Temple University
Center for the Advancement of Teaching

Annual Report
2020 – 2021

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

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MESSAGE FROM THE ASSISTANT VICE PROVOST

As faculty have stretched their capabilities to teach throughout the past unusual year, I'm reminded of Albert Einstein who said, "I never teach my students; I only attempt to provide the conditions in which they can learn." Of course, those conditions have been extremely unfamiliar, and we found ourselves sometimes feeling around to find the right path to help our students learn and remain engaged. At this time last year, we had no way to know that the pandemic would drag on for another entire academic year and that we would have to pivot multiple times in response to fluctuating pandemic conditions. The CAT team's intensive response to the initial move to remote learning continued to adapt to the needs of the moment, and the methods, techniques, tools and strategies we offered changed to keep up with faculty's needs. We explored teaching online, in hybrid formats and in socially-distanced in-person classrooms, and we explored the benefits of different modalities for learning. Should we teach asynchronously (what about students' increased isolation and mental health issues?) or synchronously (what about uneven access to technology?). Should we allow for more flexibility, relaxing deadlines and strict policies? Or should we keep to our standard policies to make sure that students have some sense of normalcy? And what should we do about those darn black boxes in Zoom? Through all of these moments of uncertainty and decisions, the CAT staff were there to support faculty, to think out solutions (sometimes ones we ourselves had to figure out - who had ever taught in a socially-distanced classroom before the pandemic?), to introduce new technologies and teaching strategies to support student learning, and, sometimes, simply to reassure.

Then, of course, the struggle for social justice shone a light on the inequities that can exist in our classrooms, and faculty actively sought ways to create more just educational opportunities and experiences. While the CAT has always engaged deeply in the work of creating equitable and inclusive spaces for learning, we increased our services to meet faculty's burgeoning needs, including custom workshops for departments and colleges, discussions of important books on equity, and workshops on trauma-informed teaching, pedagogies of care, and decolonizing the curriculum.

Stephanie Laggini Fiore Ph.D.
Assistant Vice Provost,
Center for the Advancement of Teaching

We also launched a bi-weekly Teaching, Learning, Justice and Inclusion blog series to engage faculty in thinking deeply about creating more equitable and inclusive learning opportunities for students.
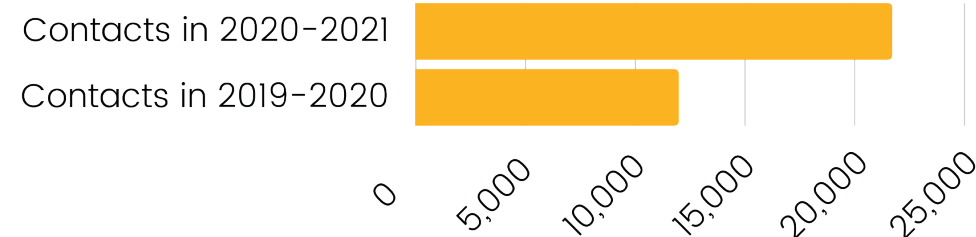
The work has been relentless and all-consuming, and I am so proud of my staff for their commitment and incredible work ethic. In a normal year, we have about 10,000 contacts with faculty and that keeps us pretty busy! In 2020-2021, that same team had 21,689 contacts. I can't tell you how we did it, but I think it had something to do with connecting to a deep sense of purpose in helping colleagues to teach in ways that foster significant learning, and gratification in seeing faculty's exhausted satisfaction that they have reached their students.

On behalf of the CAT, we wish everyone some rest and mental rejuvenation and a fervent wish that we are soon able to teach pandemic-free.

Year in Review

Conducted consultations **1055**

133 Teaching in Higher Education Certificates earned

Increased contacts & individuals served

Contacts in 2020-2021
Contacts in 2019-2020

0 5,000 10,000 15,000 20,000 25,000

160 Programs on a wide range of topics

Hosted our first virtual Annual Faculty Conference & TA Orientation

Completed a new Strategic Plan

Expanded Scholarship of Teaching & Learning initiatives

Number of Followers

750

500

250

0

Twitter Facebook Instagram
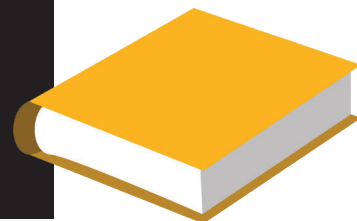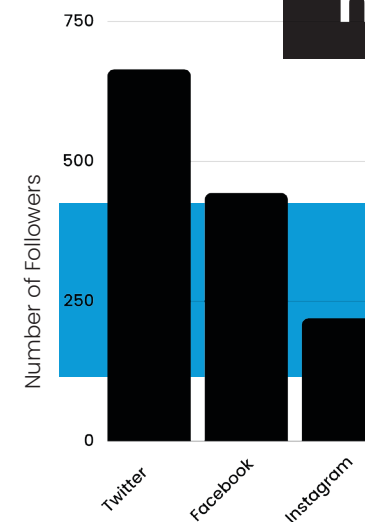
Grew our social media following
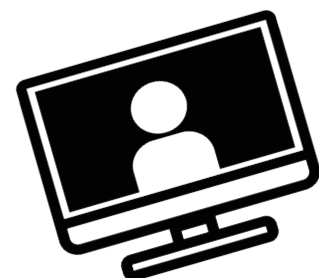
Launched virtual support services via Zoom

130,000+
CAT website pageviews

Significant Accomplishments

Record-Breaking Contacts with Faculty

In a normal year, the CAT staff of 14 has approximately 10,000 contacts with faculty either through workshops, special events, or in-person, email or phone consultations. In years where faculty needs were pressing because of major changes such as the Blackboard to Canvas transition, or last year's sudden transition to remote learning, we had just under 12,000 contacts. This year, with no additional staff added, we had 21,689 contacts with faculty and served 3,650 individual faculty. Added to that were the numerous interactions with faculty through our social media accounts. With needs so acute, the CAT staff responded flexibly and with great commitment to support faculty in any way we could.

New Virtual Support Services

This remote year meant that the CAT sought new ways to reach faculty. The Virtual Educational Technology Lab successfully replaced our in-person labs, affording convenient online drop-in technology support. The Asynchronous Online Teaching Institute provided an asynchronous alternative to our synchronous offerings on online learning in order to give faculty more flexibility in completing training to teach online. Finally, we successfully delivered our Annual Faculty Conference for Teaching Excellence, STEM Educators' Lecture, TA Orientation, Provost's Teaching Academy and SOAR Project, as well as a host of workshops, book groups and roundtable discussions in virtual formats. We're working to create a schedule of events for the coming academic year that provides a mix of modalities in which to connect with the CAT.

Strategic Plan

The CAT has completed a new strategic plan to lead us through the coming years. We began planning its execution during the summer of 2021. As part of our strategic plan, we have committed ourselves to providing leadership on 21st century, post-pandemic teaching. Part of that leadership will include creating programming and resources that promote evidence-based practices and habits of mind around equity, inclusion and diversity. An area of growth for the CAT is the Scholarship of Teaching and Learning (SoTL), as we seek to expand our support for faculty who wish to conduct SoTL research.

Response to National Events

As always, the CAT responded to the needs of the moment, continually updating our services to keep up with faculty needs around a number of crises and major national events, including the ongoing pandemic, the protests for social justice, the election, and the insurrection. For the pandemic, we supported teaching in a variety of modalities and helped faculty think about students' and their own needs. From blogs that explored what to do about those black boxes in Zoom to the Temple Talks series (in collaboration with HR Learning & Development) that provide information on faculty mental health and well-being, we listened hard to faculty and responded in kind. As faculty sought to navigate other controversial and highly-charged national events in their classrooms, we provided resources and programming on discussing controversial topics, trauma-informed pedagogy, mindfulness in teaching, equitable and inclusive teaching, and more. Finally, the first ever Asian and AAPI faculty and staff affinity group, with more than 50 people attending, was launched through a CAT/IDEAL partnership.

Scholarship of Teaching and Learning

With the addition of a postdoctoral fellow this year, the CAT's capacity to conduct research increased. In less than a year we launched a longitudinal study aimed at charting educational decision-making changes on the part of faculty and administrators made during the onset of the COVID-19 pandemic and how these shifts persist beyond the crisis. We participated in a number of grant funded projects and submitted grant proposals to suppport our work. In addition, we are able to more robustly support faculty in their own teaching-focused research by providing private consultations and conducting Scholarship of Teaching and Learning (SoTL) initiatives we plan to continue to expand over the coming years. Finally, we are exploring with Temple's Research Administration ways to streamline the IRB process for faculty SoTL projects.

Future Directions

While we have been extremely busy just trying to keep up with the changing landscape, we have also been building new initiatives for the coming year, including a Teaching for Equity Institute. We have also been working with the Office of Undergraduate Studies and the schools and colleges to explore new ways to support community engaged learning at Temple. In response to an expressed desire of faculty, we are building an Advanced Online Teaching Institute for those faculty who are already pretty great at teaching online and want to notch it up a bit. Finally, look for a new asynchronous forum that will provide a convenient way for faculty to connect with each other and with the CAT to talk about teaching.

Participant Feedback

"The CAT has been a stabilizing, supportive presence at the university during this time of instability. Your devotion to helping us grow as educators gives me hope that we will come out of the pandemic recognizing that we have gained an immense amount of knowledge through the adaptation process."

"I feel so lucky and privileged to be at a University that houses the center and provides us with so many opportunities to engage and grow through your services. The CAT has been both a lifesaver and a lighthouse in every sense of the word throughout the pandemic and beyond!"

"The CAT provided calibrated technical guidance while offering emotional support and creating a community of educators."

"The experience with the CAT this past spring was superb! It was quite inspirational to see the entire staff rise to the challenge. Your gargantuan efforts were most appreciated as are all of the continued offerings and support."

"Thank you for today's training and your thoughtful response to participants' experiences! These training sessions have been helpful for both online AND face to face ideas for the classroom. As a new adjunct who has taught at different schools, I have to say this has been one of the most welcoming and supportive experiences I've had onboarding at a university."

"Thank you for your support. This transition to online would not have been possible without your help."

"I am BEYOND grateful (and inspired) by the work you all do at CAT and for your generous and amazing delivery of content. I feel so lucky to be supported by these resources, and these connections also provide much needed moments of hope and resilience!"

"As a high school teacher who is brand new to working in higher education, CAT workshops have been some of the best professional development I've had in years. I've felt challenged, inspired, and respected as a professional. Many thanks!"

"For me, I grimace when classes or meetings are mandatory for fear that it will be a waste of time. ALL FIVE of the SHORT classes and the extra ones I did were amazingly useful and thought provoking. Most importantly, I feel much more confident with the online tools that Temple provides. I didn't have that experience in March for that quick transition. I am so glad I took those classes."

"Great conference and wonderful job done by the CAT! I enjoyed it immensely and made connections to other Temple faculty which was an added bonus as well!"

"CAT has been tremendously helpful under these circumstances; while I was a big fan BC (Before covid) - I continue to be delighted (and really proud) of the work the Center is doing for everyone at TU. Creative programming with mindful support from CAT staff and administrators has been a great resource, thank you."

"Loved the practical tips I can incorporate into my teaching right away, as well as the more ponderable thoughts I can digest over time. A nice mix of both!"

Attendance Data

We collect attendance data at each of our workshops, programs, events, and consultations. From this data, we determine the number of faculty, students, administrative staff, and external guests we serve; we also determine service to individual schools and colleges and faculty populations, and this year, we added data to track usage of our website and email campaigns. The data we collect informs our short and long-term planning around what services faculty desire in an ever-changing educational landscape.

Table 1: Total Contacts Served from FY 2013-2014 to FY 2020-2021

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
2,510	1,815	5,812	10,163	11,915	10,029	11,960	21,689

Table 2: Total Individuals Served from FY 2013-2014 to FY 2020-2021

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1,396	965	2,369	2,756	3,816	2,730	3,118	3,650

Table 3: People Served by Affiliation

Affiliation	Total Individuals	Total Contacts
Faculty	2,509	18,430
Administators	477	1,596
TA/RA Graduate Students	510	1,415
External Guests	154	248
Total	**3,650**	**21,689**

Table 4: Faculty Served by Position

Position	Total Faculty Contacts	% Served by Rank
Tenured and Tenure-Track	4,894	26.6
Non-Tenure Track	6,008	32.6
Adjunct	7,386	40.1
Other/Unknown	142	.7
Total	**18,430**	**100%**

Graph 1: Percentage of Faculty Served by Position

- Tenured and Tenure Track - **26.6%**
- Non-Tenure Track - **32.6%**
- Adjunct - **40.1%**
- Other/ Unknown - **.7%**

Table 5: People Served by School/College

School/College	People Served
College of Liberal Arts	547
College of Science and Technology	295
Tyler School of Art and Architecture	282
Boyer College of Music and Dance	267
Klein College of Media and Communication	254
Fox School of Business	253
College of Education and Human Development	250
College of Public Health	248
College of Engineering	175
Non-Academic Unit	163
Outside of Temple	154
Lewis Katz School of Medicine	146
School of Theater, Film and Media Arts	129
Temple Japan	96
Other/ Unknown	91
Kornberg School of Dentistry	61
School of Pharmacy	60
Beasley School of Law	48
Temple Rome	44
School of Sport, Tourism and Hospitality	32
School of Podiatric Medicine	20
Library	19
Temple University Hospital	16
Total	**3650**

Digital Communications

Our social media presence continues to grow, with over 1,600 followers across Facebook, Twitter, and Instagram, up from 900 followers a year ago. We are constantly developing new content for social media, such as new Tuesday Tech Tips, weekly education quotes, and the CAT Tales human interest videos. Additionally, for the second consecutive year we've expanded the activity on our EDvice Exchange blog, going from publishing seven articles in 2018-2019, to twenty-one articles in 2019-2020, to thirty-two articles this year. We continue to use email to reach and serve the faculty, who opened over 305,972 emails from the CAT this year. As in the previous year, we see higher than average rates for both opens and click-throughs from these emails.

As we continue to grow across these means of digital communication, we see them as meaningful venues for sharing information about our programming and services as well as disseminating best practices and useful resources. We've also increased our use of these tools as a means for our stakeholders to become more familiar with CAT staff, raising the visibility of both the unit and its personnel.

Part of the ongoing process of making additions and modifications to our website that support faculty in their mission of educating Temple students is our "REMOTE: Resources for Emergency Online Teaching" page --developed in the previous year--which was converted to "Teach in 2021." This change reflects a shift away from an emergency response to online teaching during the pandemic towards an approach that focused on pedagogically sound teaching practices in any mode: online, face-to-face, or hybrid. The "Teach in 2021" page and its sub-pages provide targeted support for faculty, all of which have been updated since their initial publication as part of the REMOTE rollout.

Going forward, we see digital communication as a key tool to help us connect with faculty and establish the CAT as a pace-setting faculty development center.

@Templeucat

Table 6: Users and Pageviews, CAT Website and Selected Pages

	2019–2020	2020–2021
Total Site Users	42,411	48,936
Total Site Sessions	66,240	73,296
EDvice Exchange Blog (Pageviews)	804	1,057
Resources (Pageviews)	3,214	3,789

Table 7: Views of CAT Tutorials

	2019–2020	2020–2021
"Ready, Set, Zoom"	955	8,261
"Ready, Set, Canvas"	375	3,910
CAT Workshop Resources	*N/A	1,461

Table 8: Views of Zoom & Canvas Guide Pages

	2019–2020	2020–2021
teaching.temple.edu/zoom	3,865	4,775
teaching.temple.edu/canvas	3,527	3,420

Graph 2: Total CAT Website Users and Pageviews

- Total Site Users - **48,936**
- Total Site Sessions - **73,296**
- EDvice Exchange (Pageviews) - **1,057**
- Resources (Pageviews) - **3,789**
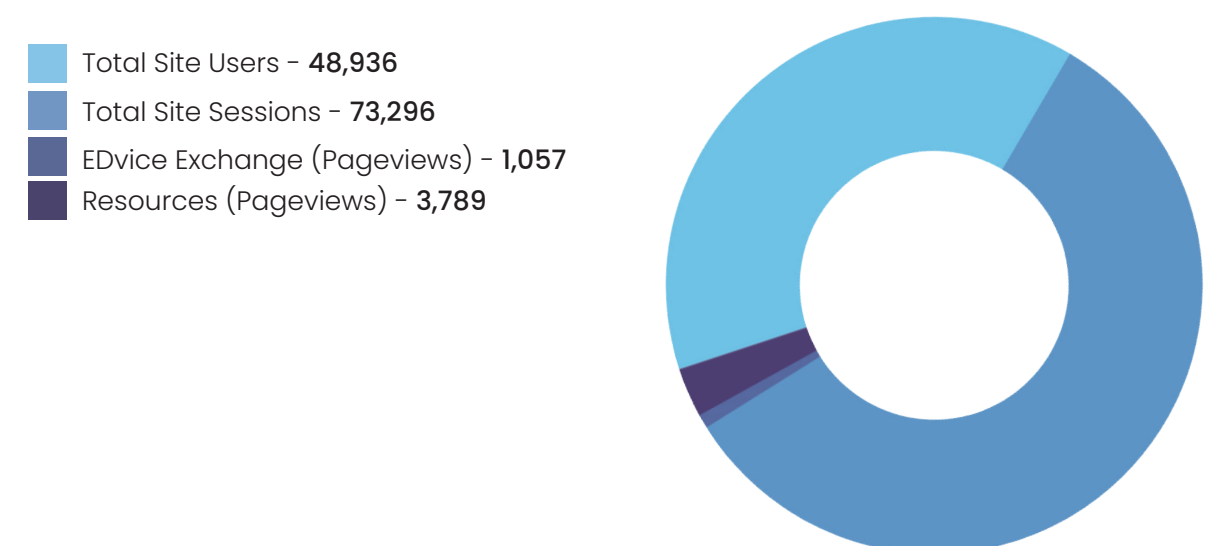
*CAT Workshop Resources Tutorials became available in 2020-2021

Faculty Development Programming

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 communities that allow intensive investigation of particular topics. In 2020-2021, the CAT conducted 1,055 confidential one-on-one consultations and offered 160 programs on a wide range of topics. Since March 16 of 2020, we successfully delivered all of these services via Zoom. Here are a few of our favorites this year:

Teaching Workshops

- Agile Pedagogy: Facing Uncertainty with Rigorous, Responsive, and Resilient Teaching
- Decolonizing the Curriculum
- You Can Take it With You: Teaching for Retention Beyond the End of the Semester
- Creating a Departmental Culture of Effective Teaching

Book Groups
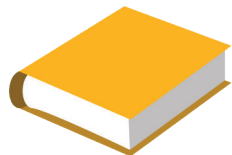
- *Teaching to Transgress* by bell hooks
- *Minds Online* by Michelle Miller
- *Radical Hope* by Kevin Gannon
- *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia* Edited by Yolanda Flores Niemann, Gabriella Gutierrez y Muhs, & Carmen G. Gonzalez (2020)

Teaching with Technology Workshops

- Asynchronous Online Teaching Institute
- Methods for Evaluating Teaching Series: Documenting Your Growth as an Instructor with e-Portfolios
- More Than a Feeling: Creating Community in Your Online Courses
- VoiceThread & Canvas Discussions: Facilitating Asynchronous Online Discussion

Technology Training

- Getting the Most out of Zoom
- Remote Proctoring with Proctorio: Methods and Best Practices
- Canvas: Organizing and Structuring Content Effectively
- Creating Multimodal Learning Opportunities with Adobe Spark

Faculty Learning Communities

- Green Pedagogy
- Online Teaching
- Oral Communication

Custom Programs

In addition to our advertised workshops and programs, the CAT 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 2020-2021, we created over 45 customized programs that were facilitated online across Temple's campuses. Below is a sample of the types of programs we offered:

Beasley School of Law

- Maximizing Techology at Temple Law

Center for the Performing and Cinematic Arts

- Flipping the Classroom for Deeper Learning
- Sharing and Streaming Video for Students Online

College of Education and Human Development

- Chatting with Your Students about Synchronous Teaching

College of Liberal Arts

- Discussions on Race (Criminal Justice Department)
- The Scholarship of Teaching and Learning (English Department)

College of Public Health

- Supporting Student Mental Health (EpiBio Department)
- Alternative Methods of Assessment (Communication Sciences & Disorders Department)

Global Reach, Global Teach: TU International Education Week

- Pivoting Creatively in a Covid-19 World
- You Don't Have to Fly Solo: Best Practices for Integrating Guest Speakers in Your Course

Kornberg School of Dentistry

- Methods of Narrating Video on Procedures
- Discussion and Case-Based Learning with Discussion

Lewis Katz School of Medicine

- Maximizing Our Teaching for All Students: Universal Design for Learning
- How to Respond to Racial Bias in Medical Learning Environment

Temple University Japan

- Can we Really Talk? Teaching About Racism through the Lens of Media

Tyler School of Art and Architecture

- Hot Moments in the Classroom

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 educational technology at the university. Participation in a number of these events was also extended to faculty across the region.

Annual Faculty Conference

This year's annual faculty conference reflected our theme for the conference - *Harnessing Emotion and Hope: Learning in Turbulent Times and Beyond* - as the CAT team managed the turbulence by hosting an entirely virtual event on January 6 and January 7. Because of the virtual nature of the event, we had a record number of registrants - about 586! - with some attending from as far away as Utah and Massachusetts, Iowa and Georgia. Our keynote and plenary speakers, Kevin Gannon, author of *Radical Hope: A Teaching Manifesto* and Sarah Rose Kavanagh, author of *The Spark of Learning* helped us think about the role of affective factors in the classroom and how we can create more equitable and inclusive learning for all students. Faculty remarked that the conference gave them lots to think about and also that they enjoyed gathering, in sessions and our virtual gathering space.

TA Orientation and Workshops

On August 19, 2020, for the very first time, the CAT successfully delivered its new TA orientation to 184 participants online. The day-long orientation began with a session on inclusive teaching followed by breakout sessions on what to do on the first day, active learning, grading, motivating feedback, engaging discussions, and leading labs. The orientation concluded with a panel discussion with experienced faculty on managing challenging teaching situations, and resources for new TAs to continue their professional development.

STEM Educators' Lecture

This year's STEM Educators' Lecture featured Dr. Lisa Corwin, Assistant Professor in the Ecology and Evolutionary Biology Department at the University of Colorado, Boulder. Dr. Corwin facilitated an interactive session via Zoom helping us understand the psychological constructs at play when STEM students engage with challenges and cope with failures, and engaged us in exploring how to create classroom environments that promote STEM students' development of scientific resilience.

Virtual Chat with Temple's Award Winning Teachers

In January, the CAT hosted an interactive panel event featuring the 2019-2020 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 Jane Baron, Alexandra Krull Davatzes, Dustin Kidd, Steven Popoff, Michelle Scarpula, Eduard Schmieder, Jeffrey Solow, and Ralph Young reflected on their development as teachers and shared stories about how their teaching has changed over the length of their careers.

Teaching in Higher Education Certificate

Matriculated graduate students who serve as teaching assistants (TA) earn a 3-credit graduate certificate by completing the 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 565 graduate students have earned the Teaching in Higher Education certificate. In the 2020-2021 academic year, the Teaching in Higher Education Seminar was offered across the university for a total student enrollment of 112 graduate students (Table 9). Of these students, 85 earned the Teaching in Higher Education Certificate (Table 10).

Table 9: Matriculated enrollment in the seminar by department

Department	Students
College of Liberal Arts/Liberal Arts	25
College of Public Health/Health Related Professions	24
Klein College of Media and Communication/Media and Mass Communication	16
College of Science and Technology/Chemistry	15
Tyler School of Art and Architecture/Art	12
College of Liberal Arts/English	9
College of Science and Technology/Mathematics	9
College of Liberal Arts/Spanish	2
TOTAL	112

Table 10: Matriculated graduate students who completed the certificate by school/college

School/College	Students
College of Public Health	34
Tyler School of Art and Architecture	12
College of Science and Technology	12
College of Liberal Arts	8
College of Education and Human Development	7
Klein College of Media and Communication	4
School of Sport, Tourism and Hospitality Management	4
School of Business	1
Boyer College of Music and Dance	1
School of Theater, Film, and Media Arts	1
TOTAL	85

The Teaching in Higher Education Certificate is also available to current and aspiring college teachers by guiding participants as they develop high-quality teaching materials shown to increase student learning and development. Participants take two sequential courses: Teaching in Higher Education Seminar (EPSY 8985, 3 Credits), followed by Innovation, Technology, and Teaching in Higher Education (EPSY 8960, 3 Credits). Last year, 48 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate.

Table 11: Non-Matriculated enrollment by semester

Term	Course	Students
Summer II 2020	EPSY 8960	16
Fall 2020	EPSY 8985	9
Spring 2021	EPSY 8960	7
Summer I 2021	EPSY 8985	16
Total Enrollement for AY 2020-2021		48

Scholarship & Service to the University and the Field

The members of the CAT team serve on a variety of committees that address university teaching, educational technology, curricular issues, the response to COVID-19 and preparations for the return to campus, and diversity and inclusion. Our staff continues to contribute to their respective disciplines and to the scholarship on teaching and learning through publications, presentations at regional and national conferences, and by serving on editorial boards and proposal review teams. In addition, we have a robust research agenda with projects investigating issues related to equity in online learning and lessons learned from teaching through the pandemic.

Committee Work

- **COVID-19 Academic Team**; Part of Return Team, tasked with preparing for delivery of academic services in the 2020-2021 academic year.
- **COVID-19 Teaching & Learning Subcommittee (Stephanie Fiore, co-chair)**; Tasked with addressing teaching and learning needs for the 2020-2021 academic year.
- **COVID-19 Assessment Committee**; Assessing impact of COVID-19 on the university.
- **COVID-19 Communications Working Group**; University-wide key communicators committee.
- **COVID-19 Liaisons Group**; tasked with acting as a resource for communicating and educating on health and safety measures.
- **Provost's Task Force on Textbook Affordability (Stephanie Fiore, co-chair)**; Researching, advising, and facilitating implementation of low-cost or no-cost educational materials.
- **Online Proctoring Vendor Selection Committee**; Reviewing options for remote exam proctoring.
- **AI Proctoring Subcommittee (Stephanie Fiore, co-chair)**; Addressing concerns regarding the use of AI proctoring solutions at Temple.
- **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.
- **Student Engagement Advisory Committee**; Development of the Temple Together program.
- **Zoom Vendor Check-ins**; Communication between Temple Information Technology Services and Zoom.
- **Social Contract App Committee**; Development of an app designed to encourage student adoption of the four health pillars.
- **Polling Committee**; University-wide committee to review, evaluate, and select an online polling tool for Temple.
- **Canvas Studio Committee**; Overseeing the pilot of the Canvas Studio audio and video interface.
- **Wellness Week Planning Committee**; Planned workshops and activities for Temple's Wellness Week (March 2021).
- **Community-Based Learning Working Group**; Working to establish CBL initiatives at Temple and strengthen community engagement in Philadelphia.
- **Disability Resources and Services Associate Director Search Committee**; Sought and hired a new Associate Director for DRS.
- **AAPI Faculty and Staff Affinity Group**; Supports AAPI faculty and staff, offering educational, cultural, and professional development-related programming to members and the broader university community.
- **Temple Votes**; Non-partisan initiative led by students, faculty, administrators, and voter education organizations to promote voter registration and education.

Publications

- **Brock, B.** (2020). Educational decision-makers: Investigating their role-identity and action. Doctoral dissertation. Temple University.
- **Alqurashi, E.** (2020). What do Students Engage with the Most? A Comparative Study Between High and Low Achieving Students within Online Learning Environments. Open Learning: The Journal of Open, Distance, and e-Learning.
- **Hasunuma, L.** (2021). Teaching Beyond Crises. The Faculty Herald.
- **Hasunuma, L.** (2021). We Are All Chinese Now: COVID-19 and Anti-Asian Racism in the United States. The Asia-Pacific Journal Japan Focus.

Presentations

- **Alqurashi, E., Rients, J.** (2020). Mid-Semester Student Feedback to Improve Learning in Large Classes. Lilly Conference on College Teaching, Virtual.
- **Brock, B., & Fiore, S.** (2020). Pandemic Reflection: Investigating Faculty and Academic Administrators' Perceptions and Actions; Session presentation at the Professional and Organizational Development (POD) Network in Higher Education Annual Conference.
- **Fiore, S., Brock, B.** (2020). SOAR: STEM Course Redesign Focused on Faculty Identity and Pedagogical Action. Association of American Colleges and Universities (AAC&U): Transforming STEM Higher Education Conference, Virtual.
- **Hasunuma, L.** (2020). COVID-19 and the Spread of Anti-Asian Racism. National Consortium for Teaching About Asia (NCTA), Virtual.
- **Hasunuma, L.** (2020). Online Teaching Pedagogy and Challenges. Maureen and Mike Mansfield Foundation, Virtual.
- **Hasunuma, L., Siegelman, A.** (2020). Digital Storytelling as an Inclusive Teaching Practice. Professional Organizational Development (POD) Network Conference, Virtual.

Service to the Field

- **Alqurashi, E., Reviewer**, (2020). Institute of Electrical and Electronics Engineers (IEEE) Transactions on Education journal.
- **Alqurashi, E., Reviewer**, (2020). Online Learning Journal.
- **Alqurashi, E., Reviewer**, (2020). Computers and Education journal.
- **Alqurashi, E., Reviewer**, (2020). American Educational Research Association (AERA) Conference.
- **Brock, B. Chair**. (2020-present). Policy Committee, Division 15 (Educational Psychology) of the American Psychological Association.
- **Brock, B.** Board Member. (2018-present). YESPhilly.
- **Brock, B.** Reviewer. (2020). American Educational Research Association Annual Meeting.
- **Brock. B.** State Liaison. (2020). Division 15 (Educational Psychology) of the American Psychological Association.
- **Fiore, S.**, Reviewer, (2020) POD Network Conference.
- **Hasunuma, L.** Reviewer (2020) POD Network Conference.
- **Nyanungo, N. and Hasunuma, L. Members**, (2020-2021) POD Network Ed Developers of Color Affinity Group subgroup on Scholarship and Research.

Grant Collaborations

The CAT has supported a number of research initiatives and grant proposals across the university, lending expertise and services. Listed here are awarded grants on which CAT staff had a role.

- **Fiore, S.** Internal Advisory Committee. National Institute of General Medical Sciences (NIH) Ruth L. Kirschstein National Research Service Award (NRSA) Predoctoral Institutional Research Training Grant (T32) awarded to Molecular Biology and Genetics.
- **Rients, J.** Accessibility in the Online Classroom: Teaching, Tutoring, and Mentoring Students with Developmental Disabilities, PA Developmental Disabilities Council Grant awarded to TU-Harrisburg, Institute on Disabilities, Disability Resources & Services.
- **Rients, J.** Educating STEM students & teachers about the relevance of social engineering in cyberattacks and cybersecurity, National Science Foundation Grant awarded to PI Aunshul Rege, Department of Criminal Justice.
- **Siegelman, A.** Educational Technology Consultant for the PCCD Violence Grant @ Vaux Big Picture High School awarded to PI Amy Lynch, Temple College of Public Health.

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 educational developers, educational technology specialists, operations and administrative professionals, a postdoctoral fellow, a graduate research assistant, and student workers.

Stephanie Laggini Fiore
Assistant Vice Provost

Hleziphi (Naomie) Nyanungo
Director of Educational Technology

***Kyle Vitale**
Associate Director

Sreyrath (Sara) Vann
Associate Director of Operations

Linda Hasunuma
Assistant Director

Emtinan Alqurashi
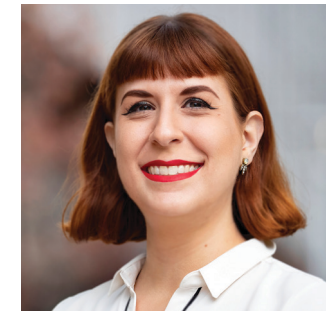Assistant Direcor of Educational Technology

Clifford Rouder
Pedagogy and Design Specialist

Jeff Rients
Senior Teaching and Learning Specialist

Shawn Ta
Lead Educational Technology Specialist

Ariel Siegelman
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Jonah Chambers
Educational Technology Specialist

Denise Hardiman
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Postdoctoral Fellow

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***Kevin Lockett**
Graphic & Design Specialist

Student Office Workers & EdTech Student Partners

Main Office Student Workers
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Mason Buccilla   Adah Downie Greenridge
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