

2022-2023

ANNUAL REPORT



**Temple
University**

Center for the Advancement
of Teaching

TABLE OF CONTENTS



03

WHO ARE WE?

Message from the Associate Vice Provost
Meet our Staff
CAT at a Glance

08

WHAT HAVE BEEN OUR SIGNIFICANT ACCOMPLISHMENTS AND INITIATIVES?

Significant Accomplishments
Initiatives We've Piloted

11

HOW DO WE SUPPORT TEACHING AT TU?

Attendance Data
Digital Presence: Communications
Faculty Development Programming
Provost's Teaching Academy
Special Events
Scholarship & Service to the
University and the Field
Teaching in Higher Education
Certificate

23

WHAT IS OUR VISION FOR THE FUTURE?

Future Plans and Initiatives
Participant Feedback

WHO ARE WE?

A MESSAGE FROM THE ASSOCIATE VICE PROVOST & SENIOR DIRECTOR

The Japanese scholar and art historian Kakuzō Okakura wrote in *The Book of Tea* (1906) that “the art of life lies in a constant readjustment to our surroundings.” This observation rings true today as change and readjustment have become constant companions. When ChatGPT and other generative AI tools burst onto the scene this past fall, higher education faculty around the world scrambled to figure out what this newest disruption meant for teaching and learning. The trepidation was real. What would this mean for our assignments and the learning that was supposed to result from our students’ hard work? If students could complete their work using generative AI tools, what would the future of learning look like? Was it plagiarism if students used AI for completing assignments, or was it something else yet to be defined? There were so many questions and so few answers.

This challenge was a new one for us too at the Center for the Advancement of Teaching (CAT). It seemed there simply was no empirical evidence available to support recommendations for managing generative AI tools in our courses. The CAT worked closely with our Student Success Center colleagues to determine the best path forward. Together, we spoke with faculty, exploring concerns, providing information about the nature of the tools, and encouraging experimentation, as we cannot make sound decisions on whether or how to use generative AI tools in our teaching without gaining some familiarity. Along the way, we realized that there is a body of research on academic honesty that we can draw on to think about how to reduce the temptation to cheat, just as there is ample evidence of assessments that jumpstart motivation and catalyze deep learning. These are essential pieces to the puzzle in figuring out how to teach in a world in which generative AI is here to stay.



The CAT will be sharing resources and recommendations to support you in making decisions about the use of AI in your courses and will provide opportunities to brainstorm ways to intentionally use these tools. Adapting to the presence of generative AI will require change over time, especially as it is a fast-moving and mutable target. Our best recourse is to take Okakura’s advice and continue to readjust, and in readjusting, continue to grow. Grow with us, my friends. We may yet enjoy where it leads us.

STEPHANIE LAGGINI FIORE
ASSOCIATE VICE PROVOST

MEET OUR STAFF

The Center for the Advancement of Teaching could not continue to offer its many events, programs, and services without the dedicated staff who plan and facilitate them. The CAT's service to the university community is made possible by a team that includes outstanding and knowledgeable educational developers, educational technology and digital media specialists, operations and administrative professionals, a postdoctoral fellow and student workers.



STEPHANIE LAGGINI FIORE
PH.D.
Associate Vice Provost &
Senior Director



***HLEZIPHI (NAOMIE) NYANUNGO**
PH.D.
Director of Educational
Technology



DANA DAWSON
PH.D.
Associate Director of Teaching
and Learning



JEFF RIENTS
PH.D.
Associate Director of Teaching
and Learning Innovation



SREYRATH (SARA) VANN
A.A.
Associate Director of Operations



LINDA HASUNUMA
PH.D.
Assistant Director



EMTINAN ALQURASHI
ED.D.
Assistant Director of Online
and Digital Learning



CLIFFORD ROUDERS
ED.D.
Pedagogy and Design Specialist



JENNIFER ZAYLEA
MFA
Digital Media Specialist



SHAWN TA
B.S.
Lead Educational Technology
Specialist



JONAH CHAMBERS
M.A.
Senior Educational Technology
Specialist



DENISE HARDIMAN
M.ED.
Manager of Educational
Technology Lab Services



LACEY HARMANTZIS
M.M.
Senior Department
Administrative Specialist



EMILY BARBER
B.A.
Graphic and Digital Design
Specialist



BENJAMIN BROCK
PH.D.
Postdoctoral Fellow



***WILLIAM PILNY**
PH.D.
Graduate Research Assistant

***FORMER CAT STAFF MEMBER**

STUDENT OFFICE WORKERS & EDTECH STUDENT PARTNERS

MAIN OFFICE STUDENT WORKERS

Cindy Dang
Grace Gibbs
Brianna Morales*
Regina Oda
Shanelle Robinson*

EDTECH STUDENT PARTNERS

Robert Bryant
William Bryant
Sydney DeRoma
Yomarilis Gueits
Vanessa Jones

EDUCATION TECHNOLOGY LAB (ETL) STUDENT CONSULTANTS

ETL HSC, MAIN CAMPUS & VIRTUAL LABS

Oladunno Adepitan
Jackson Carpenter
Asef Haque
Ashanti Henry
Charit Kollabathula
Kolton Nullmeyer
Mikun Pecku
Zaina Walker-Bey
Ellen Zheng

CAT AT A GLANCE

94 

CUSTOMIZED PROGRAMS

**CELEBRATED 20 YEARS
OF ADVANCING
TEACHING EXCELLENCE**



 **INCREASED OUR
SOCIAL MEDIA
FOLLOWING**

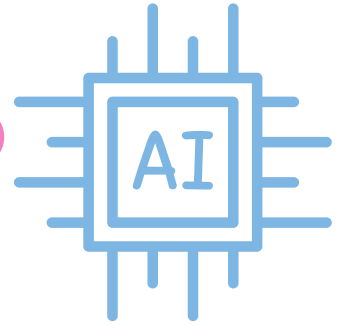
**REFRESHED OUR
AMBLER AND HSC
CAMPUS SPACES**





SOTL GROWTH AND LAUNCH OF UMBRELLA IRB

**FUTURE-FOCUSED
PREPAREDNESS**



1000+

**CONFIDENTIAL ONE-ON-
ONE CONSULTATIONS**



**EXPANDED EQUITY
PROGRAMMING**



**CREATED VIDEO
SERIES TO PROMOTE
BEST TEACHING PRACTICES**



WHAT HAVE BEEN OUR SIGNIFICANT ACCOMPLISHMENTS AND INITIATIVES?

MEANINGFUL ADDITIONS WERE ADDED TO OUR ALREADY ROBUST REPERTOIRE.

SIGNIFICANT ACCOMPLISHMENTS

20 Years of Advancing Teaching Excellence

This year marked the 20th anniversary of the Center for the Advancement of Teaching. The CAT was founded in 2002 as the Teaching and Learning Center (TLC). In 2016, the TLC merged with the Instructional Support Center and was renamed the Center for the Advancement of Teaching, effectively doubling the center's staff and greatly expanding the scope of its work. In celebration of the 20th anniversary, the CAT invited and honored past directors and staff of our center in a commemoration ceremony at our Annual Faculty Conference in January.

Return to In-Person Special Events

In January 2023, the CAT hosted the 21st Annual Faculty Conference on Teaching Excellence in person for the first time since 2020, kicking off our return to in-person special events. After gathering virtually for two years, it was refreshing and rejuvenating to be reunited with faculty and staff from Temple and across the region. The CAT also hosted an in-person STEM Educators' Lecture and open houses at our newly reconfigured satellite spaces at the Ambler and Health Sciences campuses.



Members of the CAT with 2023 Annual Faculty Conference on Teaching Excellence Keynote speaker, Dr. Marcus Johnson

SoTL Growth & Launch of Umbrella IRB

We continue to grow our footprint as it relates to the Scholarship of Teaching and Learning (SoTL- research focused on instructor teaching and student learning). To date, we have developed a SoTL portfolio of offerings including workshop series, custom workshops, one-on-one consultations, book groups, and a writing café. In addition, this past year we hosted our first ever SoTL Faculty Learning Community (FLC). Faculty applied to participate in the SoTL FLC and met bi-weekly throughout the year as they crafted the design of their SoTL project. Another SoTL first occurred this year with the successful launch of the Umbrella IRB. Through a partnership with Temple's Institutional Research Board (IRB), CAT is now able to review and approve SoTL studies conducted here at the university. The Umbrella IRB allows for a more streamlined process for approval of projects whose scope is teaching and learning on our campuses, which helps to bolster state-of-the-art scholarship and promote evidence-based teaching practices.

Advanced Online Teaching Institute (AOTI)

The AOTI was developed in response to the overwhelming success of the Online Teaching Institute (OTI) and the growing need for an advanced program catering to faculty who seek a deeper understanding of online teaching to best serve diverse Temple students. The Advanced Online Teaching Institute (AOTI) helps faculty create inclusive online learning environments, use visualization tools and multimedia effectively, engage students with online discussions and collaborative learning, and apply effective assessment techniques to engage students and help them learn deeply.

Growth of Teaching for Equity Programming

The CAT has promoted equitable and inclusive teaching practices throughout its programming and history, but since the launch of our Teaching for Equity Institute in the fall of 2021, there has been very high demand for equivalent custom workshops across the university. In 2022-23, we developed and delivered a record 52 requests for custom workshops on equitable and inclusive teaching. We also offered book groups on inclusive teaching, and workshops on first generation learners, neurodiversity, LGBTQIA+ inclusive classrooms, supporting student mental health and wellness, decolonizing the curriculum, preparing for challenging discussions, the Can We Really Talk? series in partnership with IDEAL, and an on-site workshop at the Blockson Collection for faculty. This has been an unprecedented year in delivering multi-part series on equitable and inclusive teaching across colleges and professional schools. With the CAT's leadership and guidance, departments, colleges, and professional schools are taking steps to transform the teaching and learning culture at Temple into a more equitable and inclusive one.



Celebration of the re-opening of our Ambler Campus location

INITIATIVES WE'VE PILOTED

Generative AI in Education Guidance for Faculty

The launch of ChatGPT and other generative AI tools in fall 2022 caused serious concern and questions about what these types of tools mean for teaching and learning. In order to assist faculty in responding to these new challenges and opportunities, the CAT has been partnering with the Student Success Center (SSC) to deliver guidance. The CAT's Stephanie Fiore and Lori Salem (SSC) have been engaging with groups of faculty, including the Faculty Senate, to discuss how to think about the impact of generative AI. The two teams are also undertaking an investigation of the effectiveness of a number of AI detector tools. Simultaneously, CAT team members have been developing blog and website resources that are being rolled out to faculty in summer 2023 to prepare them for the fall semester and offering consultation services to individuals or groups about AI. Look for a suite of workshops, teaching circles, and roundtable discussions about AI in the coming year.

Digital Media Capabilities

We created a multimedia space for faculty to learn about digital media tools and create content that can be used in all learning environments. Faculty have the ability to use the space and the hardware to learn about the technology as well as access to a consultant to teach them the applicable editing tools. Our “teach them how to fish” approach to digital media not only empowers faculty to create their own content, but it also puts them in the position of being able to teach these valuable skills to our students. Our multimedia studio features a green-screen backdrop, camera, lighting and an assortment of microphones. Additionally, we have an animation stand to capture close-up, top view content. The location is useful for those in need of an isolated space to create podcasts and video content.

Peer Review Instrument

We continued our effort to support teaching excellence as well as the professional development of Temple faculty by designing a peer review instrument for in-person classes. The instrument includes recommendations for conducting the peer review process, as well as five areas of focus when observing peers. For each area, we provide examples of evidence to look for and a number of resources for more in-depth information regarding those examples.

Supporting University Initiatives Around Retention

This year, CAT staff participated in a number of initiatives focused on retaining Temple students and ensuring they succeed in meeting their educational goals. Stephanie Fiore sits on the university-wide taskforce on student retention, whose mission is to investigate and make recommendations for steps faculty and student support units can take to promote degree attainment. Jeff Rients and Dana Dawson facilitated a Faculty Learning Community on at-risk students. A group of thirteen faculty members, hailing from seven distinct schools and colleges, collaboratively crafted an editable document to provide support for at-risk students. This document incorporates a multitude of ideas and suggestions that emerged from extensive discussions during roundtables and departmental meetings. Dana Dawson participated in a pilot of Dropout Detective, an early alert system that uses Canvas data to create a dashboard for faculty and advisors indicating which students may need additional support and outreach. The pilot evolved to include a test of the efficacy of opening Midterm Progress Ratings in week four rather than week six.

HOW DO WE SUPPORT TEACHING AT TEMPLE?

WE SUPPORT TEMPLE FACULTY IN A VARIETY OF EVIDENCE-BASED WAYS.

ATTENDANCE DATA

The attendance data we collect informs our short and long-term planning in order to maximize our impact in an ever-changing educational landscape. We collect attendance data for our workshops, programs, events, and consultations to determine the total number of faculty, students, administrators, and external guests we serve, as well as how our services are distributed among individual schools, colleges, and faculty populations. In addition, we track usage of our website, email campaigns, and other digital resources.

TABLE 1: TOTAL CONTACTS SERVED FROM FY 2015-2016 TO 2022-2023

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
5,812	10,163	11,915	10,029	11,960	21,689	10,049	11,730

TABLE 2: TOTAL INDIVIDUALS SERVED FROM FY2015-2016 TO 2022-2023

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
2,369	2,756	3,816	2,730	3,118	3,650	2,448	2,742

TABLE 3: INDIVIDUALS SERVED BY AFFILIATION

Affiliation	Total Individuals	Total Contacts
Faculty	2,097	9,973
Administrators	250	851
TA/RA Grad Students	388	895
External Guest/Unknown	7	11
Total	2,742	11,730

TABLE 4: INSTRUCTORS SERVED BY POSITION

Position	Total Faculty Contacts	% Served by Position
Tenured and Tenure-Track	2,068	20.74%
Non-Tenure Track	3,551	35.61%
Adjunct	4,354	43.66%
Total	9,973	100.00%



Our in-person STEM Educators' Lecture

TABLE 5: INDIVIDUALS SERVED BY DEPARTMENT/SCHOOL/COLLEGE

Department/School/College	Individuals Served
Beasley School of Law	39
Boyer College of Music and Dance	97
Center for the Performing and Cinematic Arts	17
College of Education and Human Development	123
College of Engineering	56
College of Liberal Arts	406
College of Public Health	216
College of Science and Technology	191
Fox School of Business and Management	227
International Campuses: TU Rome and TU Japan	139
Kornberg School of Dentistry	109
Lew Klein College of Media and Communication	120
Lewis Katz School of Medicine	204
Libraries	30
Non-Academic Unit	117
School of Pharmacy	59
School of Podiatric Medicine	14
School of Sport, Tourism and Hospitality Management	24
School of Theater, Film and Media Arts	47
Tyler School of Art and Architecture	162
University College	60
Unknown	285
Total	2,742



Poster presentation at our Annual Faculty Conference on Teaching Excellence

DIGITAL PRESENCE

The public digital face of the CAT continues to focus on providing practical resources and timely information for our faculty. Thirty articles were published via our EDvice Exchange blog, including three multi-part series: the six-part **Summer Course Design** series, the five-part **Beyond SFFs** series (devoted to the evaluation of teaching), and the first six of our seven-part **Using P.I. [pedagogical intelligence] to Manage A.I.** series. Also notable is the October EDvice post, **“Students are using AI to write their papers, because of course they are,”** the first (but not last) CAT response to the rise of Generative AI.

Our social media presence continues to focus on Meta products (i.e., Facebook and Instagram), with 276 posts made last year, nearly all of which included custom art provided by our Graphic and Design Specialist, Emily Barber. Given the tumultuous events at Twitter, we opted to sunset our use of that social media platform as of January 1st. Prior to that date, our social media output included 245 tweets.

Our biggest digital presence achievement this year is in video production. We produced two new seasons of our series of **CAT Tips** shorts on Youtube, with 15 videos in Season 2 and 9 videos in Season 3. Season 3 (our most recent) includes 6 videos that were released in conjunction with the **Using P.I. to Manage A.I.** blog series. Each blog post provided a broad overview of a topic that was then supported by a video providing a specific practical implementation of the post’s core pedagogical concept. These projects would not have been possible without our Digital Media Specialist, Jennifer Zaylea.

TABLE 6: CAT WEBSITE USERS AND PAGEVIEWS BY MONTH

Month	Users	Pageviews	Unique Pageviews
May	4,324	7,589	6,459
June	4,195	8,284	6,725
July	4,547	8,432	7,067
August	6,881	14,961	11,714
September	6,866	12,168	10,374
October	7,282	12,208	10,509
November	7,605	12,652	10,706
December	7,704	12,796	10,918
January	9,450	18,299	15,422
February	7,784	12,745	10,897
March	3,869	6,263	5,263
April*	-	-	-

*collection interrupted due to Google Analytics system reconfiguration

SOCIAL MEDIA FOLLOWER COUNT BY PLATFORM

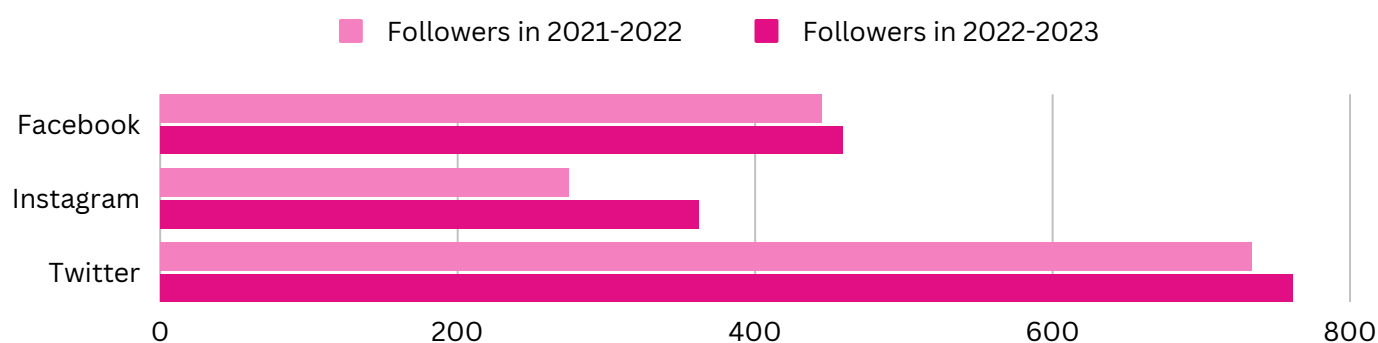


TABLE 7: USERS AND PAGEVIEWS, CAT WEBSITE AND SELECTED PAGES

	2020-2021	2021-2022	2022-2023
Total Site Users	48,936	54,715	65,959
Total Site Sessions	73,296	70,882	85,314
EDvice Exchange Blog (Pageviews)	1,057	915	1,201
Resources (Pageviews)	3,789	2,118	2,078

TABLE 8: VIEWS OF CAT TUTORIALS

	2020-2021	2021-2022	2022-2023
"Ready, Set, Zoom"	8,261	1,833	326
CAT Workshop Resources	1,461	1,474	423

TABLE 9: VIEWS OF ZOOM AND CANVAS GUIDE PAGES

	2020-2021	2021-2022	2022-2023
teaching.temple.edu/zoom	4,775	497	198
teaching.temple.edu/canvas	3,420	3,353	4,111

**Temple personnel wishing to use any data appearing in these reports in any external report or submission are required first to submit a request for approval to the Data Verification Unit (DVU) before any data is shared. For question, contact dvunit@temple.edu*

@Templeucat   



Plenary speaker Derek Bruff at the Annual Faculty Conference on Teaching Excellence

FACULTY DEVELOPMENT PROGRAMMING

CUSTOM PROGRAMS

In addition to our advertised workshops and programs, the CAT provides custom programming upon request. All of these programs are customized to fit the needs of individual schools, departments, and academic units. In 2022-23, we developed and delivered a record number of requests for custom workshops. For context, in 2021-2022, we offered 94 published workshops and 47 custom workshops; in 2022-2023: we had 117 published workshops and 94 custom workshops, which is double the number of custom workshops from the previous year. Below is a sample of the programs we offered:

Boyer College of Music and Dance

- Music Teaching in Higher Education

College of Public Health

- Neurodiversity in Clinical Settings
- Getting Started with the Scholarship of Teaching & Learning

College of Science and Technology

- Encouraging Productive Teamwork

Fox School of Business

- Teaching for Equity (4-part Series)

Klein College of Media and Communication

- Philosophy of Teaching Statement Workshop

Kornberg School of Dentistry

- Adult Learning Models
- Presentation on Anti-Asian Racism

Lewis Katz School of Medicine

- Providing Mentorship and Feedback to Residents in Clinic
- Equity in Medical Education (3-part Series)
- Canvas Basics (for St. Luke's faculty)

School of Pharmacy

- Active Learning in Large Classes

Temple University Rome

- Supporting Students with Accommodation Letters

Temple University Japan

- Online Teaching Institute
- Managing Canvas Courses from Semester to Semester

Tyler School of Art and Architecture

- Universally Designed Courses for More Equitable and Meaningful Learning (3-part Series)

GENERAL PROGRAMS

The CAT provides one-on-one consultations and programming related to pedagogy, teaching with technology, and research focused on teaching and learning to Temple faculty and teaching assistants. In addition, the CAT offers faculty learning communities and institutes that allow intensive investigation of particular topics. In 2022-2023, the CAT conducted 1,032 confidential one-on-one consultations and offered 117 programs on a wide range of topics. This year, we offered a balanced mix of in-person and virtual workshops as well as a small handful of asynchronous workshops. Here are a few of the programs we offered this year:

Teaching Workshops

- Delivering Effective Feedback to Stimulate Student Learning
- Neurodiversity and the Inclusive Classroom
- Decolonizing the Syllabus
- Jumpstarting Student Engagement: Practices that Encourage Persistence
- Create an Effective and Authentic Teaching Portfolio Asynchronous Workshop
- The Graphic and Interactive Syllabus

Teaching with Technology Workshops

- Faculty Technology Exchange Discussion Series
- Leveraging Technology in In-Person Classes
- Considering the Impact of ChatGPT on Learning: A CAT and SSC-facilitated Pop-Up Discussion
- Polling Strategies to Deepen Learning and Gauge Understanding
- VoiceThread for Engaged and Exciting Discussion
- Active Learning in Synchronous Online Classes

Book Groups

- **Teach Students How to Learn** by Sandra Yancy McGuire
- **The Amateur Hour: A History of College Teaching in America** by Jonathan Zimmerman
- **Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching** by Derek Bruff
- **Teaching With Your Mouth Shut** by Donald Finkel
- **Creating Wicked Students: Designing Courses for a Complex World** by Paul Hanstedt
- **How to Solve It** by George Polya

Technology Trainings

- Creating and Grading with Rubrics in Canvas
- Adding Course Reserves to Your Canvas Course
- Panopto: Basics
- Panopto: Digging Deeper
- Getting Started with Poll Everywhere
- Taking Canvas to the Next Level: A Workshop for Advanced Users
- Using New Quizzes in Canvas

PROVOST'S TEACHING ACADEMY

Each summer, the CAT hosts The Provost's Teaching Academy (PTA), an intensive six-week academy for Temple educators on the research and practice of teaching excellence. CAT staff facilitate sessions on topics including student development theory, integrated course design, active learning, assessing student learning, teaching for equity and developing a reflective teaching practice. The 17 educators selected to participate in PTA this summer will join 223 past graduates who continue to support the CAT's mission by promoting learner-centered teaching in their departments and colleges and modeling what they have learned in their own work with students.

PTA FACULTY MEMBERS 2023

- **Lawrence Carey**, School of Pharmacy, Pharmacy Practice
- **Khurram Khan**, School of Podiatric Medicine, Podiatric Medicine
- **Joann Marie Kirchner**, Boyer College of Music and Dance, Keyboard Studies
- **Sheri Lambert**, Fox School of Business and Management, Marketing
- **Marian Makins**, College of Liberal Arts, Greek and Roman Classics
- **Michelle McGowan**, College of Science and Technology, Biology
- **Marina Mikhaylova**, College of Liberal Arts, Anthropology
- **Juris Milestone**, College of Liberal Arts, Anthropology
- **Rimun Murad**, College of Liberal Arts, English/First Year Writing
- **Elizabeth Neil**, College of Public Health, Health and Rehabilitation Sciences
- **Mónica Ricketts**, College of Liberal Arts, History
- **Steve Ryan**, Klein College of Media and Communication, Advertising
- **Kristine Weatherston**, Klein College of Media and Communication, Media Studies & Production
- **Timothy Welbeck**, College of Liberal Arts, Africology and African American Studies
- **Craig Whitman**, School of Pharmacy, Pharmacy Practice
- **Jingwei Wu**, College of Public Health, Epidemiology and Biostatistics
- **Rebekah Zhuraw**, College of Liberal Arts, Intellectual Heritage Program



PTA session facilitated by Linda Hasunuma, Assistant Director, CAT

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

ANNUAL FACULTY CONFERENCE

The CAT celebrated 20 years of teaching excellence with this year's annual faculty conference, co-sponsored by Temple Libraries, Office of Digital Education, Information Technology Services and the General Education Program. The conference reflected our theme: **Achieving Rigor Without the Mortis: Keeping High Standards While Rejuvenating Our Students, Ourselves, and Our Communities.** The conference drew 153 educators from Temple and 78 from other institutions across the region. Our keynote and plenary speakers, Dr. Marcus Johnson, Professor in the Educational Psychology and Educational Research and Evaluation programs at Virginia Tech, and Dr. Derek Bruff, Visiting Associate Director of the Center for Excellence in Teaching and Learning at the University of Mississippi, helped us grapple with the notion of rigor-its different meanings, how the pandemic may have reshaped our notion of rigor, and how that is being played out in the policies and practices in our courses. New this year was our resource fair, where representatives from a variety of Temple support units explained their services and provided informational materials. Additionally, CAT staff provided information on the Scholarship of Teaching and Learning (SoTL) and information regarding CAT's Teaching in Higher Education Certificate.

TA ORIENTATION

On August 17 and 18, 2022, the CAT successfully delivered its Annual TA Orientation to 115 participants online. The orientation began with a session on inclusive teaching followed by breakout sessions on first day of class activities, active learning techniques, effective and efficient grading, motivating feedback, engaging discussions, and leading laboratory sessions. The orientation included a panel of experienced faculty discussing challenging teaching situations and concluded with sharing resources for TA professional development.

STEM EDUCATORS' LECTURE

This year's STEM Educators' Lecture featured Dr. Cynthia Bauerle, Professor of Biology at James Madison University. Dr. Bauerle introduced us to an ethical reasoning framework and instrument developed collaboratively with other faculty and organizations to help faculty think about and design more equitable pedagogical practices in their learning environments.



STEM Educators' Lecture speaker Cynthia Bauerle

SCHOLARSHIP & SERVICE TO THE UNIVERSITY AND THE FIELD

CAT staff contribute our expertise in a variety of ways. One such way is by serving on university-wide committees aimed at addressing various issues like teaching best practices, educational technology use, and diversity and inclusion. Another way is through engaging the wider academic community by conducting our own research and by presenting and publishing our work. We also serve as conference and journal submission reviewers and hold positions on boards and committees in the community.

COMMITTEE WORK

- **AAPI Faculty and Staff Group:** Supports Asian American and Pacific Islander faculty and staff, offering educational, cultural, and professional development-related programming to members and the broader university community.
- **AI Essay Writing Tools Working Group:** A team of faculty, staff and administrators meeting to address challenges and opportunities surrounding ChatGPT and other emerging artificial intelligence technologies.
- **Accessible Technology Compliance Committee:** Develops guidelines and standards related to Temple's Accessibility of Information and Technology Policy
- **Assessment of Instruction Committee:** Makes recommendations for effective measures to assess teaching at Temple.
- **Carnegie Classification Committee:** An initiative to achieve Carnegie Classification for Temple University to be recognized as a community-engaged institution.
- **Chief Communicators' Group:** University-wide key communicators committee.
- **College Access Community of Practice:** University staff, faculty, and leadership on First Gen belonging, success, and challenges at Temple.
- **College of Liberal Arts Italian and German NTT Faculty Search Committees:** Sought and hired two new NTT faculty members for the Italian and German programs.
- **Community-Based Learning Working Group:** Working to establish CBL initiatives at Temple and strengthen community engagement in Philadelphia.
- **COVID-19 Liaisons Group:** Tasked with acting as a resource for communicating and educating on health and safety measures.
- **Diversity, Equity and Inclusion Collaborative:** DEI liaisons and point people from across the university in both academic and administrative roles share best practices and ideas.
- **Dropout Detective Working Group:** Preparing for the pilot of Dropout Detective, a platform that integrates with Canvas to identify students at risk of attrition.
- **Higher Education Excellence in Diversity (HEED) Awards Committee:** A group formed to prepare a proposal and application for the HEED Awards.
- **Instructional Support Community of Practice:** Cross-university group to discuss instructional support updates and initiatives.

- **Pronouns and Preferred Names Committee:** University-wide committee to establish options for indicating Temple community members' pronouns and preferred names in a variety of university communications systems.
- **Student Retention Working Group:** A working group tasked with making recommendations to improve student retention at Temple University.
- **Temple College Success:** A professional learning community aimed at improving college success, especially for first generation students.
- **Textbook Affordability Task Force 2:** Task force devoted to researching, advising, and implementing more affordable and open educational resources for Temple students.

PRESENTATIONS

- **Alqurashi, E.** (2022). *Creating Multimedia Learning Content with VoiceThread to Engage Faculty in an Online Training Course*. Online Learning Consortium Accelerate Conference, Orlando, FL.
- **Dawson, D.** (2023). *Transforming High-Enrollment Foundational Courses for Student Success*. Taylor Institute Conference on Postsecondary Teaching and Learning, virtual.
- **Dawson, D. & Fiore, S.** (2022). *Reimagining the Educational Development Toolkit to Address Information Literacy*. Professional and Organizational Development Network in Higher Education (POD) Annual Conference, Seattle, WA.
- **Fiore, S.** (2022) *Faculty Identity Shifts: Findings from the SOAR Project (No. 15)*. Centering Centers PODcast, Professional and Organizational Development Network in Higher Education (POD).
- **Fiore, S. & Nyanungo, N.** (2022). *Reimagining Cross-Institutional Influence as Leaders, Collaborators and Advocates*. Professional and Organizational Development Network in Higher Education (POD) Annual Conference, Seattle, WA.
- **Fiore, S.** (2023) *Technology To Enable Inclusive Education*. Invited speaker, OwlHacks Hack-a-Thon, Temple University, Philadelphia, PA.
- **Hasunuma, L.** (2022). *Preparing for Difficult Discussions and Hot Moments*. Camden County College, Blackwood, NJ.
- **Rients, J.** (2022). *Creating an Interactive or Graphic Syllabus*. Professional and Organizational Development Network in Higher Education (POD) Annual Conference, virtual.
- **Rouder, C.** (2022). *Developing, Implementing, and Evaluating a Newly Redesigned Teaching for Equity Institute*. Association of American Colleges & Universities (AAC&U) Conference on Transforming STEM in Higher Education, Crystal City, VA.
- **Rouder, C.** (2022). *Developing, Implementing, and Evaluating a Newly Redesigned Teaching for Equity Institute*. Professional and Organizational Development Network in Higher Education (POD) Annual Conference, Seattle, WA.
- **Zaylea, J.** (2022). *Media 360°*. University Film and Video Association Conference, Fredonia, NY.
- **Zaylea, J.** (2022). *Sound Design*. University Film and Video Association Conference, Fredonia, NY.

SERVICE TO THE FIELD

- **Alqurashi, E.,** Reviewer & Editorial Review Board Member. (2022). Online Learning Journal.
- **Alqurashi, E.,** Reviewer & Editorial Review Board Member. (2022). International Journal of Information and Communication Technology Education.
- **Fiore, S.,** Proposal Reviewer. (2022). American Society for Engineering Education (ASEE).
- **Hasunuma, L.,** Judge. (2023). Temple University Three Minute Thesis Competition.
- **Hasunuma, L.,** Reviewer & Committee Member. (2022-2023). American Political Science Association Presidential Task Force.
- **Rients, J., Zaylea, J.,** Judges. (2023). Temple University OwlHacks Hack-a-thon.
- **Zaylea, J.,** Board Member. (2022-2023). New Media Caucus.
- **Zaylea, J.,** Conference Chair for New Media Exhibition (2022-2023). University Film and Video Association.

TEACHING IN HIGHER EDUCATION CERTIFICATE

Matriculated graduate students who serve as teaching assistants (TA's) or instructors earn a 3-credit graduate certificate by completing the Teaching in Higher Education Seminar (ESPY 8985), followed by a non-credit individually-designed reflective practicum during which the student thinks deeply on and discusses their teaching experience with a faculty mentor.

Since its inception in 2010, 735 graduate students have earned the Teaching in Higher Education certificate. In the 2022-2023 academic year, the Teaching in Higher Education Seminar was offered across 8 schools and colleges for a total student enrollment of 144 graduate students (Table 9). This academic year, 71 graduate students completed the Teaching in Higher Education Certificate (Table 10 and 11).

TABLE 10: MATRICULATED ENROLLMENT IN THE SEMINAR BY SCHOOL/COLLEGE

School/College	Students
College of Liberal Arts	47
College of Public Health	37
College of Science and Technology	20
School of Theatre, Film and Media Arts	16
Klein College of Media and Communication	7
Tyler School of Art and Architecture	7
College of Education and Human Development	7
Boyer College of Music and Dance	3
Total	144



Apples awarded to our Provosts' Teaching Academy graduates

TABLE 11: MATRICULATED GRADUATE STUDENTS WHO COMPLETED THE CERTIFICATE BY SCHOOL/COLLEGE

School/College	Students
College of Public Health	40
College of Liberal Arts	6
Klein College of Media & Communication	5
College of Science and Technology	5
College of Education & Human Development	4
Tyler School of Art and Architecture	4
School of Theater, Film and Media Arts	4
Lewis Katz School of Medicine	1
Boyer College of Music & Dance	1
School of Sport, Tourism and Hospitality Management	1
Total	71

The Teaching in Higher Education Certificate is also available to current and aspiring college instructors. 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). Over these courses, participants learn about and practice research-based principles for effective pedagogy and develop high-quality teaching materials shown to increase student learning and development. This year, the CAT additionally offered a 9-credit Teaching in Higher Education in the Creative Disciplines Certificate. To earn this version of the Certificate, faculty and aspiring faculty complete EPSY 8985 and EPSY 8960, along with ART 8986: Teaching Effectively in the Creative Arts.

TABLE 12: NON-MATRICULATED STUDENTS ENROLLMENT IN CERTIFICATE COURSES BY SEMESTER

Term	Course	Students
Summer II 2022	EPSY 8960, EPSY 8986	13, 3
Fall 2022	EPSY 8985	3
Spring 2023	EPSY 8960	1
Summer I 2023	EPSY 8985	23
	Total	43

During academic year 2022-2023, 14 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate and an additional 3 individuals went on to earn the Teaching in Higher Education Certificate in the Creative Disciplines.

WHAT IS OUR VISION FOR THE FUTURE?

TO EVOLVE OUR SERVICES TO SUPPORT FACULTY'S VARIED NEEDS.

NEW WEBSITE

This year, the CAT undertook a major update of the website, moving the site to Drupal 9 and adopting Temple's standard template. Aligning the CAT website with other Temple sites will improve useability for faculty and staff. As part of this update, the EDvice Exchange blog was moved to the Sites platform. Both platforms offer improved within-site search functionality, allowing faculty to more easily find support and resources.

ROLLOUT OF NEW GENERATIVE AI RESOURCES

Given that generative AI tools such as ChatGPT seem poised to transform our future information environment, we are planning the systematic release of a set of comprehensive AI resources followed by ongoing workshop and consultation support. If our students will be making regular use of these tools in their future professional lives, our faculty need to be prepared to engage with AI in productive ways and to teach their students to do the same. This will require a significant overhaul of our approaches not just to assessment, but also to overall course design and implementation. The CAT will be there to support our faculty as these new tools impact how we and our students do our work.

NEW FACULTY ORIENTATION

The CAT is supporting the Provost and Vice Provost of Faculty Affairs in designing and implementing the inaugural university-wide New Faculty Orientation planned for August 2023. All new full-time faculty starting in fall 2023 will be invited to this all-day event where they will learn about resources the university offers to make them successful in their roles, make connections with other faculty and administrators, and engage with the CAT in thinking about teaching Temple students. We are excited about this opportunity to meet our faculty as they join the Temple community!

SUPPORTING FACULTY WHO TEACH ONLINE

In our ongoing commitment to excellence in online learning, we are developing initiatives to support faculty who are teaching online. These initiatives are designed to provide comprehensive resources and professional development opportunities to address the unique needs and challenges of online teaching and learning. These include workshops on accessibility, learning activities, and game-based learning. Additionally, we are continuously enhancing our website's resources for online teaching to provide faculty with information to create engaging and inclusive online learning experiences. These initiatives will support student success in the online environment and foster a positive and effective online learning experience for all students.

THEC ADVISOR'S COHORT

The Teaching in Higher Education Certificate promotes the application of research-based pedagogical principles to student learning. Every year, a number of advisors complete the Teaching in Higher Education Certificate not only because they teach classes at Temple and elsewhere but because successful advising features the application of many of the principles promoted in the Certificate courses. This year, we sought to make the Certificate more accessible to Temple advisors by offering an advisor-only section of EPSY 8985 during the Summer I 2023 session, enrolling twelve advisors in the section. We will be seeking to widen our net to serve other academic-focused administrators at the university as well.

PARTICIPANT FEEDBACK

"When I started in the FLC, I had no knowledge of SoTL. This collegial group provided me with a solid foundation in the practice. The knowledge I gained has been invaluable in preparing me to take on SoTL projects with greater confidence. It has also served to inspire me to begin an EdD program here at Temple"

"I credit the lessons I learned in the Provost TA with re-orienting my pedagogy in ways that better served my students. Keep up your great work"

"I wanted to again extend my thanks and appreciation for the opportunity to be a part of the Provost's Teaching Academy. What an amazing course filled with talented classmates, valuable guidance and information, and incredible faculty. I am excited to take what I have learned and use it to enhance the teaching at our University. You have all provided me with support and have built my confidence and I do thank you for that."

"I always tell my students that the Tech Center technicians/helpers and the people at CAT are the most reliable, informed, helpful and results-getting office I have ever seen. You once again proved that today."

You all are incredible faculty and I look forward to continuing to work and engage with all of you!"

"I had the pleasure this morning of being in a class delivered by Dana and Clifford. They were terrific! It was among the most pleasant and rewarding two hours I've had in a long time. You are fortunate indeed to have such talented colleagues working at CAT."

"It is always the work of the CAT that reminds me why I wanted to work in higher education for the rest of my life. So, thank you. And thank you for facilitating and for keeping us in good hands."

"I thank you not only for what you taught but also for how you taught it."

"I just wanted to acknowledge the exceptional work the Virtual Drop-In Ed-Tech Lab team provided to me over the semester. They are an outstanding group of individuals!"

"Fortunately, I have enjoyed the journey; thank you for your help in paving the road."

"The CAT Scholarship of Teaching and Learning FLC gave me the tools I needed to begin a more formal research practice around my teaching. I recently secured a tenure-track position (coming from a PIRC role) and after working on a SoTL project with the CAT, I was able to interweave my teaching and research statements to present a clear picture of myself and my practice."

CONTACT US

1101 W. MONTGOMERY AVE, SUITE 112
PHILADELPHIA, PA 19122

PHONE: 215.204.8761

EMAIL: CAT@TEMPLE.EDU

FOLLOW US @TEMPLEUCAT



TEACHING.TEMPLE.EDU