ANNUAL
REPORT

2023
2024

Temple
University
Center for the Advancement
of Teaching

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WHO ARE WE?

A MESSAGE FROM THE ASSOCIATE VICE PROVOST & SENIOR DIRECTOR

I'd like to tell you the story of Cliff Rouder, CAT's Pedagogy and Design Specialist, who, as I sit writing this, will be retiring from Temple University in two days' time. When we interviewed Cliff, he was different than the rest of our educational developers at the time. Cliff was quieter, slower to answer questions, thoughtfully reflecting before answering, and an introvert in a group of highly extroverted people. We debated if he would fit in with our team, but in the long run, our very wise assistant director reminded us that the diversity of our team is important to our work.

Over time, Cliff became the heart of our team, with a ready ear for CAT staff and for those we serve as well. He quickly built relationships with faculty and was able to work with them in ways that others of us learned from every day. When a faculty member under duress came to us for support, he was often the right person to listen, coach, and support them. Faculty sought him out for his insightful feedback and steady guidance. His understanding of the realities of marginalized groups, especially the LGBTQIA+ community, helped guide our programming, resources, and ways of thinking. At the same time, Cliff's humor added lightness to the work we do every day and helped us manage the emotional labor that is part and parcel of educational development work. That humor helped faculty too as they navigated their students' needs and grappled with changes they wished to make in their teaching. Change is hard, my friends, and humor helps!

Why am I telling you this story? Because Cliff represents the true essence of educational development work. Our job is to be supportive partners to our teaching colleagues, guides for chairs and academic administrators, and thought leaders on issues that affect our students, our faculty colleagues, and our academic mission, whether that be pandemic teaching, explorations of teaching with AI, or just everyday student motivation and engagement. Each member of our diverse team brings knowledge, perspectives, and talents that shape what we can offer to others. Most importantly, though, we know that building relationships with our university community matters for moving our educational mission forward but also for helping our faculty to find joy in the teaching work they do. I'm sure you have heard me say somewhere before that the goal of educational development is just that, JOY! We at the CAT aspire to spark that joy through the CAT's work every day.

In typically modest fashion, Cliff didn't want a big party for his retirement. So, we set up a Kudoboard where our colleagues could send virtual good wishes. The comments are truly remarkable and speak clearly of the impact he has had on others at Temple. They highlight his compassion, integrity, knowledge and insight, and the way he ignited passion that inspired continual improvement. One colleague comments that they "always felt 'heard'". Another says, "I truly appreciated your feedback as we engaged with CAT supported activities and especially the way you framed your feedback, always considering our point of view while offering an alternative thought process." One comment sums it up succinctly: "You have helped me become a more prepared, more confident, and more professional academic." If we have done that, we have done our job well.

Come join us at the CAT!

STEPHANIE LAGGINI FIORE
ASSOCIATE VICE PROVOST & SENIOR DIRECTOR

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 Temple 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*

**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.**
*Associate Director of
Inclusion Initiatives*

***Emtinan Alqurashi
Ed.D.**
*Assistant Director of Online
and Digital Learning*

**Clifford Rouder
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

*Youngseo Kim
M.Ed.
Research Assistant

*FORMER CAT STAFF MEMBER

STUDENT WORKERS & EDTECH STUDENT PARTNERS

MAIN OFFICE STUDENT WORKERS

Cindy Dang
Grace Gibbs*
Regina Oda*
Brenna Torrence*

EDTECH STUDENT PARTNERS

Robert Bryant
William Bryant
Sydney DeRoma
Yomarilis Gueits
Vanessa Jones

EDUCATIONAL TECHNOLOGY LAB (ETL) STUDENT CONSULTANTS

Jackson Carpenter
Kolton Nullmeyer
Ellen Zheng
Simran Balhara
Mahbub Alam

CAT AT A GLANCE

CO-LEAD UNIVERSITY RESPONSE TO AI

CO-HOSTED FIRST NEW FACULTY ORIENTATION
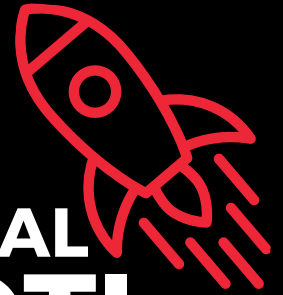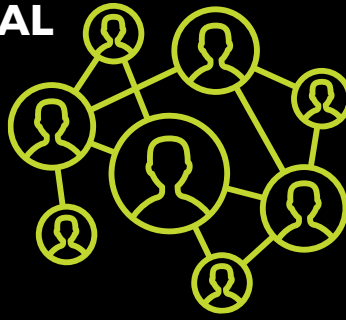
60+ CUSTOMIZED PROGRAMS
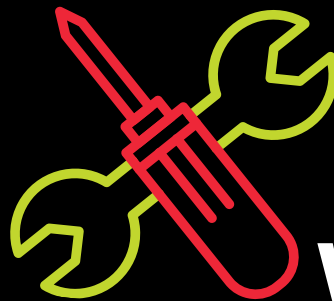
CAT WEBSITE REDESIGN

DEVELOPED FOUNDATIONAL

STEM
COMMUNITY OF PRACTICE

LAUNCHED EXTERNAL
OTI AND AOTI

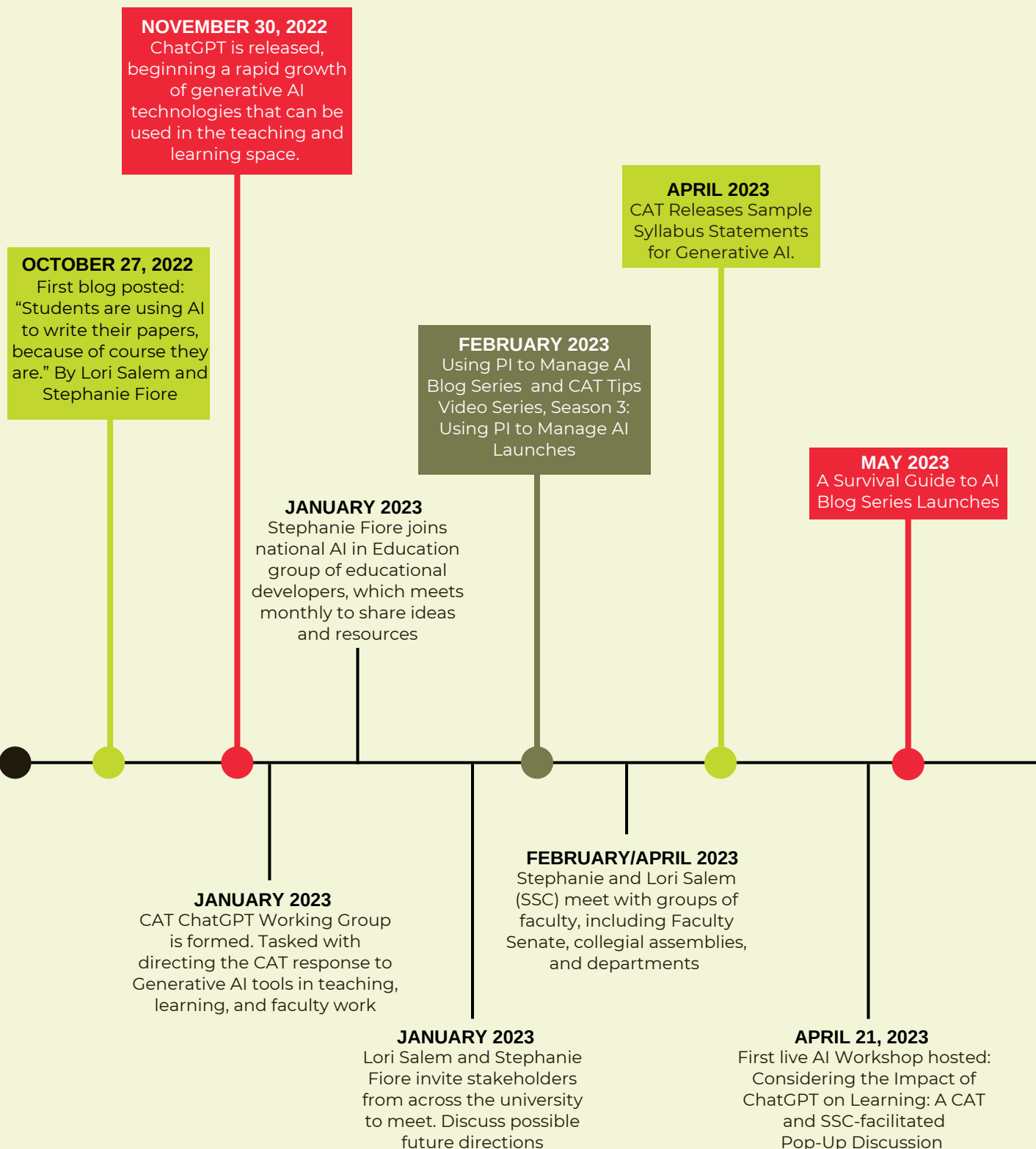# 1,100+ CONFIDENTIAL ONE-ON-ONE CONSULTATIONS

INTRODUCED
MICRO-TECH TRAININGS

CREATED
FACULTY GUIDE
TO AI

A.I. RESPONSE TIMELINE

Since Generative AI tools exploded onto the scene in 2022, the CAT has been working hard to stay abreast of a constantly evolving situation so that we can bring sound information and advice to faculty for teaching and learning, as well as for possible uses of AI for their own work.

NOVEMBER 30, 2022
ChatGPT is released, beginning a rapid growth of generative AI technologies that can be used in the teaching and learning space.

OCTOBER 27, 2022
First blog posted: "Students are using AI to write their papers, because of course they are." By Lori Salem and Stephanie Fiore

APRIL 2023
CAT Releases Sample Syllabus Statements for Generative AI.

FEBRUARY 2023
Using PI to Manage AI Blog Series and CAT Tips Video Series, Season 3: Using PI to Manage AI Launches

MAY 2023
A Survival Guide to AI Blog Series Launches

JANUARY 2023
Stephanie Fiore joins national AI in Education group of educational developers, which meets monthly to share ideas and resources

JANUARY 2023
CAT ChatGPT Working Group is formed. Tasked with directing the CAT response to Generative AI tools in teaching, learning, and faculty work

FEBRUARY/APRIL 2023
Stephanie and Lori Salem (SSC) meet with groups of faculty, including Faculty Senate, collegial assemblies, and departments

JANUARY 2023
Lori Salem and Stephanie Fiore invite stakeholders from across the university to meet. Discuss possible future directions

APRIL 21, 2023
First live AI Workshop hosted: Considering the Impact of ChatGPT on Learning: A CAT and SSC-facilitated Pop-Up Discussion

AUGUST 2023
SSC and CAT issue report summarizing findings on the accuracy of AI detection tools. Make recommendations to the provost based on these findings

AUGUST 2023
New initiatives are rolled out for faculty including an intensive 2-day AI Teaching Circle (2 cohorts) and a Drop-In Virtual Clinic

FFEBRUARY 2024
Faculty Adventures in the AI Learning Frontier Blog Series launches

FALL 2023
Custom AI Workshops delivered for LKSOM, CPH, Klein, Fox, Tyler, Boyer, Theater, Career Services, TU Alumni Association, Center for Professional Development in Charter and Technical Education and others

JANUARY-MAY 2024
CAT Tips video series, Season 5 launched: Generative AI Tools: Helping Students Learn With AI, Rather Than Just Getting By

AUGUST 2023
AI Detector Training goes live

A Faculty Guide to AI CAT website resource goes live

JANUARY 2024
The Annual Conference for Teaching Excellence theme was Teaching and Learning in the Age of Artificial Intelligence. Included keynote speakers who are experts on AI, workshops on AI, and an AI Playground

MAY 2023
In collaboration with the Student Success Center (SSC), CAT initiates investigation into the effectiveness of five AI Detectors

FALL 2023
AI Workshop Fall Series is launched. Includes 40 workshops on a variety of topics related to AI

JANUARY-MAY 2024
New initiatives are launched including Monthly Noon AI Club drop-in meetups, a re-tooled AI Workshop series, and custom AI Workshops focused on creating assignments that integrate AI

AUGUST 2023
Provost Gregory Mandel announces temporary blanket policy on AI use and requirement to complete a training before having access to Turnitin's AI detector

WHAT HAVE BEEN OUR SIGNIFICANT ACCOMPLISHMENTS AND INITIATIVES?

Meaningful additions were added to our already robust repertoire.

NEW CAT WEBSITE

In August of 2023, the CAT launched a new, user-friendly website. In advance of this major overhaul, we gathered input from Temple faculty and staff, carefully reviewed and restructured site content, worked with Temple University Information Technology Services to update the interface and to transition the site to Drupal 9, and moved the EDvice Exchange blog to Sites for enhanced usability. The updated site offers streamlined access to CAT services, improved site search functionality and centralized access to resources for faculty.

ITHAKA S&R STUDY

The CAT's senior director, Stephanie Fiore, joined colleagues Dean Joe Lucia, Rachael Groner, Lori Salem, and Nancy Turner to conduct research as part of a 19-institution study, *Making AI Generative for Higher Education*. Led by ITHAKA S+R, a not-for-profit organization, this study aims to assess the immediate and emerging AI applications most likely to disrupt teaching, learning, and research activities and create new strategies, policies, and programs to ensure on-campus readiness to harness the technology while planning for long term implementation. We have completed phases 1 and 2 of the project, in which we conducted a campus and landscape assessment and sought to understand faculty norms and practices. We look forward to the next phase of this study.

NEW FACULTY ORIENTATION

The CAT and the Office of the Vice Provost of Faculty Affairs hosted their inaugural New Faculty Orientation on August 21, 2023. This event brought together new faculty members and representatives from various campus offices, who provided information about resources that support teaching, research, wellness, and a sense of belonging at Temple University. In table discussions and activities, new faculty had the opportunity to network with peers and more experienced colleagues across the university, sharing experiences and strategies for effective teaching. The orientation concluded with a reception hosted by the President. Through its programming and services, the CAT continues to foster connections and provide targeted support to new faculty throughout the academic year.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL) GROWTH

Each passing year sees our SoTL footprint grow as we continue to add to our teaching and learning-related research portfolio which now includes workshops, one-on-one consultations, book groups, a writing café, and semester long cohort-based programming like interdisciplinary faculty learning communities (FLC) and research circles. We also continue to expand the Umbrella IRB, which is a partnership with Temple's Institutional Research Board (IRB) that allows us to review and approve SoTL studies conducted here at the university. The Umbrella IRB not only provides a more streamlined process for approval of research projects whose scope is teaching and learning, it helps bolster state-of-the-art educational scholarship and promote evidence-based teaching practices. A brand-new initiative is our collaborative work with colleges from across the university in which we design and deliver SoTL programming and supports to fit the college's exact needs. These collaborations provide field specific SoTL support that helps expand interest in, services for, and outputs of educational research.

FOUNDATIONAL STEM COMMUNITY OF PRACTICE

This year the Foundational STEM Community of Practice was organized by CAT staffers and faculty from the departments of Biology, Chemistry, Math, Electrical and Computer Engineering, Psychology & Neuroscience, and Earth & Environmental Science along with participation from the Student Success Center. The group has met in-person twice since its founding in Spring '24 and continues communications via Microsoft Teams. The purpose of the group is threefold. First, to better coordinate continuity across courses, so that the same concepts encountered in multiple courses reinforce each other. Second, to gain a broader understanding of how science and math is being taught in local high schools to better design introductory courses for students from those schools. Third, to share insights and improvements in STEM pedagogy. The members of the Community also advise the CAT on STEM-related matters, such as assisting with the search for our next STEM Educator Lecturer.

MICRO-CREDENTIALING

Temple University faculty and staff can now earn badges for completing CAT programming! With the support of Temple's Office of Non-Credit and Continuing Education, we rolled out Credly badges for our Online Teaching Institute and Advanced Online Teaching Institute. Upon completing the badge, individuals receive a digital image file that links to metadata verifying and providing context for activities completed in earning the badge. Badges can be added to email signatures, uploaded to LinkedIn, referenced in CV's or teaching portfolios and otherwise used to substantiate professional development activities. We hope to grow badges for CAT activities in the future.

LAUNCH OF EXTERNAL ONLINE TEACHING INSTITUTE AND AOTI

The Online Teaching Institute (OTI) has been one of the CAT's signature programs for over a decade. Two years ago, we added the Advanced Online Teaching Institute (AOTI) to provide training for faculty members who are experienced with online instruction but would like to refresh and improve their practice. Over the spring semester, we worked with Information Technology Services and the Office of Non-Credit and Continuing Education to open registration for the OTI and AOTI to non-Temple faculty, charging a modest registration fee for those who are not current Temple faculty, staff or students. Non-Temple instructors are now able to register for our 2024-2025 OTI and AOTI offerings.

HOW DO WE SUPPORT TEACHING AT TEMPLE?

We support Temple Faculty in a variety of evidence-based ways.

ATTENDANCE DATA

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. This data informs our short- and long-term planning to maximize our impact within an ever-changing educational landscape.

TABLE 1: TOTAL CONTACTS SERVED FROM FY 2016-2017 TO 2023-2024

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
10,163	11,915	10,029	11,960	21,689	10,049	11,730	14,742

TABLE 2: TOTAL INDIVIDUALS SERVED FROM FY 2016-2017 TO 2023-2024

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
2,756	3,816	2,730	3,118	3,650	2,448	2,742	2,951

TABLE 3: INDIVIDUALS SERVED BY AFFILIATION 2023-2024

AFFILIATION	TOTAL INDIVIDUALS	TOTAL CONTACTS
FACULTY	2,218	11,818
ADMINISTRATORS	351	2,033
TA/RA GRAD STUDENTS	378	886
EXTERNAL GUEST/UNKNOWN	4	5
TOTAL	2,951	14,742

TABLE 4: FACULTY SERVED BY POSITION 2023-2024

POSITION	TOTAL FACULY CONTACTS	% SERVED BY POSITION
TENURED AND TENURE-TRACK	2,439	20.64%
NON-TENURE TRACK	4,488	37.98%
ADJUNCT	4,891	41.39%
TOTAL	11,818	100%

TABLE 5: INDIVIDUALS SERVED BY DEPARTMENT/SCHOOL/COLLEGE 2023-2024

DEPARTMENT/SCHOOL/COLLEGE	INDIVIDUALS SERVED
BEASLEY SCHOOL OF LAW	**42**
BOYER COLLEGE OF MUSIC AND DANCE	**99**
CENTER FOR THE PERFORMING AND CINEMATIC ARTS	**7**
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT	**157**
COLLEGE OF ENGINEERING	**64**
COLLEGE OF LIBERAL ARTS	**429**
COLLEGE OF PUBLIC HEALTH	**270**
COLLEGE OF SCIENCE AND TECHNOLOGY	**232**
FOX SCHOOL OF BUSINESS AND MANAGEMENT	**156**
INTERNATIONAL CAMPUSES: TU ROME AND TU JAPAN	**135**
KORNBERG SCHOOL OF DENTISTRY	**26**
LEW KLEIN COLLEGE OF MEDIA AND COMMUNICATION	**173**
LEWIS KATZ SCHOOL OF MEDICINE	**264**
LIBRARIES	**29**
NON-ACADEMIC UNIT	**174**
SCHOOL OF PHARMACY	**59**
SCHOOL OF PODIATRIC MEDICINE	**20**
SCHOOL OF SPORT, TOURISM AND HOSPITALITY MANAGEMENT	**28**
SCHOOL OF THEATER, FILM AND MEDIA ARTS	**77**
TYLER SCHOOL OF ART AND ARCHITECTURE	**144**
UNIVERSITY COLLEGE	**15**
UNKNOWN	**351**
TOTAL	**2,951**

DIGITAL PRESENCE

The public digital face of the CAT continues to focus on providing practical resources and timely information for our faculty. Thirty-nine articles written by fifteen contributors were published via our EDvice Exchange blog, including four multi-part series: the final installment of our Using P.I. [pedagogical intelligence] to Manage A.I. series, the ten-part A Survival Guide to AI and Teaching, the seven-part Another Look at Active Learning, and the four-part Faculty Adventures in the AI Learning Frontier. Our social media strategy continues to focus on the Meta products Facebook and Instagram, with 293 posts made last year.

Our video archive continues to grow with sixteen new videos added to our YouTube channel. These videos include five installments of the Bring Your Book to Work series and ten installments of our CAT Tips series on generative AI.

TABLE 6: CAT WEBSITE USERS AND ENGAGEMENT BY MONTH

MONTH	USERS	SESSIONS	ENGAGEMENT RATE
MAY	3.5K	2.6K	54.21%
JUNE	4.1K	3.1K	55.41%
JULY	4.6K	3.6K	55%
AUGUST	2.3K	2.5K	56.64%
SEPTEMBER	1.5K	1.4K	50.55%
OCTOBER	1.1K	1.3K	53.92%
NOVEMBER	1K	1.1K	59.95%
DECEMBER	1K	949	54.35%
JANUARY	1.4K	1.7K	56.86%
FEBRUARY	1.1K	1.1K	57.32%
MARCH	1.2K	915	49.97%
APRIL	1.4K	1.2K	53.04%
MAY	1.8K	1.4K	54.33%
JUNE	901	1.4K	54.39%

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

	2021-2022	2022-2023	2023-2024
TOTAL SITE VIEWS	54,715	65,959	64,060
TOTAL SITE SESSIONS	70,882	85,314	43,030
EDVICE EXCHANGE BLOG (PAGEVIEWS)	915	1,201	4,027
RESOURCES (PAGEVIEWS)	2,118	2,078	1,750

*EDvice Blog transition to sites.temple.edu

**Due to technical issues during the website and Universal Analytics to GA4 migrations, at least 60% of projected web data was not captured. This issue has been resolved and will not impact future reports beginning after October 2024. Please interpret the data with consideration of these limitations.

TABLE 8: VIEWS OF CAT TUTORIALS

	2021-2022	2022-2023	2023-2024
"READY, SET, ZOOM"	1,833	326	586
CAT WORKSHOP RESOURCES	1,474	423	607
"READY, SET, PANOPTO"	NA	1,755	2,731
AI DETECTOR TRAINING COURSE	NA	NA	426

TABLE 9: VIEWS OF ZOOM AND CANVAS GUIDE PAGES

	2021-2022	2022-2023	2023-2024
TEACHING.TEMPLE.EDU/ZOOM	497	198	37
TEACHING.TEMPLE.EDU/CANVAS	3,353	4,111	532

*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. This year's data collection period was extended (May 1, 2023-June 30, 2024) to aid in the transition from the academic calendar year to the fiscal year calendar for reporting purposes.

SOCIAL MEDIA FOLLOWER COUNT BY PLATFORM

Legend: Followers in 2021-2022 | Followers in 2022-2023 | Followers in 2023-2024
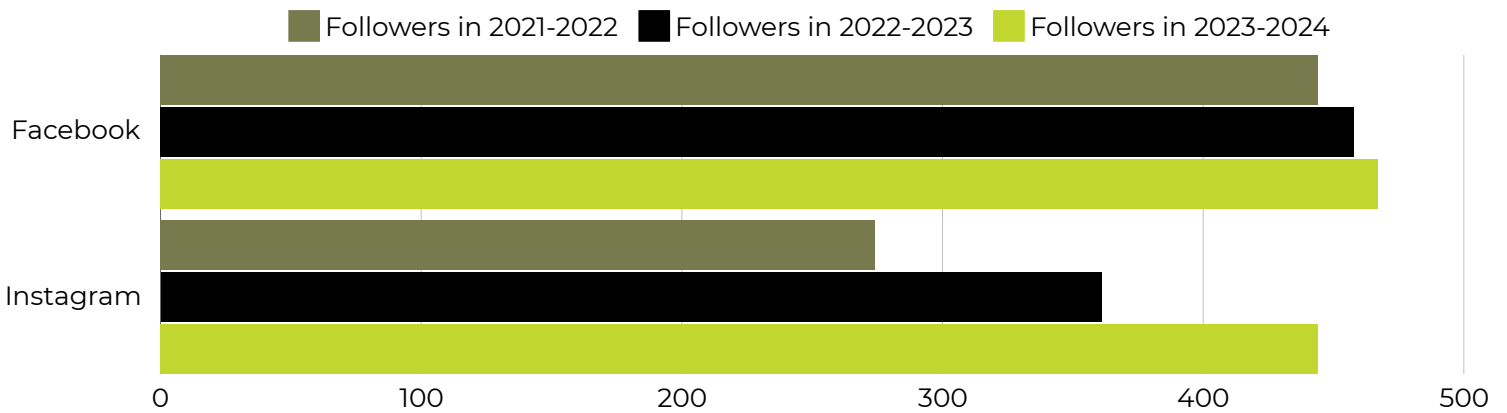
YOUTUBE VIEWS BY YEAR
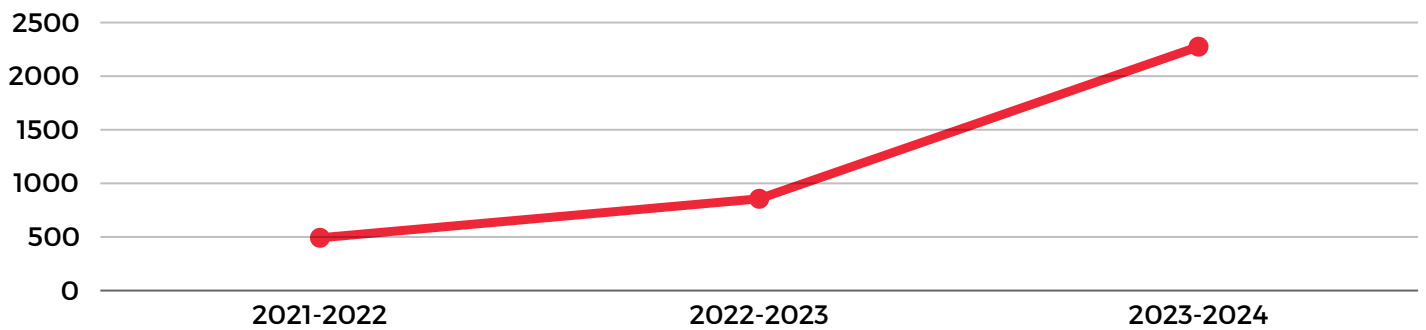
*Youtube data not previously reported.

@TEMPLEUCAT

EDUCATIONAL DEVELOPMENT PROGRAMMING

CUSTOM PROGRAMS

In addition to our advertised workshops and programs, the CAT provides custom programming upon request. Custom programs are tailored to fit the needs of individual schools, departments, and academic units. In 2023-2024, we created and delivered 63 custom programs that were facilitated online and in person across Temple's campuses. Below is a sample of the programs we offered:

Beasley School of Law
- Preparing for and Managing Challenging Discussions and Hot Moments

Boyer College of Music and Dance
- AI & Teaching
- Differentiation of Teaching
- Trauma-Informed Pedagogy

Career Services
- Writing an Authentic Teaching Statement

College of Liberal Arts
- Increasing Student Engagement and Participation in Quantitative Fields
- Student Preparedness

College of Public Health
- Self Regulation & Ungrading
- Teaching Portfolios & The Scholarship of Teaching and Learning
- AI in Social & Behavioral Science

College of Science and Technology
- Feedback in Lab

Lewis Katz School of Medicine
- Providing Feedback to Students on Group Work
- Teaching Medicine Today Series, pt 1: Teaching Generation Z as a Baby Boomer, GenXer, or Millenial Educator
- Developing Goals for Effective Work in SIM

Klein College of Media & Communication
- Student Persistence & Engagement
- Everything You Ever Wanted to Know About Teaching with AI (But Were Afraid to Ask ChatGPT)

School of Pharmacy
- Assessment Series, pt 1: A Holistic Approach to Assessment

GENERAL PROGRAMS

The CAT provides one-on-one consultations and programming related to pedagogy, teaching with technology, and research focused on teaching and learning for Temple faculty and teaching assistants. In addition, the CAT offers faculty learning communities, teaching circles, and institutes for deeper explorations of particular topics. In 2023-2024, the CAT conducted 1170 confidential one-on-one consultations and offered 130 programs on a wide range of topics. This year, we provided a balanced mix of in-person and virtual workshops as well as a small handful of asynchronous offerings. Here are a few of the programs we offered this year:

Book Groups

- *The Impact of a Sense of Belonging in College: Implications for Student Persistence, Retention, and Success* by Erin M. Bentrim & Gavin W. Henning
- *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom* by Kelly Hogan & Viji Sathy
- *The New Science of Learning: How to Learn in Harmony with Your Brain* by Todd Zakrajsek
- *Small Teaching Online* by Flower Darby & James Lang
- *Teaching and Confronting Racial Neoliberalism in Higher Education* by Michelle D. Byng, Vaso Thomas, Donna Marie Peters, Adriana Leela Bohm, & Mary Stricker

Teaching Workshops

- Active Learning in Large Classroom
- Can We Really Talk? Pt 1: Teaching About Religion, Race and Politics through the Lens of the Media
- Connections that Count: Exploring Social-Emotional Learning in the Classroom
- Creating an Authentic and Effective Teaching Portfolio (asynchronous course)
- (Re)Design Your Course One-Day Boot Camp

Teaching with Technology Workshops

- The Big IF: Interaction Fiction as a Creative Assessment
- Generative AI Showcase of Assignments and Activities
- Teaching in the Age of AI: Talking to Your Students About AI
- Navigating the Hybrid Modality: Offering Engaging Courses for Student Success
- Using Online Escape Rooms for Engaging Students

Technology Trainings

- Canvas: Using the Gradebook for Efficiency and Transparency
- Course Reserves 101 (co-sponsored with Temple Libraries)
- Creating Accessible Course Materials
- Micro-Tech Training: Canva
- Panopto Introduction: Video Creation & Sharing Platform

PROVOST'S TEACHING ACADEMY

Each summer, the CAT hosts The Provost's Teaching Academy (PTA), an intensive six-week academy for Temple educators focused on the research and practice of teaching excellence. CAT staff facilitate sessions on topics including student development, integrated course design, active learning, assessing student learning, teaching for equity and developing a reflective teaching practice. The 18 educators selected to participate in PTA this summer will join 241 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.

Tamer Aldwairi, College of Science & Technology, Computer and Information Sciences

Jill Allenbaugh, Lewis Katz School of Medicine, Medicine

Guillermo Caliendo, Klein College of Media & Communication, Communication and Social Influence

Erin Coyle, Klein College of Media & Communication, Journalism

Robert Faunce, College of Liberal Arts, First Year Writing Program

Jason Gallagher, School of Pharmacy, Pharmacy Practice

Nahed Hamid, College of Science & Technology, Mathematics

Jonathan Hartmann, College of Public Health, Communication Sciences and Disorders

Davonti' Haynes, College of Public Health, Social Work

David Mindich, Klein College of Media & Communication, Journalism

Olena Mishchuk, College of Science & Technology, Biology

Jennifer Pollitt, College of Liberal Arts, Women's Studies Program

Victor Rizzo, Lewis Katz School of Medicine, Aging and Cardiovascular Discovery Center

Jennifer Schneider, Center for the Performing & Cinematic Arts, Film and Media Arts

Aaron Smith, College of Liberal Arts, Africology and African American Studies

Benjamin Torsney, College of Education & Human Development, Psychological Studies in Education

Julian White, Fox School of Business & Management, Center for Undergraduate Advising

Elizabeth White Vidarte, College of Public Health, Health and Rehabilitation Sciences

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 22nd Annual Faculty Conference on Teaching Excellence, held on January 10-11, 2024 in the Howard Gittis Student Center, drew 230 individual educators from Temple and institutions across the region. The theme for this year's conference was Teaching and Learning in the Age of Generative Artificial Intelligence, featuring keynote speaker Dr. Sarah Elaine Eaton and plenary speaker Dr. Sharla Berry. Activities included workshops and breakout sessions, lightning talks, a poster session, and a hands-on AI Playground.

TA ORIENTATION

For the first time since 2019, the CAT held its annual TA Orientation in person. On August 22, 2023, 115 new Teaching Assistants gathered in Mazur Hall for an action-packed day that included resource sessions, inclusive teaching training, a faculty panel discussion, and peer-led workshops.

STEM EDUCATORS' LECTURE

The 2024 STEM Educators' Lecture, *Unmasking the "Isms" in STEM Education to Promote Equitable Teaching and Learning*, was hosted on April 10th in Shusterman Hall with seventeen faculty members in attendance. Our guest speakers were Dr. Tara Nkrumah of Arizona State University and Cornelio Aguilar of the Outcast Theatre Collective. This interactive, cross-curricular workshop drew upon Theater of the Oppressed principles to explore culturally relevant/responsive leadership and pedagogy.

NEW FACULTY ORIENTATION

In partnership with the Office of the Vice Provost for Faculty Affairs, the CAT premiered its first annual orientation for new full-time Temple faculty on August 21, 2023, in Shusterman Hall. Thirty-nine newcomers attended this orientation, which included sessions on university resources and opportunities, table discussions with seasoned Temple faculty, and a workshop on Learner-Centered Teaching.

SCHOLARSHIP & SERVICE TO THE UNIVERSITY & THE FIELD

We at the CAT are always looking to increase our impact. One such way is by engaging the broader academic community here at Temple and beyond. For example, CAT staff serve on university-wide committees and working-groups that address various issues like educational best practices, technology use, the impact of artificial intelligence, and diversity and inclusion. In addition, we conduct our own teaching and learning research and present our findings at conferences and publish them in scholarly journals. We also serve as conference and journal submission reviewers and hold positions on boards and committees in the academic community.

COMMITTEE WORK

- **Academic Update Group (previously known as Business Managers Committee):** A university-wide group that meet periodically for timely updates on enrollment, budget, policy, procedures, and systems.
- **Accessible Technology Compliance Committee:** Develops guidelines and standards related to Temple's Accessibility of Information and Technology Policy and manages exception requests.
- **American Political Science Association (APSA) Presidential Task Force and Subcommittee:** Reviews curriculum for greater inclusion and better preparation for the job market. The subcommittee supports graduate student teaching, adresses the pipeline issue, and alternative careers for PhDs.
- **Assessment of Instruction Committee:** Makes recommendations for effective measures to assess teaching.
- **Associate Deans for Faculty Affairs Committee:** monthly meeting of Associate Deans across the university.
- **Chief Communicators' Group:** University-wide key communicators committee.
- **CAT ChatGPT Working Group (internal):** Tasked with directing the CAT response to Generative AI tools in teaching, learning, and faculty work.
- **College Success Network:** A professional learning committee aimed at supporting success for low-income and first-generation students. Hosted by the Philadelphia Higher Education Network for Neighborhood Development (PHENND).
- **First Scholars:** University-Wide Committee responsible for First Gen initiatives including the First Gen celebration in the fall and the First Gen induction ceremony in the spring.
- **Fulbright Campus Committee:** Reviews drafts of Fulbright applications and give feedback, meet with Fulbright applicants to discuss their applications and conduct interviews.
- **General Education Task Force:** A university-wide group tasked with reviewing the current General Education curriculum and recommending changes.
- **ITHAKA S+R AI Research Group:** A national group researching the innovations and implications of AI in the higher education learning environment.
- **Instructional Support Community of Practice:** A cross-university group that discusses instructional support updates and initiatives.
- **Katz Strategic Planning Education Innovation:** Planning for the development of an Education Innovation Center at Lewis Katz School of Medicine.
- **New Faculty Orientation Planning Committee:** Partnership with the Office of the Vice Provost for Faculty Affairs tasked with planning an orientation and pedagogy workshop for new Full-Time Temple Faculty.
- **Professional & Organizational Development Network in Higher Ed (POD) AI in Education Group:** This national special interest group aims to explore the impact and implications of AI and innovation in education.
- **POD BIPOC Affinity Group:** Establishing and strengthening the sense of connection, community, and mutual support among group members across the country in and beyond POD.
- **POD DEI Leadership & Outreach Committee:** Evaluates how Special Interest Groups (SIGs) and POD committees are carrying out the POD Networks' DEI mission and values.
- **Student Retention Working Group:** A working group tasked with making recommendations to improve student retention at Temple University.
- **Textbook Task Force:** A university-wide group devoted to lowering educational costs by promoting adoption of free and low-cost alternatives to traditional textbooks.
- **Zoom AI Project:** A cross-university group that develops student and faculty guidance for the use of AI note-taker tools.

PRESENTATIONS

- **Fiore, S.** (2023). *AI in Education (panelist).* Media Inside Out, Temple University Television.
- **Fiore, S.** (2023). *Teaching Effectively in an EMI Environment.* Pedagogical Knowledge and Practice in English Medium Instruction (EMI) Conference, Meiji University, Japan.
- **Fiore, S.** (2024). *Panel Discussant, Grand Challenges Faculty Conversation: The Challenge of AI.* Temple University, Philadelphia, PA.
- **Fiore, S.** (2024). *Teaching and Learning at Temple in the Age of AI.* Temple Alumni Association Leadership Summit, Philadelphia, PA.
- **Fiore, S., Dumin, L.** (2023). *AI and Academic Integrity: Applying What We Know About Learning.* Professional and Organizational Development Network in Higher Education (POD) 48th Annual Conference, virtual.
- **Fiore, S., Brock, B., Pilny, W.** (2024). *To Improve the Academy: Impacts of Campus Disruption on Educational Developers' Role-Identity and Teamwork.* TIA/Centering Centers Podcast.
- **Hasunuma, L.** (2024). *Inclusive Teaching Workshop.* St Francis College, New York, New York.
- **Hasunuma, L.** (2024). *Creating an Inclusive Community: Campus Partnerships to Support Neurodivergent Learners and their Mental Health and Wellness.* CUNY Neurodiversity Conference, virtual.
- **Rients, J.** (2023). *Zines: Analog Assessment to Catalyze Student Success.* Professional and Organizational Development Network in Higher Education (POD) 48th Annual Conference, Pittsburgh, PA.
- **Zaylea, J.** (2023). *New Media.* University Film and Video Association Conference, Savannah, GA.

PUBLICATIONS

- **Fiore, S.** (2024). *Faculty Matter(s).* The Faculty Herald.
- **Fiore, S.** (2023). *Out of Isolation: Towards a Community for Teaching Excellence at an R1 Institution in Leadership in Teaching and Learning in Higher Education: Narratives of Academics' Personal Journeys.* London, England: Bloomsbury Publishing.
- **Fiore, S., Brock, B., Pilny, W.** (2023). *Impacts of Campus Disruption on Educational Developers' Role-Identity and Teamwork.* To Improve the Academy: A Journal of Educational Development.
- **Fiore, S., Brock, B., Pilny, W.** (2024). *Active Course Redesign Model for Cultivating Teaching Change Through Faculty Development.* Journal on Excellence in College Teaching.
- **Fiore, S., Salem, L.** (2024). *How Temple University Created an Artificial Intelligence Policy.* EdTech: Focus on Higher Education.
- **Hasunuma, L.** (2024). *Diversity, Equity and Inclusion (DEI): At the Heart of Good Teaching.* The Faculty Herald.
- **Rients, J., Rouder, C.** (2024). *Ahh, I Feel Refreshed: A Systematic Approach to Revamping Your Course.* The Faculty Herald.
- **Zaylea, J., Chambers, J.** (2024). *AI: Our New Partner in Education.* The Faculty Herald.

SERVICE TO THE FIELD

- **Alqurashi, E.,** Editorial Review Board Member. (2023, 2024). Online Learning Consortium.
- **Alqurashi, E.,** Editorial Review Board Member. (2023, 2024). International Journal of Information and Communication Technology Education.
- **Alqurashi, E.,** Reviewer. (2023). American Educational Research Association (AERA).
- **Fiore, S.,** Member. (2024). Faculty Development Consortium in Metro/Midatlantic.
- **Fiore, S.,** Proposal Reviewer. (2023, 2024). Annual POD Network Conference.
- **Zaylea, J.,** New Media Chair. (2024). University Film and Video Association.

TEACHING IN HIGHER EDUCATION CERTIFICATE

Matriculated graduate students who serve as teaching assistants (TAs) or instructors earn a 3-credit graduate certificate by completing the Teaching in Higher Education Seminar (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. College of Public Health students can also complete the Certificate by enrolling in HRPR 8987: The Higher Education Teaching Practicum.

Since its inception in 2010, 842 graduate students have earned the Teaching in Higher Education certificate. In the 2023-2024 academic year, the Teaching in Higher Education Seminar was offered across 6 schools and colleges for a total student enrollment of 134 graduate students (Table 10). This academic year, 107 graduate students completed the Teaching in Higher Education Certificate (Table 11).

TABLE 10: MATRICULATED GRADUATE STUDENT ENROLLMENT IN THE TEACHING IN HIGHER EDUCATION SEMINAR (8985) BY SCHOOL/COLLEGE

SCHOOL/COLLEGE	STUDENTS
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT	8
COLLEGE OF LIBERAL ARTS	30
COLLEGE OF PUBLIC HEALTH	42
COLLEGE OF SCIENCE AND TECHNOLOGY	31
KLEIN COLLEGE OF MEDIA AND COMMUNICATION	10
TYLER SCHOOL OF ART AND ARCHITECTURE	13
TOTAL	134

TABLE 11: MATRICULATED GRADUATE STUDENTS TO COMPLETE THE CERTIFICATE BY SCHOOL/COLLEGE

SCHOOL/COLLEGE	STUDENTS
BOYER COLLEGE OF MUSIC AND DANCE	2
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT	1
COLLEGE OF LIBERAL ARTS	12
COLLEGE OF PUBLIC HEALTH	55
COLLEGE OF SCIENCE AND TECHNOLOGY	13
KLEIN COLLEGE OF MEDIA AND COMMUNICATION	7
SCHOOL OF THEATER, FILM AND MEDIA ARTS	6
TYLER SCHOOL OF ART AND ARCHITECTURE	11
TOTAL	107

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.

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

TERM	COURSE	STUDENTS
SUMMER II 2023	EPSY 8960	10
FALL 2023	EPSY 8985	4
SPRING 2024	EPSY 8960	4
SUMMER I 2024	EPSY 8985	7
	TOTAL	25

During the academic year 2023-2024, 14 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate.

WHAT IS OUR VISION FOR THE FUTURE?
To evolve our services to support faculty's varied needs.

HOSTING INED ONLINE

In July 2023, the CAT formed a committee to submit to the POD Network (the professional organization for educational developers) a proposal to host the 2024 Institute for New Educational Developers. This four-day online event, scheduled for the end of July 2024, will offer sessions in all aspects of providing pedagogical support to faculty and teaching assistants, as well as successfully operating a teaching center like the CAT. We are expecting about 200 participants who will work with 45 of the best educational developers from around the world in a series of online workshops and discussions. A successful 2024 INED raises the CAT's national and international profile, confirming its position as one of the leading units in higher education faculty development.

STUDENT EXPERIENCE PROJECT

The Student Experience Project (SEP) is a nationwide effort to foster community and belonging on campus and in classrooms, thereby increasing students' likelihood of persevering through academic challenges to graduation. As part of the SEP, the CAT is collaborating with the Office of Undergraduate Studies and faculty leaders from across the university to launch in fall 2024 an inaugural faculty community of practice to implement SEP-recommended practices. These practices include revising syllabi, reviewing and revising course policies, overhauling grading and feedback processes, and other evidence-based approaches that increase sense of belonging, convey a growth mindset, and foster inclusivity and institutional trust. By piloting these initiatives in this inaugural cohort, we hope to develop models that can be applied campus wide.

MICRO-CREDENTIAL (EXPANSION)

In addition to Credly badges for the Online Teaching Institute and Advanced Online Teaching Institute, which are currently available, the CAT plans to offer badges for completing the Teaching for Equity Institute as well as initiating a Scholarship of Teaching and Learning badge in the coming academic year. Additionally, we have begun the planning process for a badge focused on learning about basic best practices for supporting learning and retention among our students.

PARTICIPANT FEEDBACK

"I WANT TO OFFER A BIG THANK YOU TO ALL OF YOU FOR A WONDERFUL LEARNING EXPERIENCE. **THE PROVOST'S TEACHING ACADEMY** WAS THOUGHTFULLY CONCEIVED AND VERY WELL EXECUTED."

"THE CAT HAS TRANSFORMED THE WAY I TEACH, AND I'M VERY GRATEFUL FOR ALL OF THE TERRIFIC WORK YOUR TEAM DOES."

"IT IS SO GREAT TO WORK WITH FOLKS AT THE CAT WHO ARE WELL-VERSED IN BEST PRACTICES FOR EDUCATORS AND CAN DELIVER AN ENGAGING AND THOUGHT-PROVOKING WORKSHOP."

"IT IS SELF-EVIDENT EVERYONE AT THE CAT ENJOYS THEIR WORK."

"THE TEACHING POINTS YOU PRESENTED WERE **INCREDIBLY PRACTICABLE** AND I'M EAGER TO SIT DOWN WITH AND INCORPORATE THEM INTO MY TEACHING."

"IT IS A RELIEF TO HAVE AMAZING PARTNERS AT THE CAT WHO CAN **PRODUCE ENGAGING WORKSHOPS** WITH LITTLE HELP OR OVERSIGHT. THEY COMPLETELY HIT THE NAIL RIGHT ON THE HEAD, AND PROVIDED RESEARCH THAT SUPPORTED THEIR CONTENT."

"THE SOTL FLC REALLY HELPED MY CONFIDENCE IN PURSUING THIS WORK."

"**WHAT A GREAT WAY TO START OFF OUR 23-24 PROFESSIONAL DEVELOPMENT WORKSHOP SERIES FOR OUR CTE TEACHERS!**

IT WAS SO WELL RECEIVED AND INCLUDED ALL THE KEY COMPONENTS WE LOOK FOR WHEN PLANNING THE SERIES -
IT WAS TIMELY, PROVIDED STRATEGIES AND IDEAS ATTENDEES COULD APPLY, MODELED GOOD TEACHING STRATEGIES AND WAS ENGAGING."

"IT CAN BE EASILY ONE OF THE BEST DECISIONS I MADE RECENTLY TO **ENROLL TO THE CERTIFICATE.**"

"IT'S TAKEN A LOT OF GREAT CAT CONTENT, BOOK CLUBS, AND MEETINGS OVER THE YEARS TO GET ME WHERE I AM TODAY."

"I WANTED TO THANK YOU AGAIN FOR HOW INCREDIBLY SUPPORTIVE YOU WERE WHEN WE MET LAST WEEK.

I SINCERELY APPRECIATED YOUR CARE."

"Just got notified my SoTL paper was accepted for publication. Thank you, again for your support through the FLC and after. I truly would not have been able to reach this **professional milestone** without your knowledge and counsel."

TEACHING.TEMPLE.EDU

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