INDIVIDUALS SERVED 3,118

SOCIAL MEDIA FOLLOWERS ACROSS THREE PLATFORMS

80% INCREASE IN WEBSITE USERS

This section only represents data through April 30, 2020.
SIGNIFICANT ACCOMPLISHMENTS

Diamond Classrooms Week
As part of Temple's mission to educate a vibrant student body and create new knowledge through innovative teaching, the CAT launched its inaugural open classrooms initiative for faculty. During the week of February 10-14, forty-five faculty, all alumni of the CAT's Provosts' Teaching Academy, opened up a total of 77-course sections for their colleagues to experience the variety of pedagogical methods they use to engage and inspire their students. At the conclusion of the week, which fell on Valentine's Day, faculty were invited to a “Share the Love” event to discuss their experiences. Feedback about Diamond Classrooms Week was overwhelmingly positive. Here's just one quote from a faculty participant:

“This was a great experience and I hope you do this again next year. I got so many new ideas from the instructors hosting us. I have even implemented a couple of ideas in my classes already.”

POD 2019 Innovation Award Nomination
Students as EdTech Partners: Enhancing Teaching and Learning with Technology
The POD Innovation Award recognizes creative ideas for educational development. Sponsored by the POD Network, the national organization for educational developers, this highly competitive award recognizes ideas that improve teaching and learning, and that can be adapted for wide use in other centers such as ours. We are so pleased to have been named one of four finalists this year and featured at the annual conference's poster session and banquet. The EdTech Student Partners program pairs faculty with an EdTech Student Partner for a semester-long collaboration to support them in integrating technology effectively in their classrooms. The program served more than 75 faculty members at Temple over the past 2 years, and has seen results beyond the original goal, including providing a pathway to conference presentations and internships for the student partners.

Teaching Online Short Course
In response to the need for clearly documented comprehensive training in online tools and pedagogy, the Teaching Online Short Course for Faculty was designed as a sequence of five Zoom-facilitated workshops. Consisting of two required workshops and the choice of three out of six electives, the Short Course provides a complete introduction to teaching online using evidence-based pedagogical practices and educational technology tools to enhance engagement and learning. Faculty members who participate in the five courses receive a Letter of Completion from the CAT. A number of schools and colleges made completion of the short course a prerequisite for teaching online in the summer and/or fall of 2020. In the first month of the program, 292 faculty members registered for the Short Course, with 70 having already received their Letter of Completion. The Short Course will be offered to faculty through the end of the summer.
Zoom Transition

After conducting a semester-long pilot comparing web conferencing tools, the university announced it would transition from WebEx to Zoom on July 31st, 2020. To ensure that university instructors would be well-supported to use the new tool, the CAT team prepared workshops, webinars, a Zoom transition resources webpage, and an asynchronous self-paced Canvas course entitled *Ready, Set, Zoom!* Over 600 faculty have accessed the self-paced course from its inception through April 2020. During the COVID-19 emergency move to remote learning, with the assistance of ITS, the CAT ramped up its support for faculty use of Zoom as a tool for online learning, including offering new “Getting Started with Zoom” workshops, which focused on how to use Zoom’s fundamental features for teaching effectively, and “Getting the Most Out of Zoom” which focused on tools for effective teaching in Zoom. A total of 410 participants attended these workshops, whose recordings garnered almost 500 views and downloads. Finally, the CAT provided Zoom support to faculty over 600 times via one-on-one scheduled consultations and assistance in the Educational Technology Lab.

CAT Program Assessment

Starting in summer 2019, the CAT deployed several new internal surveys that were created by a committee within the CAT team. These surveys were written to ensure that we receive quality feedback for all of our key programming and services, in order to continuously develop and improve as a team. We created and deployed surveys for all of our major programming, such as Provost’s Teaching Academy, the Annual Faculty Conference for Teaching Excellence and TA Orientation, as well as one-on-one consultations, workshops and webinars), and the asynchronous self-paced courses *Ready, Set, Canvas!* and *Ready, Set, Zoom*. The results of these surveys inform the statistics and information provided throughout this annual report.

Future Directions

In this uncertain time, the CAT will need to remain agile and responsive in order to respond to any situation that may arise in the coming year. What is certain is that the CAT will continue to monitor and respond to faculty and university needs in as complete and supportive a manner as possible. We will work hard to complete a new strategic plan aligned with the university’s mission alongside the new realities COVID-19 created. As part of the implementation of that strategic plan, we will seek to form an advisory board in order to strengthen our connections with schools, colleges, and faculty. We look forward to continuing to serve the Temple family.
COVID-19 RESPONSE

FEB. 25
CAT staff begin virtual programming and support for TU Japan and TU Rome faculty ahead of their move to fully remote teaching.

MAR 2
Stephanie shares a detailed plan for supporting academic continuity with the provost and deans from all schools and colleges.

MAR 5
First of many custom sessions and workshops with schools, colleges, and departments to find solutions for challenging teaching contexts.

MAR 8
Stephanie forms and begins meeting with the university-wide Academic Continuity Committee.
CAT launches “REMOTE: Resources for Emergency Online Teaching” resource hub on CAT website.

MAR 10
The REMOTE Webinar Archive web page goes live, which will eventually host links to recordings of eighteen different COVID-related workshops.
Launch of Faculty Volunteers for COVID-19 Transition Assistance resource. Twenty-four faculty from nine different schools volunteer to assist their colleagues.

MAR 11-12
Workshops Getting Started with Zoom and Using VoiceThread to Deliver Lectures and Facilitate Discussion are offered to prepare faculty for the transition to remote teaching.

MAR 13
Drop-In Ed Tech Clinic provides additional support ahead of campus closing.

MAR 16
Temple University begins fully remote instruction in the US.
New workshops offered this week: Getting Started with Canvas, Introduction to Proctorio, Delivering Lectures Online, and Assessing Student Learning Online.

FEB. 27
Stephanie Fiore is charged with supporting the schools and colleges in ensuring academic continuity for Temple University.

MAR 9
Premiere of Delivering Lectures Online and Planning to Teach Online, the first CAT workshops (via Zoom) available for all Temple faculty in response to the COVID crisis. CAT consultants also begin offering evening and weekend consultation hours this week.

MAR 18
CAT staff fully transitions to working remotely. The Virtual EdTech Lab, where instructors can drop in for remote help with Canvas, Zoom, and other educational technology tools, launches.

COVID-19 Related Research Activities
The CAT is conducting research within our department and across Temple University concerning COVID-19’s effects. Regarding our internal study, all CAT staff including faculty developers, technology specialists, and administrators are participating in a three-part mixed-method survey focused on their beliefs, goals, personal attributes, and day-to-day actions before the university went online, during the effort to move the university online, and how their perceptions and actions might be permanently changed moving forward.
As for our inquiry across the university, we are working with a team of experts to investigate the short and long-term effects of COVID-19 on faculty and academic administrators’ perceptions, pedagogical practices, and decision-making that then impact student learning and development. We believe this research is essential to understanding how individuals across Temple experienced and responded to the crisis; the results may inform future best practices if ever we must endure and overcome another unforeseen crisis like the COVID-19 pandemic.
ATTENDANCE DATA

We collect attendance data at each of our workshops, programs, and events. From this data, we can determine and categorize the number of faculty, students, administrative staff, and external guests we serve.

Table 1: Contacts Served from FY 2012-2013 to FY 2019-2020

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,412</td>
<td>2,510</td>
<td>1,815</td>
<td>5,812</td>
<td>10,163</td>
<td>*11,915</td>
<td>10,029</td>
<td>11,960</td>
</tr>
</tbody>
</table>

Table 2: People Served from FY 2012-2013 to FY 2019-2020

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,331</td>
<td>1,396</td>
<td>965</td>
<td>2,367</td>
<td>2,746</td>
<td>*3,816</td>
<td>2,730</td>
<td>3,118</td>
</tr>
</tbody>
</table>

Table 3: People Served by Affiliation

<table>
<thead>
<tr>
<th>AFFILIATION</th>
<th>TOTAL INDIVIDUALS</th>
<th>TOTAL CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>2,105</td>
<td>10,288</td>
</tr>
<tr>
<td>Administration</td>
<td>308</td>
<td>572</td>
</tr>
<tr>
<td>TA/Graduate Students</td>
<td>491</td>
<td>805</td>
</tr>
<tr>
<td>Guests</td>
<td>214</td>
<td>295</td>
</tr>
<tr>
<td>Total</td>
<td>3,118</td>
<td>11,960</td>
</tr>
</tbody>
</table>

Graph 1: Percent of People Served By Affiliation

- Faculty - 86%
- Administration - 5%
- TA/Graduate Students - 7%
- Guests - 2%

Table 4: Frequency of Visits

<table>
<thead>
<tr>
<th>VISITS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended Once</td>
<td>3,118</td>
</tr>
<tr>
<td>Attended More Than Once</td>
<td>8,842</td>
</tr>
<tr>
<td>Total</td>
<td>11,960</td>
</tr>
</tbody>
</table>

Table 5: Faculty Served by Position

<table>
<thead>
<tr>
<th>POSITION</th>
<th>TOTAL FACULTY CONTACTS</th>
<th>% SERVED BY RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured and Tenure-Track</td>
<td>2,360</td>
<td>23%</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>3,516</td>
<td>34%</td>
</tr>
<tr>
<td>Adjunct</td>
<td>4,265</td>
<td>41%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>147</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>10,288</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Significant increase due to Blackboard to Canvas transition
Table 6: People Served by School/College

<table>
<thead>
<tr>
<th>SCHOOL/COLLEGE</th>
<th>PEOPLE SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE OF LIBERAL ARTS</td>
<td>548</td>
</tr>
<tr>
<td>COLLEGE OF SCIENCE AND TECHNOLOGY</td>
<td>290</td>
</tr>
<tr>
<td>COLLEGE OF PUBLIC HEALTH</td>
<td>252</td>
</tr>
<tr>
<td>FOX SCHOOL OF BUSINESS</td>
<td>233</td>
</tr>
<tr>
<td>LEWIS KATZ SCHOOL OF MEDICINE</td>
<td>215</td>
</tr>
<tr>
<td>TYLER SCHOOL OF ART</td>
<td>204</td>
</tr>
<tr>
<td>OTHER</td>
<td>189</td>
</tr>
<tr>
<td>KLEIN COLLEGE OF MEDIA AND COMMUNICATIONS</td>
<td>175</td>
</tr>
<tr>
<td>OUTSIDE OF TEMPLE</td>
<td>135</td>
</tr>
<tr>
<td>COLLEGE OF EDUCATION</td>
<td>133</td>
</tr>
<tr>
<td>NON-ACADEMIC UNIT</td>
<td>133</td>
</tr>
<tr>
<td>BOYER SCHOOL OF MUSIC AND DANCE</td>
<td>126</td>
</tr>
<tr>
<td>COLLEGE OF ENGINEERING</td>
<td>97</td>
</tr>
<tr>
<td>SCHOOL OF THEATER, FILM AND MEDIA ARTS</td>
<td>94</td>
</tr>
<tr>
<td>SCHOOL OF PHARMACY</td>
<td>63</td>
</tr>
<tr>
<td>KORNBERG SCHOOL OF DENTISTRY</td>
<td>56</td>
</tr>
<tr>
<td>TEMPLE UNIVERSITY HOSPITAL</td>
<td>43</td>
</tr>
<tr>
<td>BEASLEY SCHOOL OF LAW</td>
<td>35</td>
</tr>
<tr>
<td>SCHOOL OF SPORT, TOURISM AND HOSPITALITY</td>
<td>23</td>
</tr>
<tr>
<td>TEMPLE ROME</td>
<td>23</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>22</td>
</tr>
<tr>
<td>SCHOOL OF PODIATRIC MEDICINE</td>
<td>20</td>
</tr>
<tr>
<td>TEMPLE JAPAN</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3118</strong></td>
</tr>
</tbody>
</table>

The above data represents accomplishments through April 30, 2020. The CAT’s response to the COVID-19 pandemic is a significant part of this year’s story. For context, totals for select categories from May and June have been included below.

<table>
<thead>
<tr>
<th>TOTAL CONTACTS (MAY - JUNE)</th>
<th>INDIVIDUALS SERVED (MAY - JUNE)</th>
<th>FACULTY COMPLETED THE SHORT COURSE FOR ONLINE TEACHING</th>
<th>FACULTY IN THE PROCESS OF COMPLETING THE SHORT COURSE FOR ONLINE TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5530</td>
<td>1516</td>
<td>698</td>
<td>289</td>
</tr>
</tbody>
</table>
DIGITAL COMMUNICATION

This year we saw significant growth across the CAT’s website, social media, and email.

Our annual website traffic increased by over eighty percent. We made additions that supported faculty as they transitioned to fully Online instruction in response to COVID-19. Our new “REMOTE: Resources for Emergency Online Teaching” page is a hub for online teaching resources. This section of our site provides targeted support for faculty.

We also grew our social media presence, with over 900 followers across Facebook, Twitter, and Instagram. We’ve become more intentional about sharing information about our programming and services, as well as resharing best practices and useful resources from faculty, other Temple units, and other faculty development centers around the world. We’ve expanded the activity on our EDvice Exchange blog, going from publishing seven articles in 2018-2019 to twenty-one articles this year.

Finally, we continued to use email to reach and serve faculty, who opened over 179,000 emails from the CAT this year. Of course, the transition to online instruction presented the need to increase our email communications. We saw higher than average rates for both opens and clicks from these emails.

With the outbreak of COVID-19, we see digital communication as a key tool moving forward to help us connect with faculty and establish the CAT as a model faculty development center.

Table 7: Users and Pageviews, CAT Website and Selected Pages

<table>
<thead>
<tr>
<th></th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Site Users</td>
<td>26,510</td>
<td>42,411</td>
</tr>
<tr>
<td>Total Site Sessions</td>
<td>36,741</td>
<td>66,240</td>
</tr>
<tr>
<td>EDvice Exchange</td>
<td>648</td>
<td>804</td>
</tr>
<tr>
<td>Resources (Pageviews)</td>
<td>3,214</td>
<td>2,344</td>
</tr>
</tbody>
</table>

Table 8: Pageviews for REMOTE Landing Page and Subpages

<table>
<thead>
<tr>
<th></th>
<th>MAR 2020</th>
<th>APR 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>REMOTE</td>
<td>7,031</td>
<td>966</td>
</tr>
<tr>
<td>REMOTE / Make a Plan</td>
<td>1,779</td>
<td>127</td>
</tr>
<tr>
<td>REMOTE / Teach Online</td>
<td>2,363</td>
<td>344</td>
</tr>
<tr>
<td>REMOTE / Learn the Tools</td>
<td>2,010</td>
<td>295</td>
</tr>
</tbody>
</table>

Graph 2: Total CAT Website Users and Pageviews
Table 9: Views of CAT Tutorials

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>“READY, SET, ZOOM”</td>
<td>955</td>
</tr>
<tr>
<td>“READY, SET, CANVAS”</td>
<td>375</td>
</tr>
</tbody>
</table>

Table 10: Views of Zoom & Canvas Guide Pages

<table>
<thead>
<tr>
<th>URL</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING.TEMPLE.EDU/ZOOM</td>
<td>3,865</td>
</tr>
<tr>
<td>TEACHING.TEMPLE.EDU/CANVAS</td>
<td>3,527</td>
</tr>
</tbody>
</table>

Graph 3: Traffic Sources to CAT Website by Month and Number of Sessions

- May 2019
- June 2019
- July 2019
- August 2019
- September 2019
- October 2019
- November 2019
- December 2019
- January 2020
- February 2020
- March 2020
- April 2020

Table 11: Email Open and Click Rates

<table>
<thead>
<tr>
<th></th>
<th>EMAILS SENT</th>
<th>EMAILS OPENED</th>
<th>OPEN RATE</th>
<th>CLICKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Emails</td>
<td>613,332</td>
<td>179,225</td>
<td>29.24%</td>
<td>7,827</td>
</tr>
<tr>
<td>COVID-19 Email</td>
<td>101,288</td>
<td>39,492</td>
<td>38.95%</td>
<td>2,765</td>
</tr>
</tbody>
</table>

This section represents data through April 30, 2020.
FACULTY DEVELOPMENT PROGRAM

General Programs
Every semester, the CAT provides one-on-one consultations and programming related to pedagogy and educational technology to Temple faculty and teaching assistants. In addition, the CAT offers faculty learning community opportunities that allow intensive investigation of particular topics. In 2019-2020, the CAT conducted more than 835 confidential one-on-one consultations and offered more than 72 programs on a wide range of topics. Here are a few of our favorites this year:

Teaching Workshops
- Teaching Critical Thinking: A Better Questions Method
- Writing to Learn: Informal Writing Assignments
- Teaching from the Side: Student Centered Approach
- Balancing Teaching & Research in Your Fast-Paced Life

Teaching with Technology Workshops
- Discussion Bored? Enhancing Online Asynchronous Discussions
- Podcasts as Digital Storytelling Assignments
- Chat with the CAT: Teaching with Technology (Discussion Series)
- Creating Engaging Multimedia for Learning

Book Groups
- Small Teaching Online by Flower Darby & James Lang
- The Courage to Teach by Parker Palmer
- What the Best College Teachers Do by Ken Bain
- The Missing Course: Everything They Never Taught You about College Teaching by David Gooblar

Technology Trainings
- Canvas: Organizing and Delivering Effective Content
- Canvas: Using the Gradebook for Efficiency and Transparency
- Zoom: Facilitating Synchronous Online Learning
- Ensemble Anthem: Creating and Managing Screen Capture Videos

Faculty Learning Communities
- Digital Literacy
- Inclusive Teaching
Custom Programs

In addition to our advertised workshops and programs, the Center for the Advancement of Teaching provides professional development services and training sessions upon request. All of these programs are customized to fit the needs of individual schools, departments, and academic units. In 2019-2020, we created over 50 customized programs that were facilitated online or face-to-face across Temple’s campuses. Below is a sample of the programs we offered:

Beasley School of Law
● Introduction to Inclusive Teaching

College of Liberal Arts
● Flipped Learning and Lesson Planning (FGIS Language Department)

College of Public Health
● CPH Digital Retreat Workshop: Student Learning in a Digital Age

College of Science & Technology
● Peer Review Workshop (Computer & Information Sciences)

Fox School of Business
● Getting Started with Canvas (Small Business Development Center)

Intellectual Heritage Program
● Non-Traditional Canvas Course Structures (Intellectual Heritage)

Lewis Katz School of Medicine
● How to Effectively Teach Millenial and Gen-Z Students
● Student Feedback and Narrative Evaluations

School of Pharmacy
● Small Teaching by James Lang (Book Group)

Tyler School of Art & Architecture
● Designing Curricular Goals and Mapping (Graphic Design)
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

This past year marked the 18th Annual Faculty Conference on Teaching Excellence. Day one featured keynote speaker Dr. Mary Helen Immordino-Yang, Professor of Education, Psychology and Neuroscience at the University of Southern California. Dr. Immordino-Yang presented her research on the neuropsychology of social emotions, including these emotions’ deep visceral roots in the feeling and regulation of the body and consciousness, their connections to memory and abstract thought, and their propensity to heighten one’s own subjective sense of self-awareness, motivation and purpose. 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. Michelle D. Miller, Director of the First Year Learning Initiative and Professor of Psychological Sciences at Northern Arizona University. With an understanding of some key principles about how the mind works and the use of technology to create learning experiences that are memorable, compelling and effective, Dr. Miller demonstrated and explained these key principles, emphasizing memory, attention, and thinking and the surprising ways these processes interact to produce learning. The plenary address was followed by breakout sessions and lightning talks. Over 370 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 240 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 January, 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 Lawrence Kaplan, Nancy Morris, David Schuff, Christine Anderson, Roderick Coover, Judith Litvin-Daniels, and Matt Wray reflected on their development as teachers and shared stories about how their teaching has changed over the length of their careers. Lynne Andersson and Nicole Sifontis, two other award recipients, could not make it that day.

STEM Educators’ Lecture

This year’s STEM Educators’ Lecture featured Dr. Julie Dangremond Stanton, Assistant Professor, Department of Cellular Biology at the University of Georgia. Dr. Stanton presented via Zoom her intriguing research on metacognitive regulation in introductory and senior biology courses. Dr. Stanton and her colleagues presented a model of proposed stages of metacognitive development and shared their findings about where introductory and senior-level biology students mapped onto this model. She then engaged us in a lively discussion about the implications of these findings for teaching.
TEACHING IN HIGHER EDUCATION CERTIFICATE

Matriculated graduate students who serve as teaching assistants (TA) earn the 3-credit graduate certificate by completing a teaching in higher education course taught in their own or similar department, followed by a non-credit individually designed reflective practicum to reflect on and discuss the TA experience with a faculty mentor.

Since its inception in 2010, over 480 graduate students have earned the certificate. In the 2019-2020 academic year, the Teaching in Higher Education Seminar was offered across the university for a total student enrollment of 143 graduate students (Table 12). Of these students, 90 earned the Teaching in Higher Education Certificate (Table 13).

Table 12: Matriculated enrollment in the seminar by Department

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts/Liberal Arts</td>
<td>45</td>
</tr>
<tr>
<td>College of Public Health/Health Related Professions</td>
<td>24</td>
</tr>
<tr>
<td>College of Science and Technology/Chemistry</td>
<td>20</td>
</tr>
<tr>
<td>College of Science and Technology/Biology</td>
<td>9</td>
</tr>
<tr>
<td>College of Liberal Arts/English</td>
<td>8</td>
</tr>
<tr>
<td>Tyler School of Art/Art</td>
<td>8</td>
</tr>
<tr>
<td>Klein College of Media and Communication/Media and Mass Communication</td>
<td>5</td>
</tr>
<tr>
<td>College of Science and Technology/Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td><strong>123</strong></td>
</tr>
</tbody>
</table>

The Teaching in Higher Education Certificate is also available to current and aspiring college teachers to become more effective educators by guiding participants to develop high-quality teaching materials that increase student learning and development. These participants take two courses in sequence: Teaching in Higher Education Seminar (EPSY 8985, 3 Credits), followed by Innovation, Technology, and Teaching in Higher Education (EPSY 8960, 3 Credits).

Last year, 65 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate.

Table 13: Matriculated graduate students who completed the certificate by school/college

<table>
<thead>
<tr>
<th>SCHOOL/COLLEGE</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Public Health</td>
<td>29</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>24</td>
</tr>
<tr>
<td>School of Theater, Film, and Media Arts</td>
<td>10</td>
</tr>
<tr>
<td>Tyler School of Art</td>
<td>8</td>
</tr>
<tr>
<td>College of Science and Technology</td>
<td>7</td>
</tr>
<tr>
<td>Klein School of Media and Communication</td>
<td>4</td>
</tr>
<tr>
<td>College of Education</td>
<td>3</td>
</tr>
<tr>
<td>Boyer College of Music and Dance</td>
<td>2</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>1</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>1</td>
</tr>
<tr>
<td>School of Sport, Tourism, and Hospitality Management</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Table 14: Non-matriculated enrollment by term

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II 2019</td>
<td>EPSY 8960</td>
<td>24</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>EPSY 8960</td>
<td>24</td>
</tr>
<tr>
<td>Summer I 2020</td>
<td>EPSY 8985</td>
<td>17</td>
</tr>
<tr>
<td>Total Enrollment for AY 2019-2020</td>
<td></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>
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

- **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.
- **Accessible Temple Culture Subcommittee;** Working group of the ATCC focused on creating a culture of accessibility on campus.
- **Zoom Rollout and Support Committee;** Supported Temple’s transition from WebEx to Zoom video conferencing system.
- **Teaching in Higher Education Certification for the Arts Committee;** Developing a curriculum for the new THEC Arts course.
- **Assessment of Instruction Committee;** Makes recommendations for effective measures to assess teaching at Temple.
- **Richard J. Kozera Teaching Academy Steering Committee;** Promotes a culture of excellence in teaching at the Lewis Katz School of Medicine.
- **FOX Center for Innovation in Teaching and Learning Director Search Committee;** Sought and hired a new director for FOX CITL.
- **AACSB Site Visit Group;** Met with site visitors for Association to Advance Collegiate Schools of Business accreditation.
- **Middle States Accreditation Committee;** Served on working groups to prepare for Middle States accreditors visit.
- **Email Calendar Advisory Group and Usability Subcommittee;** University committee to evaluate Outlook and Gmail email & calendar functions and user requirements.
- **ProctorU Evaluation Committee;** Evaluating functionality and efficacy of ProctorU assessment proctoring service.
- **Audience Response/Polling Software Pre-Planning Committee;** Gathering data on ARS/polling systems used at Temple.
- **Preferred Names Committee;** Providing a means for Temple students and employees to enter their preferred names in Canvas and other university database and communication systems.
- **COVID-19 Mission Continuity Committee;** Working to uphold Temple’s mission through the COVID-19 pandemic response.
- **COVID-19 Academic Continuity Committee;** Working to support students and faculty to keep teaching online through the COVID-19 pandemic response.
- **COVID-19 Assessment Committee and Faculty Survey Subcommittee;** Assessing impact of COVID-19 on the university, developed a survey for faculty on the COVID-19 response.

Service to the Field

- **Alqurashi, E.,** Reviewer for The 2020 International Society for Technology in Education (ISTE) conference.
- **Alqurashi, E.,** Reviewer for The 2020 Association for Educational Communications and Technology (AECT) conference.
- **Brock, B.** Board Member (2020). YESPhilly.
- **Brock, B.,** Member, Ad Hoc Advisory Committee on Educational Policy, Division 15 (Educational Psychology) of the American Psychological Association.
- **Brock, B.,** State Liaison, Division 15 (Educational Psychology) of the American Psychological Association.
- **Brock, B.,** Submission Reviewer, 2020 AERA Annual Meeting.
*Brock, B.*, Submission Reviewer, Division 15 Program at the 2019 APA Convention.


*Hasunuma, L.*. Board Member (2020). YWCA Lancaster, PA.

*Rients, J.*., proposal reviewer for 44th Annual POD Network Conference.


### Presentations

- **Hasunuma, L.** (2020). *South Korea’s #MeToo Movement and Feminist Activism against Sexual Violence*. Association for Asian Studies Conference, Boston, MA.

### Publications

- **Alqurashi, E.** (2020). *Handbook of Research on Fostering Student Engagement with Instructional Technology in Higher Education*.
PARTICIPANT FEEDBACK

“I want to thank you and your team sincerely for the extraordinary support you’re providing in these extraordinary times. I know it’s made all the difference for our instructors.”

“The CAT staff is deftly collegial, collaborative, and supportive amongst themselves, and they were able to recreate the same positive, welcoming atmosphere during our session. All this, plus LOADS of spot-on and at times specifically tailored instruction/explanation of features and tools in both ZOOM and CANVAS... This workshop did a great job of sharing relevant resources and facilitating a sense of community amongst participants.”

“I have to say that I have weathered the remote learning shift with greater confidence and comfort having worked with CAT.”

“I think this workshop was great! This workshop helped me identify what I need to learn next to increase my skills.”

“Thank you for coming to Tyler today to assist and support our faculty as they develop plans for academic continuity in the event of a campus closure.”

“You and your team are doing an amazing job. It is unfathomable that you are empowering an entire university to go online in a matter of a couple of days.”
“The workshop provided time and space to think about my class. I learned so much! This was extremely helpful! I am going to apply these strategies to other courses I teach.”

“Thank you, everyone at CAT, for all the help you provide in your e-mails during this time. I’m especially glad to have your most recent “Students Value Meaningful Work” message, which clarifies much of what I’ve been concerned about with the switch to online learning.”

“Thank you for all the guidance you are providing. I have used the recordings of your webinars and directed our graduate TAs to them too. After so much necessary information I really appreciated the simplicity of your last email. It was specific and succinct and just what I needed today.”

“In a crisis, real heroes step up and, in my opinion, you guys are the real Heroes.”

“I have taken pedagogical training workshops at other universities, and this was by far the best.”

“As usual, loved the experiential practice... learned some new resources! This workshop was the perfect combination of “show and tell,” mixing lecture and demo.”
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

PATRICK CHADD
DIRECTOR OF EDUCATIONAL TECHNOLOGY

DAVID GOOBLE
ASSOCIATE DIRECTOR

LINDA HASUNUMA
ASSISTANT DIRECTOR OF TEACHING & LEARNING

SIMUELLE MYERS
ASSISTANT DIRECTOR

Sreyrath (Sara) Vann
ASSISTANT DIRECTOR OF OPERATIONS

EMTINAN ALQURASHI
ASSISTANT DIRECTOR OF EDUCATIONAL TECHNOLOGY

CLIFF ROUдер
PедагогиC и ДеДайн СпEалист

JEFF RIents
SENIOR TEACHING & LEARNING SPECIALIST

SHAWN TA
LEAD EDUCATIONAL TECHNOLOGY SPECIALIST

ARIEL SIEGELMAN
SENIOR EDUCATIONAL TECHNOLOGY SPECIALIST

JONAH CHAMBERS
EDUCATIONAL TECHNOLOGY SPECIALIST
Student Office Workers & EdTech Student Partners

Main Office Student Workers
Klaire O’Neal, Emelyn Djoke, Zachary Matthew, Emone Watson, Shanelle Robinson, Alyssa Deguzman

Instructional Technology Lab (ITL) Student Consultants
ITL Main Campus: Jennifer Mohr, Nadeem Farhat, Anthony Perillo, Nineka Downing
ITL Health Science Campus: Mason Buccilla

EdTech Student Partners
Ashley Bryant, Kevin Dang, Erin McDonald, Nineka Downing

Faculty Volunteers for COVID-19 Transition Assistance
Christine Cleaver, Deb Confredo, Rob Faunce, Annie Frankel, Carmelo Galati, Kathleen Giangiacomo, Rachael Groner, Abby Guido, Insook Han, Jaskiran Kaur, Gabriella Kecskes, Di Liu, Wendy Louise Magee, Alisha Nypaver, Joseph Paris, Anne Russ, Justin Shi, Damoon Soudbakhsh, Rebecca Petre Sullivan, Jill Swavely, Kimberly Williams, Brad Windhauser, Bess Wellborn Yates

* Former CAT member