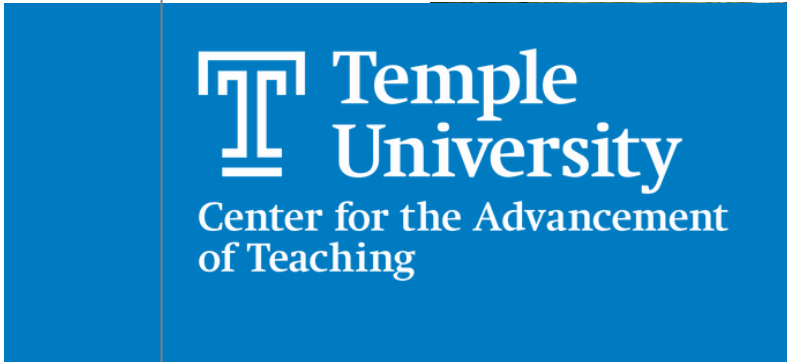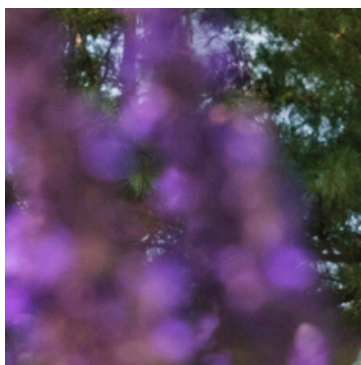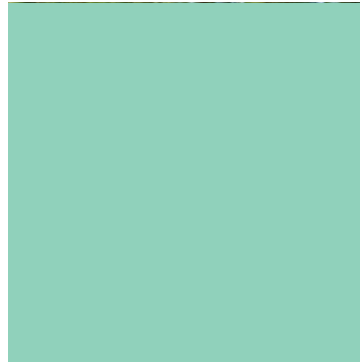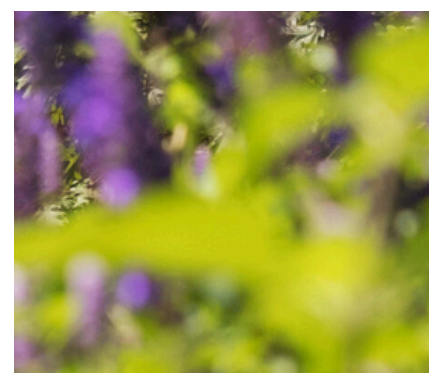# ANNUAL REPORT

2024-2025

Temple University
Center for the Advancement of Teaching
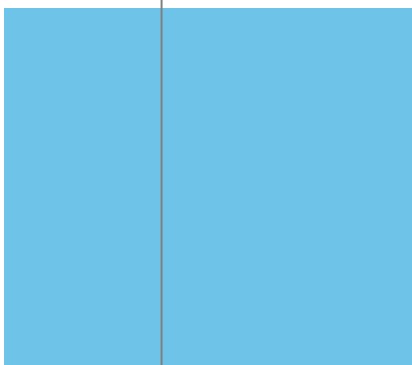
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WHO ARE WE?

A MESSAGE FROM THE ASSOCIATE VICE PROVOST & SENIOR DIRECTOR

This year at the CAT, we've been thinking a lot about compliance and culture change as we partner with ITS to launch Accessible Temple, an initiative to ensure compliance with the Web Content Accessibility 2.1 Guidelines. I almost said, "compliance vs. culture change" because we at the CAT are not usually in the compliance business and indeed don't believe that it is the best mechanism for inspiring culture change. Checkbox exercises can have the opposite effect to what we intend, turning what should be a willingness to act appropriately into a chore one has to complete. And, of course, change is hard, so it can't occur magically because we say it should happen. Instead, at the CAT we endeavor to build a culture of positive change through education, research, communication, influence, support, and community action. We provide opportunities for faculty to engage with evidence-based practices, experience them as we model them in CAT programming, and reflect on and practice them with their colleagues. That said, despite the tension between compliance and culture, ultimately, they both have the same goal and that is, simply, "do the right thing."

Compliance measures become necessary because, despite the evidence, people don't always automatically follow suit. In fact, once the CAT team began diving deeply into the Web Content Accessibility Guidelines (WCAG), we realized with embarrassment that we too have not been paying enough attention to creating accessible digital materials. Despite our mission to help build a culture of inclusion and equity here at Temple, and despite all our efforts in creating educational development resources around inclusion, here was one area where we fell short. The essence of incremental, iterative, and meaningful change is the realization that none of us is perfect, and even with good intentions, we can always do better. So, let's do better! We're choosing to lean into building an accessible culture through Accessible Temple, and, because we know how much you care about your students, we hope you will lean into it with us. We at the CAT have been working to support you in making sure that Temple's culture is as inclusive as it possibly can be. I have been so impressed with how our entire team has taken on the WCAG 2.1, researching best practices for accessibility in teaching and learning, creating materials for workshops that will assist our faculty, having probing and open discussions about the application of some of the guidelines in learning environments, and peer reviewing each other's work. We feel we have grown and look forward to helping you grow as well. Join us on this journey towards inclusion!

Stephanie Laggini Fiore
Associate Vice Provost & Senior Director

MEET OUR STAFF

The Center for the Advancement of Teaching's ability to offer its many events, programs, and services to the Temple University community is made possible by the dedicated staff and student workers, who plan and facilitate them. The CAT's team includes outstanding and knowledgeable specialists in educational development, educational technology, digital media, scholarship of teaching and learning, as well as operations.

Stephanie Laggini Fiore
Ph.D.
Associate Vice Provost &
Senior Director

Sreyrath (Sara) Vann
A.A.
Director of Budget and
Operations

Dana Dawson
Ph.D.
Associate Director of
Teaching and Learning

Linda Hasunuma
Ph.D.
Associate Director of
Inclusion Initiatives

Jeff Rients
Ph.D.
Associate Director of Teaching
and Learning Innovation

Benjamin Brock
Ph.D.
Assistant Director of Scholarship
of Teaching and Learning

Lacey Harmantzis
M.M.
Assistant Director of
Operations

Shawn Ta
B.S.
Lead Educational
Technology Specialist

Denise Hardiman
M.Ed.
Manager of Educational
Technology Lab Services

**Jonah Chambers
M.A.**
*Senior Educational
Technology Specialist*

**Jennifer Zaylea
MFA**
Digital Media Specialist

**Elizabeth White Vidarte
Ph.D.**
Online Learning Specialist

**Emily Barber
B.A.**
*Graphic and Digital Design
Coordinator*

FACULTY FELLOWS

Jessica Babcock, M.Ed.
Assistant Professor of Instruction, Mathematics

Melissa Glenn, M.F.A.
Associate Professor of Practice, Marketing

Julie B. Kessler, Ph.D.
Associate Professor of Instruction, Teaching and Learning

Hana Nishiura Stone, MA
*First Year Writing Program and Intellectual Heritage,
Director of Teaching Practices at TUJ*

STUDENT WORKERS

Mahbub Alam*
HSC and EdTech Lab Assistant

Simran Balhara*
HSC, Front Desk and EdTech Lab Assistant

Jackson Carpenter*
EdTech Lab Assistant

Cindy Dang*
Front Desk Assistant

Faith Oluchi Uzoechi
EdTech Lab and Front Desk Assistant

Rita Pan*
HSC, EdTech Lab and Front Desk Assistant

Nimish Prabhakar
HSC and Front Desk Assistant

Sydney Phon-Amnuaisuk
EdTech Lab and Front Desk Assistant

Bianca Silveira Ferreira
EdTech Lab and Front Desk Assistant

*Former employee as of June 30, 2025

CAT AT A GLANCE

125+
SOTL FOCUSED CONSULTATIONS

LAUNCHED
ACCESSIBLE TEMPLE

86
CUSTOMIZED PROGRAMS

212
INSTITUTE FOR
NEW EDUCATIONAL DEVELOPERS ATTENDEES (INED)

125

INSTITUTIONS
REACHED THROUGH INED

7
PODCAST
EPISODES

1200+
CONFIDENTIAL
ONE-ON-ONE
CONSULTATIONS

3
MICRO-
CREDENTIAL
TRACKS
LAUNCHED

WHAT WERE OUR SIGNIFICANT ACCOMPLISHMENTS AND INITIATIVES?

Meaningful additions were added to our already robust repertoire.

STUDENT EXPERIENCE PROJECT

In the Fall 2024 and Spring 2025 semesters, CAT collaborated with Undergraduate Studies and faculty to facilitate Temple's participation in the Student Experience Project (SEP), a national initiative dedicated to fostering supportive learning environments. SEP began in the fall with one Community of Practice that included Temple faculty from across the disciplines and grew in the spring to four multi-disciplinary and disciplinary cohorts. These communities met regularly to share ideas and implement evidence-based strategies to strengthen students' sense of belonging and well-being. As part of this work, participating cohorts administered the Project for Educational Research That Scales (PERTS) Ascend surveys in 63 classes, reaching over 2,000 students. The anonymous feedback Ascend provided gave faculty valuable insight into students' classroom experiences and helped guide student-centered improvements throughout the semester.

GROWING OUR REACH

The CAT has established a presence on the Professional Development section of the TUPortal Well-Being page. Faculty looking for professional development resources can now easily access information about CAT services and resources, workshops, events, career development, and scholarship. Our Faculty Support section of the Well-Being page will feature a highlighted project, program, or theme that will be refreshed every semester. The *Teaching Together @ Temple University* podcast is in its first-year rollout and streams on Spotify. This podcast represents the voices of faculty across the disciplines at Temple. Faculty are invited to a recording session to discuss exciting and innovative ideas and methods they have implemented in the classroom that showcase Temple faculty's commitment to their students. Seven episodes have been produced so far.

2025 Annual Faculty Conference

INSTITUTE FOR NEW EDUCATIONAL DEVELOPERS ATTENDEES (INED)

The CAT hosted the online 2024 Institute for New Educational Developers (INED) on behalf of the POD (Professional and Organizational Developers) Network, the professional organization serving Centers for Teaching and Learning such as the CAT nationally and internationally. During this 4-day virtual conference (Monday, July 29 through Thursday, August 1, 2024), educational development leaders volunteered as faculty mentors, leading new educational developers in workshops on essential topics for success in the field. Participants had the opportunity to meet and develop collegial relationships with these leaders as well as with their fellow new educational developers. In addition, one-on-one consultations with experienced developers and live Q&A sessions were available. Participants also had pre-conference access to asynchronous materials that provided information and resources on foundational principles of evidence-based teaching and the history of the field. There were 212 attendees from 125 different institutions around the world and 45 faculty mentors who participated in the program. Hosting INED allowed the CAT to lend its expertise to this international event while helping to fulfill our mission in a broad and meaningful way.

FACULTY FELLOWS

This academic year, we had three Faculty Fellows—Jessica Babcock, College of Science and Technology; Melissa Glenn, Fox School of Business; and Julie Beth Kessler, College of Education and Human Development—share their expertise and support our CAT team with faculty consultations, classroom observations, our Annual Faculty Conference on Teaching Excellence, and the co-facilitation of various workshops and signature programming, such as our Teaching for Equity Institute and Online Teaching Institute. From late May through June, we hosted our first Faculty Fellow from Temple Japan, Hana Nishiura Stone, First Year Writing Program and Intellectual Heritage, Director of Teaching Practices at TUJ. She completed our 2025 Provost Teaching Academy and will support faculty development initiatives for Temple Japan's Tokyo and Kyoto campuses.

EXPANSION OF MICRO-CREDENTIALING

The CAT's new micro-credentialing program, launched in summer 2024, now features 6 micro-credentials:

- Fundamentals of Teaching in Higher Education
- Online Teaching Institute
- Advanced Online Teaching Institute
- Scholarship of Teaching and Learning
- Digital Accessibility in Instruction
- Digital Accessibility Champion in Instruction

We anticipate adding two additional micro-credentials during the 2025-2026 academic year:

- Multimedia for Learning & Engagement
- Teaching for Equity

Each of these micro-credentials is designed to recognize time and effort dedicated by Temple's faculty and staff toward building skills and knowledge in areas related to teaching in higher education. Upon completing requirements of the micro-credential outlined on our website, participants receive a Credly digital badge that may be added to their LinkedIn profile, email signature, website, etc. to signify their accomplishment. When clicked, the digital badge sends the viewer to a description of the requirements of the micro-credential.

HOW DO WE SUPPORT TEACHING AT TEMPLE?

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

DIRECT CONTACTS

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 2017-2018 TO 2024-2025

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
11,915	10,029	11,960	21,689	10,049	11,730	14,742	12,630

TABLE 2: TOTAL INDIVIDUALS SERVED FROM FY 2017-2018 TO 2024-2025

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
3,816	2,730	3,118	3,650	2,448	2,742	2,951	2,938

TABLE 3: INDIVIDUALS SERVED BY AFFILIATION 2024-2025

AFFILIATION	TOTAL INDIVIDUALS	TOTAL CONTACTS
FACULTY	2,385	10,830
ADMINISTRATORS	189	502
TA/RA GRAD STUDENTS	326	1260
EXTERNAL GUEST/UNKNOWN	38	38
TOTAL	**2,938**	**12,630**

TABLE 4: FACULTY SERVED BY POSITION 2024-2025

POSITION	TOTAL FACULY CONTACTS	% SERVED BY POSITION
TENURED AND TENURE-TRACK	1,948	17.99%
NON-TENURE TRACK	3,661	33.80%
ADJUNCT	5,221	48.21%
TOTAL	**10,830**	**100%**

TABLE 5: INDIVIDUALS SERVED BY DEPARTMENT/SCHOOL/COLLEGE 2024-2025

DEPARTMENT/SCHOOL/COLLEGE	INDIVIDUALS SERVED
BEASLEY SCHOOL OF LAW	33
BOYER COLLEGE OF MUSIC AND DANCE	107
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT	145
COLLEGE OF ENGINEERING	72
COLLEGE OF LIBERAL ARTS	405
COLLEGE OF PUBLIC HEALTH	186
COLLEGE OF SCIENCE AND TECHNOLOGY	201
FOX SCHOOL OF BUSINESS AND MANAGEMENT	152
INTERNATIONAL CAMPUSES: TU ROME AND TU JAPAN	147
KORNBERG SCHOOL OF DENTISTRY	86
LEW KLEIN COLLEGE OF MEDIA AND COMMUNICATION	131
LEWIS KATZ SCHOOL OF MEDICINE	210
LIBRARIES	20
NON-ACADEMIC UNIT	166
SCHOOL OF PHARMACY	43
SCHOOL OF PODIATRIC MEDICINE	9
SCHOOL OF SPORT, TOURISM AND HOSPITALITY MANAGEMENT	12
SCHOOL OF THEATER, FILM AND MEDIA ARTS	92
TYLER SCHOOL OF ART AND ARCHITECTURE	137
UNIVERSITY COLLEGE	7
EXTERNAL/UNKNOWN	577
TOTAL	**2,938**

DIGITAL PRESENCE

The CAT's digital presence continues to focus on providing practical resources and timely information for faculty. Eighteen articles written by eleven contributors were published via our EDvice Exchange blog, including the nine-part series Crafting Space for Student Belonging as well as our Post-Election Resources for Faculty post. We expanded our YouTube offerings with seventeen new videos, including two multi-part series: Teaching in Tumultuous Times and Crafting Space for Student Belonging.

TABLE 6: CAT WEBSITE USERS AND PAGEVIEWS BY MONTH

MONTH	USERS	SESSIONS	ENGAGEMENT RATE
MAY	1.8K	1.4K	54.33%
JUNE	901	1.4K	54.39%
JULY	3.7K	4.5K	42.06%
AUGUST	6.6K	7.9K	47.31%
SEPTEMBER	3.1K	1.6K	53.16%
OCTOBER	2K	3.2K	57.77%
NOVEMBER	1.9K	2.7K	59.70%
DECEMBER	1.7K	2.5K	82.16%
JANUARY	2.1K	3.5K	83.13%
FEBRUARY	1.5K	2.3K	82.70%
MARCH	1.6K	2.4K	81.90%
APRIL	1.6K	2.6K	83.40%
MAY	2.9K	3.8K	55.30%
JUNE	1.1K	2K	81.20%

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

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TOTAL SITE VIEWS	48,936	54,715	65,959	64,060	88,814
TOTAL SITE SESSIONS	73,296	70,882	85,314	43,030	42,653
EDVICE EXCHANGE BLOG (PAGEVIEWS)	1,057	915	1,201	4,027	4,536
RESOURCES (PAGEVIEWS)	3,789	2,118	2,078	1,750	1,954

TABLE 8: VIEWS OF CAT TUTORIALS

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Ready, Set, Zoom	8,261	1,833	326	586	639
Ready, Set, Panopto	N/A	N/A	1,755	2,731	757
AI Detector Training Course	N/A	N/A	N/A	426	133

*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.

SOCIAL MEDIA FOLLOWER COUNT BY PLATFORM
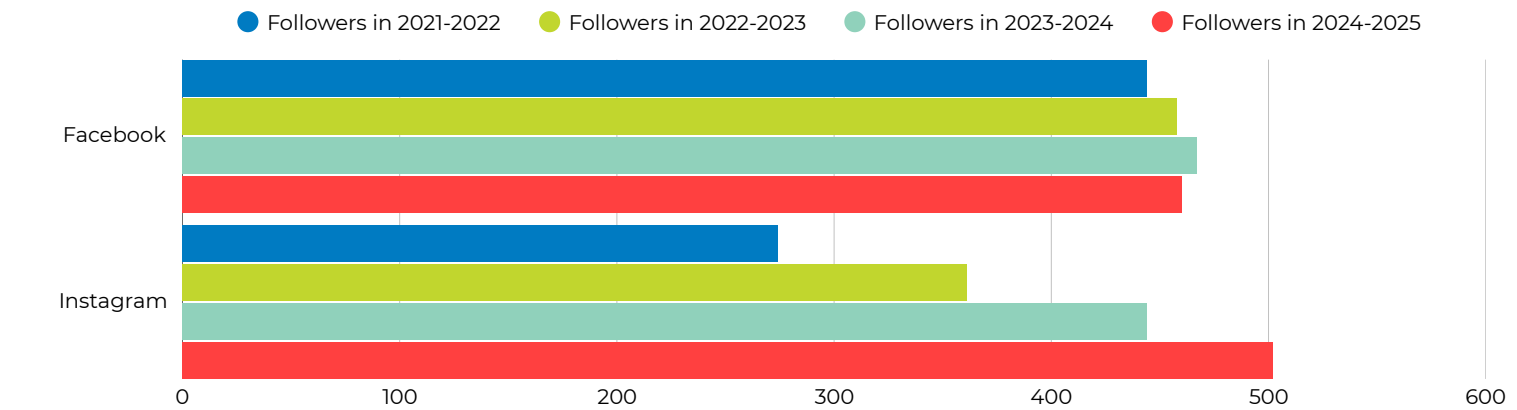
YOUTUBE VIEWS BY YEAR
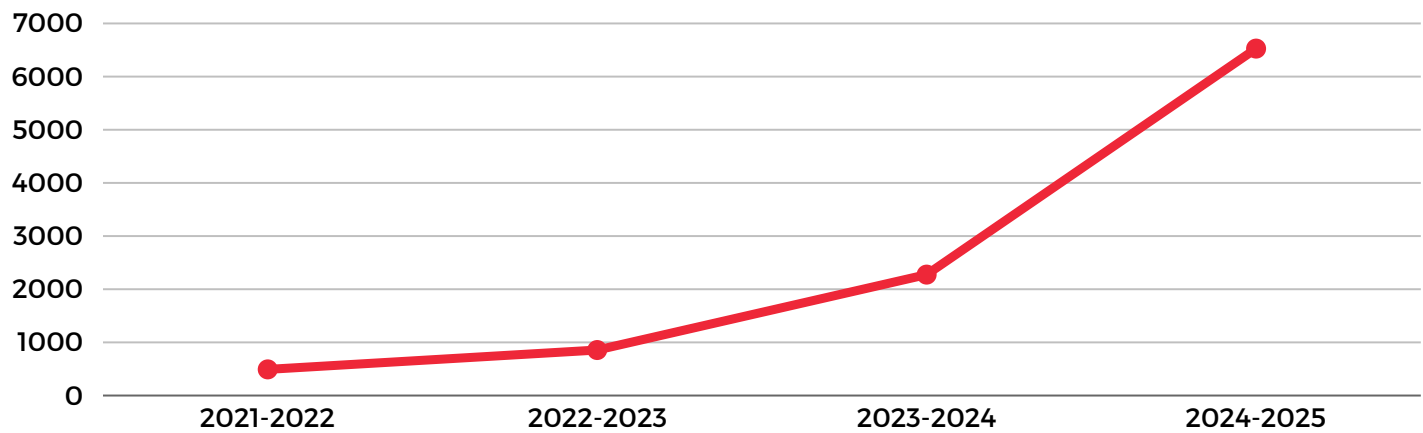
EDUCATIONAL DEVELOPMENT PROGRAMMING

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 2024-2025, we created and delivered 86 custom programs that were facilitated online and in-person across Temple's campuses. Below is a sample of the programs we offered:

COLLEGE OF LIBERAL ARTS

- Designing a Syllabus that Motivates and Engages Students
- Predictability and Presence: Engaging Students in Asynchronous Courses

COLLEGE OF PUBLIC HEALTH

- Mentoring Across Diversity: Effective Mentorship Practices for Public Health Faculty

COLLEGE OF SCIENCE AND TECHNOLOGY

- Designing Biology Syllabi for Engagement and Excellence

GENERAL EDUCATION PROGRAM

- Building and Reviving Engagement: Strategies for Energizing Students Throughout the Semester

FOX SCHOOL OF BUSINESS

- Exploring AI in Academia: Tools for Enhancing Your Workflow and Inspiring Student Engagement Across Disciplines

KORNBERG SCHOOL OF DENTISTRY

- Positive Environment for Students and Faculty

LEWIS KATZ SCHOOL OF MEDICINE

- Teaching to Connect: A 3-Part Workshop Series on Understanding and Supporting Individual Learners
- Helping Students Accept Critical Feedback in the Clinic

SCHOOL OF PHARMACY

- Formative and Summative Feedback and Ungrading

TEMPLE UNIVERSITY JAPAN

- Intercultural Awareness for Meaningful Engagement
- Light Reading: Is This the End of Reading?
- Assess Your Assessments!

GENERAL PROGRAMS

The CAT offered 137 programs on a wide range of topics related to pedagogy, teaching with technology, and research focused on teaching and learning for Temple faculty and teaching assistants. The CAT also offers faculty learning communities, teaching circles, and institutes for deeper explorations of particular topics. In addition, in 2024-2025, the CAT conducted 1,245 confidential one-on-one consultations. This year, we provided a balanced mix of in-person and virtual workshops as well as asynchronous offerings.

Here are a few of the programs we offered this year:

BOOK GROUPS

- *Teaching Community: A Pedagogy of Hope* by bell hooks
- *Grading for Growth* by David Clark & Robert Talbert
- *Teaching with AI: A Practical Guide to a New Era of Human Learning* by José Antonio Bowen & C. Edward Watson (offered asynchronously in Perusall)
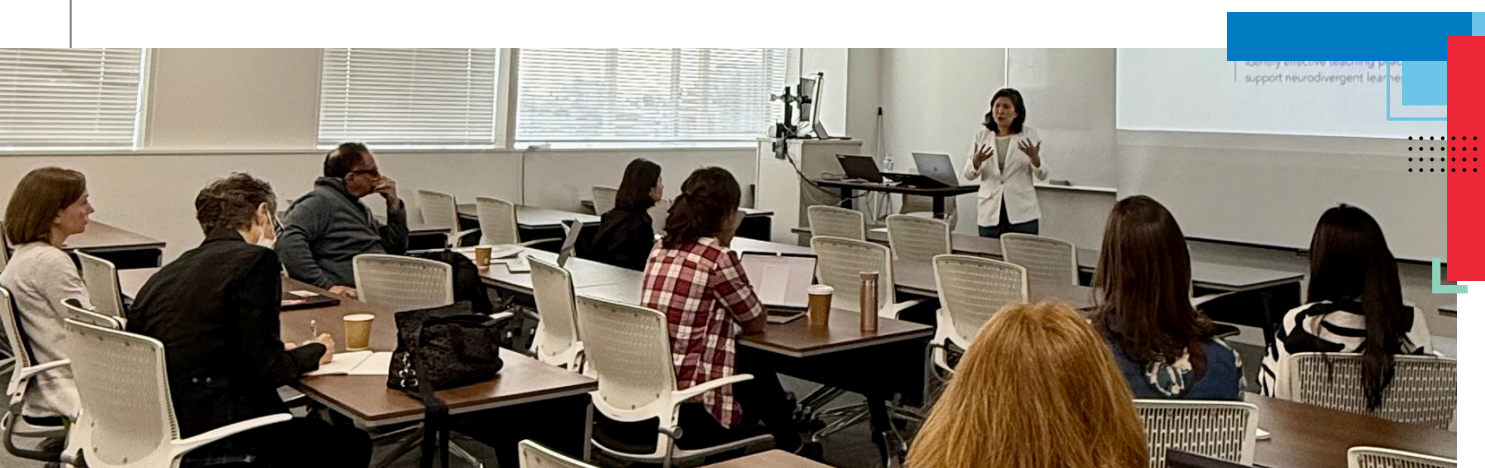
TEACHING WORKSHOPS

- Transform Your Teaching: Discover the Impact of Critique in Every Classroom
- Micro-Pedagogy: The Graphic & Interactive Syllabus
- Universal Design for Learning (UDL) in Action: Creating Accessible Course Materials
- Neurodiversity: What it is, Why it Matters, and How it Might Show Up in Your Classroom

TEACHING WITH TECHNOLOGY WORKSHOPS

- Annotate and Motivate: Engaging Students with Social Reading Tools
- Privacy and Ethics in an Age of AI
- Fostering Collaborative Learning with Educational Technologies
- Breaking Through the Black Boxes: Sparking Student Engagement Online

TECHNOLOGY TRAININGS

- VoiceThread: New Capabilities, New Interface
- Canvas: Organizing and Structuring Content Effectively
- Getting Started with Leganto Course Reserves
- Mastering Mastery Paths for Differentiated Learning in Canvas

Dr. Linda Hasunuma providing a workshop at Temple University Japan

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 19 educators selected to participate in PTA this summer will join 259 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.

CARLOS BARRERO School of Pharmacy, Pharmaceutical Science

BENJAMIN BROCK College of Education & Human Development, Psychological Studies in Education

LAUREN BULLOCK Klein College of Media & Communication, Advertising & Public Relations

JESSICA CASTONGUAY Klein College of Media & Communication, Advertising & Public Relations

NYRON CRAWFORD College of Liberal Arts, Political Science

STEPHANIE DOKTOR Boyer College of Music & Dance, Music Studies

DEBORAH DRABICK College of Liberal Arts, Psychology

RYAN GIBBONS Lewis Katz School of Medicine, Emergency Medicine

MENACHEM LEASY Lewis Katz School of Medicine, Family Medicine

DI LIU College of Education, TESOL

AMY LYNCH College of Public Health, Occupational Therapy

AMANDA NEUBER College of Education & Human Development, Teaching & Learning

MICHAEL OPFERMAN College of Science & Technology, Physics

LINN POSEY-MADDOX College of Education & Human Development, Policy, Organizational, & Leadership Studies

AUNSHUL REGE College of Liberal Arts, Criminal Justice

BRYAN SATALINO Tyler School of Art & Architecture, Graphic Arts

STEVEN SCLAROW Fox School of Business, Management information Systems

DIVITA SINGH School of Pharmacy, Pharmacy Practice

HANA NISHIURA STONE Temple University Japan, First Year Writing Program and Intellectual Heritage

Our 2025 PTA class graduates and CAT staff.

2025 Annual Faculty Conference Lightning Talk.

SPECIAL EVENTS

Over the past year, the Center for the Advancement of Teaching hosted a dynamic lineup of special events aimed at fostering teaching excellence and promoting the thoughtful integration of educational technology at Temple. Some of these offerings also welcomed faculty from across the region and beyond, broadening our impact and creating new opportunities for cross-institutional collaboration.

ANNUAL FACULTY CONFERENCE

The 23rd Annual Faculty Conference on Teaching Excellence, held on January 8-9, 2025 in the Howard Gittis Student Center, drew 217 individual educators from Temple and institutions across the region. The theme for this year's conference was *Pathways to Motivation: Pedagogical Strategies for Cultivating Student Success*, featuring keynote speaker Thomas J. Tobin and plenary speaker José Antonio Bowen. Activities included workshops and breakout sessions, lightning talks, a poster session, and a hands-on AI Playground.

TA ORIENTATION

On August 21, 2024, 115 new Teaching Assistants gathered in Ritter Hall for an action-packed orientation designed to prepare them for their roles in the classroom. The day included a range of engaging activities, such as resource sessions, inclusive teaching training, a faculty panel, and peer-led workshops. The event fostered a strong sense of community while equipping TAs with practical tools and insights for a successful start to the academic year.

STEM EDUCATORS' LECTURE

The 2025 STEM Educators' Lecture, *Grading for Growth: Toward More Humane, Authentic, and Trustworthy Ways to Evaluate Student Work*, was hosted on April 8th in Shusterman Hall with 32 internal and external faculty members in attendance. Our guest speaker was Robert Talbert of Grand Valley State University. This talk examined the limitations of traditional grading and presented practical, research-informed alternatives that support student growth and more authentic assessment.

NEW FACULTY ORIENTATION

In partnership with the Office of the Vice Provost for Faculty Affairs, the CAT hosted its annual orientation for new full-time Temple faculty on August 19, 2024, in Shusterman Hall. 35 newcomers attended this orientation, which included sessions on university resources and opportunities, table talks with seasoned Temple faculty, and a workshop on evidence-based teaching practices, emphasizing strategies for serving Temple's diverse student body.

SCHOLARSHIP OF TEACHING AND LEARNING

Over the past year, we significantly expanded our infrastructure and programming to support faculty interested in conducting research focused on their teaching and their students' learning, also known as the Scholarship of Teaching and Learning (SoTL). A key area of development was the growth of the Institutional Review Board process for SoTL research, the Umbrella IRB, including expanded eligibility for research designs and the creation of a trained team of reviewers. Additional formal certification for CAT staff and ongoing collaboration with institutional partners have strengthened the center's ability to guide faculty through ethical research processes while updated web resources ensure faculty have continuous access to SoTL guidance and tools. To foster sustained faculty engagement, the center developed a range of programming, including introductory workshops, open consultation labs, and long-term cohort-based initiatives. These offerings are designed to meet both general and discipline-specific needs and have supported faculty at all stages of their SoTL work. Collaborative partnerships with multiple academic units and campuses have expanded the reach of SoTL support. Faculty have access to individualized consultations, guidance on research design and IRB processes, and opportunities for recognition through structured credential pathways. The center has also contributed to the broader teaching and learning community through scholarly dissemination, internal research initiatives, and grant collaborations. Collectively, these efforts reflect a strong commitment to fostering a university-wide culture of scholarly and reflective teaching.

Recognizing the need for more than anecdotal evidence to assess the growth of SoTL, we led the design, development, implementation, analysis, and reporting of a first-ever SoTL Key Performance Indicator (KPI) assessment. This tool will inform strategic planning, identify areas needing support, and guide future program development. Initial findings from the assessment are promising to say the least. For example, participants expressed high appreciation for the SoTL programs, noting their positive impact on both teaching practices and student learning, and noted the value of the professional development opportunities provided through SoTL workshops and services. Overall, participants find the SoTL initiatives rewarding, motivating, and impactful, and they encourage the continuation and growth of such offerings.

Indeed, we are committed to continuing to grow and evolve our SoTL services. As we work to strengthen the university's culture of scholarly teaching, we welcome feedback and suggestions from faculty and staff on how we can best support their goals. Your input is invaluable as we strive to create more targeted and meaningful opportunities for collaboration, mentorship, and professional development in the coming years. We hope to hear from you as to how we can best serve your SoTL needs.
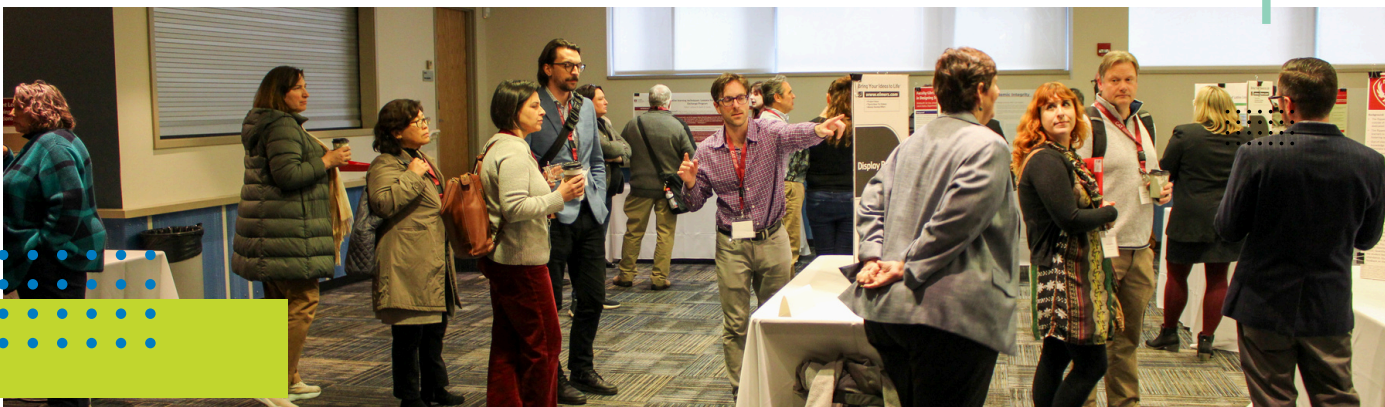
Poster session at the 2025 Annual Faculty Conference

SCHOLARSHIP & SERVICE TO THE UNIVERSITY & THE FIELD

We continually strive to deepen our impact here at Temple by contributing our expertise through service on university-wide committees and working groups focused on critical areas such as pedagogical innovation, educational technology, and the implications of artificial intelligence. Beyond institutional service, CAT team members contribute to teaching and learning related scholarship by conducting original research, presenting at conferences, and publishing in peer-reviewed journals. We also support scholarship by serving as peer reviewers for conference proposals and journal submissions, serving on editorial boards, and holding leadership roles in professional organizations. In addition, we pursue, manage and support grants focused on innovative teaching initiatives, further expanding our contributions to Temple and the broader scholarly community.

COMMITTEE WORK

- **Accessible Technology Compliance Committee:** Develops guidelines and standards related to Temple's Accessibility of Information and Technology Policy and manages exception requests.
- **Assessment of Instruction Committee:** Makes recommendations for effective measures to assess teaching at Temple.
- **Associate Deans for Faculty Affairs Committee:** Monthly meeting of Associate Deans across the university.
- **College Access Community of Practice:** University staff, faculty, and leadership work on college access from local Philly schools to Temple, retention concerns and interventions, and general support for students who enter as first years or transfers.
- **Department Chairs for Faculty Affairs Committee:** Monthly meeting of Department Chairs across the university.
- **Diversity, Equity and Inclusion Collaborative:** DEI liaisons and point people from across the university in both academic and administrative roles collaborate to share best practices and ideas.
- **First Scholars:** A university-wide committee responsible for First Gen initiatives including the First Gen celebration in the fall and the First Gen Honors induction ceremony in the spring.
- **Fulbright Campus Review Committee:** Support Fulbright candidates with application components and complete Campus Committee Evaluations.
- **General Education Reform Task Force:** A university-wide group tasked with reviewing the current General Education curriculum and recommending changes. Sub-committees of this group focused on instruction and drafting program-wide competencies.
- **Katz Strategic Planning Education Innovation:** Planning for LKSOM's strategic plan around education and development of an Education Innovation Center at Temple.
- **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:** Plans and meets with designated liaisons across national Special Interests Groups (SIGs) and POD committees to evaluate how they are carrying out the organization's DEI mission and values.

- **Student Retention Working Group:** A working group tasked with making recommendations to improve student retention at Temple University.
- **Syllabus Policy Group:** A monthly committee working on revisions to Temple's Syllabus Policy for faculty.
- **Temple Votes:** A non-partisan initiative led by a committee of students, faculty, administrators, and voter education organizations to provide comprehensive voter registration, education, and mobilization efforts at Temple University.
- **Textbook Task Force:** A university-wide group devoted to lowering educational costs by promoting the adoption of free and low-cost alternatives to traditional textbooks.
- **Title VI Committee:** A cross-university committee that meets to review and coordinate efforts related to compliance with Title VI of the Civil Rights Act.
- **University AI Training Subcommittee:** An advisory group to develop a mandatory training module on Teaching and Learning with AI for faculty.

GRANTS

- **Fiore, S.** Advisory Board, National Science Foundation (NSF) RIEF Grant: Transfer of Design Thinking in Undergraduate Bioengineering Students awarded to Ruth Ochia, Department of Bioengineering.

PRESENTATIONS AND PUBLIC ENGAGEMENT

- **Chambers, J.** (2025). The Promises and Perils of AI Notetakers. Online Learning Consortium (OLC) Innovate, virtual.
- **Dawson, D.** (2024). AI Detection Tool Training: Encouraging Relationship-Centered Approaches to Academic Integrity. Professional and Organizational Development Network in Higher Education (POD) 49th Annual Conference, Chicago, IL.
- **Fiore, S.** (2024). AI Descriptions and Policies in Syllabi: A Document Analysis. Middle States Commission on Higher Education (MSCHE) Annual Conference, Philadelphia, PA.
- **Fiore, S.** (2025). The Future of AI in Education and Research (panelist). Temple University Innovation with Impact Investiture event, Philadelphia, PA.
- **Fiore, S.** (2024). To Improve the Academy: Impacts of Campus Disruption on Educational Developers' Role-Identity and Teamwork. TIA/Centering Centers Podcast.
- **Hasunuma, L.** (2024). Difficult Conversations for K-12 Educators in Philadelphia Schools (panelist). Philadelphia Higher Education Network for Neighborhood Development (PHENND) Webinar, virtual.
- **Hasunuma, L.** (2024). Supporting Educational Developers of Color: Stories of Inclusion and Retention (panelist). The POD Network 49th Annual Conference, Chicago, Illinois.
- **Hasunuma, L.** (2024) Fostering Belonging Within Educational Development Organizations (panelist). The POD Network 49th Annual Conference, Chicago, Illinois.
- **Reints, J.** (2024). Collaborative Mini-Zines for Student Self-Efficacy (poster). American Association of Colleges and Universities (AAC&U) Transforming STEM Higher Education Conference, Arlington, VA.
- **Zaylea, J.** (2025). Getting Started with New Media: Tips and Strategies. University Film and Video Association Conference, virtual.
- **Zaylea, J.** (2025). AI Fair (panelist). Temple University Libraries, Philadelphia, PA.
- **Zaylea, J.** (2025). AI Across Disciplines (workshop). St Francis College, Brooklyn, NY.

PUBLICATIONS

- **Hasunuma, L., Mazrouei, S., Samuel, D., Valdespino, A.** (2025). *Perspectives of Educational Developers of Color* (Edited Volume). Routledge.

SERVICE TO THE FIELD

- **Dawson, D.**, Article Reviewer (2024). *Journal of Diversity and Equity in Educational Development*.
- **Dawson, D.**, Reviewer (2024). Annual Professional and Organizational Development Network in Higher Education (POD) Conference.
- **Fiore, S.**, Research Participant. (2024). ITHAKA S+R AI Research Group
- **Fiore, S.**, Participant. (2024). Student Experience Project Institute.
- **Fiore, S.**, Book Reviewer. (2025). Routledge.
- **Fiore, S.**, Article Reviewer. (2025). Classical World Journal.
- **Fiore, S.**, Adjudicator. (2025). Three-Minute Thesis (3MT) Competition, Villanova University, Philadelphia, PA.
- **Hasunuma, L.**, Co-Editor-in-Chief. (2024, 2025). J*ournal of Diversity and Equity in Educational Development*.
- **Hasunuma, L.**, Article Reviewer. (2025). "Transnational Memory Activism and Solidarity: Remembering South Korea's Vietnam War Massacres," *Millennium: Journal of International Studies*.
- **Zaylea, J.**, New Media Chair. (2025). 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, 923 graduate students have earned the Teaching in Higher Education certificate. In the 2024-2025 academic year, the Teaching in Higher Education Seminar was offered across 6 schools and colleges for a total student enrollment of 118 graduate students (Table 9). This academic year, 81 graduate students completed the Teaching in Higher Education Certificate (Table 10).

TABLE 9: MATRICULATED GRADUATE STUDENT ENROLLMENT IN HIGHER EDUCATION SEMINAR (8985) BY SCHOOL/COLLEGE

School/College	Students
College of Education and Human Development	5
College of Liberal Arts	27
College of Public Health	38
College of Science and Technology	22
Klein College of Media and Communication	10
Tyler School of Art and Architecture	16
TOTAL	**118**

Faculty Panel session in our TECH 109 Space.

TABLE 10: MATRICULATED GRADUATE STUDENTS WHO COMPLETED THE CERTIFICATE BY SCHOOL/COLLEGE

School/College	Students
College of Education and Human Development	4
College of Liberal Arts	12
College of Public Health	36
College of Science and Technology	7
Klein College of Media and Communication	8
School of Theater, Film and Media Arts	1
Tyler School of Art and Architecture	13
TOTAL	**81**

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 11: NON-MATRICULATED STUDENT ENROLLMENT IN CERTIFICATE COURSES BY SEMESTER

Term	Course	Students
Summer II 2024	EPSY 8960	9
Fall 2024	EPSY 8985	9
Spring 2025	EPSY 8960	7
Summer I 2025	EPSY 8985	8
	TOTAL	**33**

During the academic year 2024-2025, 16 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate.

WHAT'S COMING IN 2025-2026

ACCESSIBLE TEMPLE

The CAT team and a digital accessibility team from Information Technology Services are collaborating to ensure that Temple University meets the new ADA Web Content Accessibility Guidelines (WCAG) 2.1 by the deadline of April 2026. Much more than a compliance exercise, the goal of Accessible Temple is to proactively develop a culture of inclusion that aligns with Temple's commitment to opportunity, access, and engagement. The CAT team will be offering training in a variety of formats for all instructors on how to make their digital materials accessible. There will also be drop-in clinics and individual consultations to address faculty needs. Instructors who complete the training will earn the Digital Accessibility in Instruction Micro-Credential. Those who participate in enhanced activities offered by the CAT will earn the Digital Accessibility Champion in Instruction Micro-Credential.

INED 2026

In response to the success of our 2024 Institute for New Educational Developers, the POD Network leadership offered the CAT first refusal on the next online version of INED in 2026. This unprecedented opportunity provides another chance to work with leaders in our field and help create proficient new practitioners of educational development, fulfilling our strategic goal of establishing the Center as a meeting place for ideas and expanding its presence as a major mover in the field of educational development. We plan to build upon the successful conceptual framework developed for 2024 while leveraging the lessons learned from our first facilitation of the event to produce an even better professional development experience for colleagues new to the profession.

Our Accessible Temple workshops began in the end of the summer.

PARTICIPANT FEEDBACK

"Excellent service provided by the CAT. I have learned so much about the process and how to incorporate exactly what I have been doing for years into a 'research' scholarly output."

"Everyone is SO NICE and so helpful!
It is a distinct pleasure to work with everyone there!"

"This course was fantastic. Being new to teaching I feel like I am leaving more empowered as I begin my journey in the classroom."

"I would like to share with you how appreciative I am that the Japan Campus has access to the CAT. I have taken several CAT courses synchronously online and asynchronously … that directly and immediately influenced my work."

"Thank you for providing practical and memorable ways to improve the way I handle feedback in the classroom."

"I thought this was an excellent workshop to generate thought, bring us back to the "why" and focus on alignment for students."

"I am modeling my course after this one. Great!"

"The INED was wonderful --- informative, engaging, and exceptionally well-planned. As a presenter and a participant, thank you for all that you each did to make the time together such a wonderful experience."

"Thank you so much for all the time and effort-- you helped my teaching a lot and saved all my future students from a lot of trouble!"

"My students' learning is better because of CAT."

"The workshop was extremely helpful. I wish each department would make this kind of training mandatory!"

Thank you, and all the CAT faculty and staff, for addressing this need.

"OTI is a great resource for learning how to teach online. It provides helpful training, tools, and support to make online teaching easier and more effective."

"They are effective, friendly, helpful and always ready to provide detailed support with no rush. They are patient with a new learner."

"Thank you for organizing this orientation - I feel supported in my role."

"I think this was my 19th conference. I love starting the spring semester after having attended this conference. It so energizes me and gives me hope."

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