Center for the Advancement of Teaching



ANNUAL REPORT

2025-2026

Temple University
Center for the Advancement of Teaching

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A MESSAGE FROM THE **ASSOCIATE VICE PROVOST & SENIOR DIRECTOR**

This is my final message to you as I step into retirement after June 30. It is a bittersweet time as I both look forward with anticipation to this new chapter, and let go of a role that I have very much loved. The opportunity to work with faculty from across the university has truly been a gift. While colleagues often say to me that they have learned so much from their engagement with the CAT and with me, I can honestly say that I have learned just as much from the colleagues that I have connected with during my almost 11 years leading the CAT. The best part of working at the CAT is the community that we offer, one where faculty can leave their silos to create relationships across disciplines, schools, and colleges. Faculty who participate in CAT programming and events frequently comment that they have found their people, those who are committed to transformative teaching that helps students to grow and succeed. And, of course, the work we do impacts our faculty and every student who sits in their classroom or is mentored by them.

This year, Accessible Temple was a big part of what we accomplished at the CAT. While Accessible Temple was developed to support faculty towards creating accessible digital materials in compliance with the Department of Justice's Web Content Accessibility standards (WCAG 2.1), its greater purpose was to make learning accessible to all students. As we prepared programming to support faculty towards meeting this goal, we were humbled to discover how difficult it can be for students with disabilities to navigate educational experiences. We felt strongly that helping students overcome the often invisible (to those without disabilities) barriers they experience would allow them to reach their potential in every classroom, studio, or clinic. I was never so proud of my team as I was this year as they had to first learn everything they could about accessibility, develop programs and resources to help faculty create accessible courses, and address the anxiety and concerns that faculty had in doing the work necessary to reach the goals of Accessible Temple. And I was never so proud as I was this year of our faculty who took on the challenge and worked to make their courses inclusive for all their students. Kudos to all of you who've made progress towards these worthy goals! Accessibility is essential to creating the kind of equitable learning experiences I know we all desire to offer to our students!

As I leave Temple, I ask you to welcome Dana Dawson, the new Assistant Vice Provost & Senior Director of the CAT, with the warmth and connection you have shown to me over the years. I know she will do great things for Temple! Thank you from the bottom of my heart for your friendship, collegiality, and dedication. I leave knowing how lucky I was to have had the best job at Temple!





Stephanie Laggini Fiore

Associate Vice Provost & Senior Director

MEET THE **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 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 and operations.



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



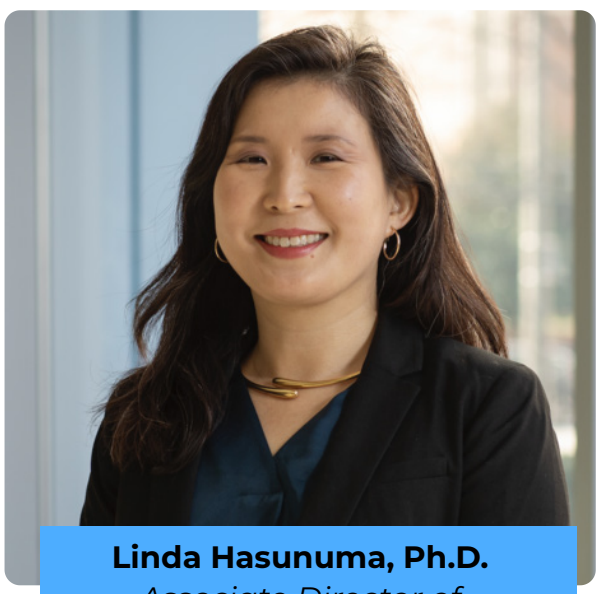
Sreyrath (Sara) Vann, AA
Director of Budget & Operations



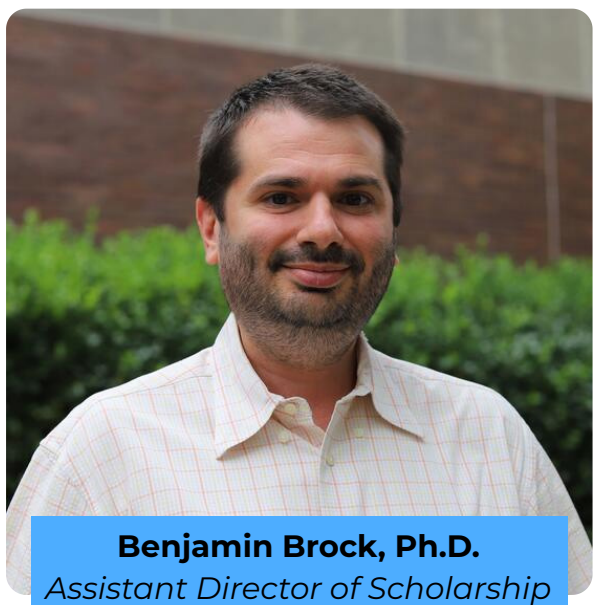
Dana Dawson, Ph.D.
Associate Director of Teaching & Learning



Jeff Rients, Ph.D.
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Linda Hasunuma, Ph.D.
Associate Director of Teaching & Faculty Success



Benjamin Brock, Ph.D.
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Jennifer Zaylea, MFA
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Shawn Ta, B.S.
Lead Educational Technology Specialist



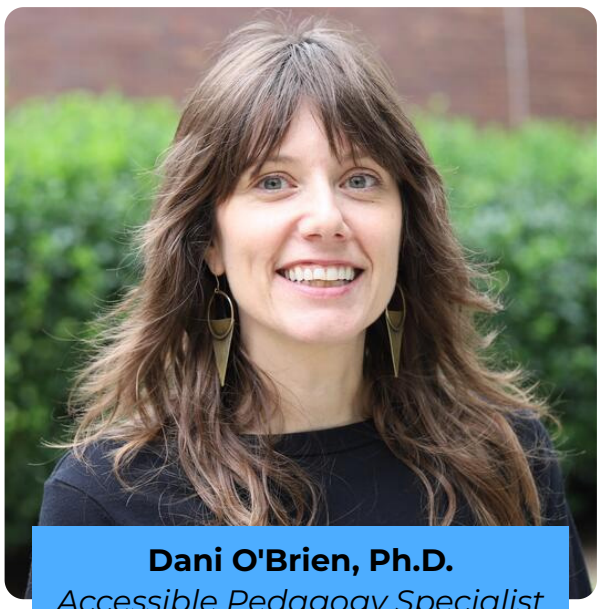
Denise Hardiman, M.Ed.
Manager of Educational Technology Lab Services



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



Elizabeth White Vidarte, Ph.D.
Online Learning Specialist



Dani O'Brien, Ph.D.
Accessible Pedagogy Specialist

STUDENT WORKERS

Faith Oluchi Uzoechi - 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
Penelope Fulwood - Front Desk Assistant
Shah Taskin - Ed Tech Lab Assistant
Sristi Saini - EdTech Lab and Front Desk Assistant
Raida Mahzabeen - EdTech Lab and Front Desk Assistant
Molly Shen - Administrative Assistant
Fei Wu - Accessibility Assistant*

FACULTY FELLOWS

Jessica Babcock, Ed.D., Associate Professor of Instruction and Director of Developmental Mathematics, Mathematics

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

Victor Rizzo, Ph.D., Associate Dean, Graduate Studies and Professor of Biomedical Education and Data Science Aging + Cardiovascular Discoveries Center

Hana Nishiura Stone, M.A., First Year Writing Program and Intellectual Heritage, Director of Teaching Practices at TUJ

***Former Employee**

CAT AT A GLANCE

1010

MICRO-CREDENTIALS ***EARNED***

RESOURCES WEBPAGE
REDESIGNED

1400+

CONFIDENTIAL ***ONE ON ONE***
CONSULTATIONS

HEALTH SCIENCES
TEACHING INSTITUTE
LAUNCHED

ACCESSIBILITY RESOURCES WEBPAGE ***CREATED***

83 TEACHING AND HIGHER EDUCATION ***GRADUATES***

66 CUSTOMIZED ***PROGRAMS***

113 CLASSES PARTICIPATED IN ***SEP***

SIGNIFICANT
ACCOMPLISHMENTS & INITIATIVES

Accessible Temple Initiative

The Department of Justice implemented a new rule under the Americans with Disabilities Act (ADA) establishing the Web Content Accessibility Guidelines (WCAG) 2.1 as digital accessibility requirements for institutions accepting state or federal funds. The initial date the rule was slated to go into effect (April 2026) was pushed to April 2027 in the weeks prior to the original deadline. To provide Temple faculty with the skills and knowledge to achieve digital accessibility in alignment with WCAG 2.1, the CAT added an Accessible Pedagogy Specialist to our staff. We rolled out trainings and resources, including workshops, micro-credentials to recognize completion of training, facilitated asynchronous trainings, blog posts and short informational videos. Accessibility Tuesdays were offered as days in which faculty could drop into a Zoom room or the CAT lab to work on meeting digital accessibility requirements with the support of peers and staff members. 21 Faculty Accessibility Liaisons were identified across Temple's Schools and Colleges. These liaisons worked with CAT staff to share information and design resources. CAT staff collaborated with ITS to address on-going challenges with the implementation of Yuja's Panorama, an application that integrates with Canvas to assess materials for digital accessibility and offer recommendations for remediation. During the past academic year 1103 faculty members and academic support staff have completed at least one digital accessibility training and 900 of these individuals have completed the Digital Accessibility Micro-Credential.

Student Experience Project

For the second consecutive year, the CAT successfully led The Student Experience Project (SEP) for Temple University with the office of the Vice Provost for Undergraduate Education. The SEP is a nation-wide collaborative of university leaders, faculty, researchers and organizations committed to helping faculty implement evidence-based practices to transform the college student experience so that every student feels a sense of belonging and receives the support and resources necessary to persist and succeed.

The CAT planned and facilitated the orientation for 40 faculty participants from across the university and provided logistical support to several faculty leads for two separate Communities of Practice (CoPs) in the fall semester, and several disciplinary CoPs in the spring semester. We liaised between faculty and the nationally administered Project for Educational Research That Scales (PERTS) survey, which provides valuable anonymous feedback and insights into students' classroom experiences and helps faculty make student-centered improvements throughout the year. These surveys were administered in 113 classes, reaching over 5,300 students at Temple University during the 2025-26 academic year.

Student Experience Project- Graduate Teaching Assistants

Graduate teaching assistants (GTAs) play a significant role in teaching at most US higher education institutions, but they often do not receive training or professional development to help them create positive learning environments and improve their teaching. A Community of Practice approach can help GTAs feel confident in using new practices quickly and effectively, cultivate interest in additional training on evidence-based teaching practices, and foster increased collaboration and community among GTAs.

Since early 2026, the CAT has been collaborating with faculty from the College of Science and Technology and the SEP GTA fellow to prepare to launch the SEP GTA track in the Fall of 2026. In February, a six-member team from Temple University, including two CAT team members, attended the SEP Institute. At the Institute, the team learned research-based strategies to improve student belonging and success, practiced using SEP tools and resources, and received coaching from experienced campus leaders in building faculty communities of practice. The Team returned from the Institute with an Implementation Workbook and a Toolkit along with several prescheduled check-in meetings with SEP on the calendar. Working through these documents along with SEP's guidance has set a good foundation for a successful rollout of SEP-GTA in August.

POD Network Competency Framework Adoption

In 2025, the Professional Development Committee of the POD Network—the Professional and Organizational Development Network—launched the Educational Developer Competency Framework. The Framework outlines key knowledge, skills, and values that are foundational to our work and is accompanied by tools and resources to identify areas of development, practice reflection and goal-setting, and track progress over time. This year, the CAT has taken steps to integrate use of the framework into our own practice and self-reflection and to promote adoption of the tool across POD's membership. During our December staff retreat, we conducted an internal training on the framework, used the self-assessment tool to gauge strengths and areas of growth, and set goals for development over the coming year. In July 2026, the CAT will once again host the POD Network's Online Institute for New Educational Developers (INED), a week-long training for faculty and staff who are new to the field of educational development, attended by representatives of institutions nationally and internationally. This year, we have structured INED around the Framework, requesting that facilitators identify relevant knowledge, skills, and values with which their session(s) align. We coordinated a well-attended training for the nearly 50 educational developers who volunteered to facilitate sessions hosted by members of POD's Professional Development Committee closely involved with the development of the tool.

ITHAKA S&R Contributions

AI literacy is becoming an essential skill in higher education as generative AI becomes more widely used. While there is broad agreement that students should learn how to use AI effectively and evaluate it critically, institutions are still working to define what AI literacy entails and how it connects to existing information, digital, and data literacy frameworks. Colleges and universities are looking to integrate AI literacy responsibly into their curricula, with libraries and centers for teaching and learning playing key roles; libraries bring expertise in information literacy while teaching and learning centers contribute innovative pedagogical approaches. The CAT and Temple Libraries have joined dozens of other colleges and universities in the ITHAKA S&R project to research faculty and student AI practices, needs, and priorities with the goal of developing practical strategies for embedding AI literacy into our curricula and helping students engage critically with AI in academic, professional, and civic contexts. We are in the midst of this exciting project and are looking forward to continuing to engage with our partners at the library as we work to accomplish this important endeavor.

Teaching in Higher Education Certificate Updates

This academic year, the CAT implemented two significant updates to the Teaching in Higher Education Certificate. EPSY 5987: Teaching in Higher Education Practicum was launched as a 0-credit course. Previously, graduate students would complete the Teaching in Higher Education Practicum as the final step of the Certificate. However, because there was no accompanying course, it did not appear on transcripts. As of fall 2025, students now register for the Teaching in Higher Education Practicum (EPSY 5987), which appears on their transcript and streamlines tracking of Certificate completion.

A second accomplishment was creating a pathway for Temple Japan faculty members to register for the Certificate. CAT staff collaborated with Temple Japan staff to design a process by which Temple Japan faculty members may use tuition benefits to enroll in Certificate courses. A faculty member was able to successfully navigate the process and enroll in the Certificate.

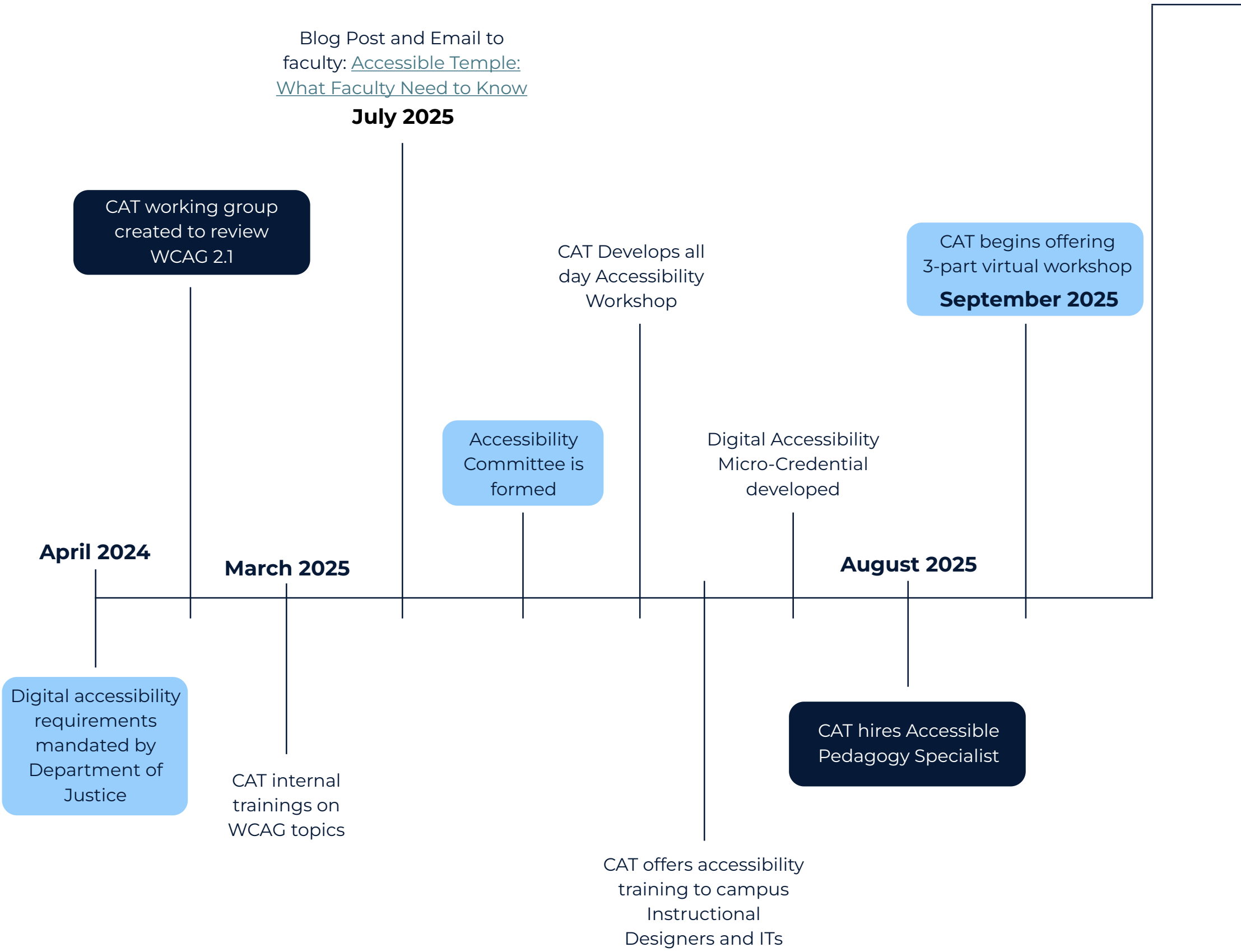


Accessible Temple Timeline

In April 2024, the U.S. Department of Justice updated Title II of the Americans with Disabilities Act (ADA) to require that state and local government web content and mobile apps meet the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standard. To help faculty prepare to meet these requirements, the Center for the Advancement of Teaching launched the Accessible Temple initiative.

The goals of Accessible Temple are:

- to proactively develop a culture of inclusion that aligns with Temple's core values of diversity and inclusivity;
- to ensure a welcoming environment that fosters a sense of belonging and allows everyone to feel they are part of the Temple family; and
- to ensure compliance with the WCAG 2.1 Level AA standard by the compliance deadline of April 26, 2027 (originally April 24, 2026; extended by DOJ in April 2026).



Faculty Accessibility Liaisons established

November 2025

1-hour Workshops on Accessible PDFs, PowerPoints, and Word Documents

January 2026

Complex Visual Materials Working Group formed

Accessibility Tuesdays begin

December 2025

March 2026

Asynchronous Facilitated Course now offered

Accessibility Resource Webpage published

Collaboration with ITS, Libraries, Legal; Preparing for Accessibility in Non-Academic Activities

Accessible Temple Complex Materials Committee deferral process finalized

Strategies for Making Complex Visual Elements Accessible

Future

Ready, Set, Accessibility tutorial

Complex Visual Materials 1-hour workshop

SUPPORT FOR **TEACHING AT TEMPLE**

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 2018-2019 to 2025-2026

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
10,029	11,960	21,689	10,049	11,730	14,742	12,630	13,314

Table 2: Total individuals served from 2018-2019 to 2025-2026

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
2,730	3,118	3,650	2,448	2,742	2,951	2,938	2,668

Table 3: Individuals Served by Role 2025-2026

Affiliation	Total Individuals	Total Contacts
Faculty	1,908	10,953
Administrators	298	953
TA/RA/Grad Students/Students	355	1,229
External Guest/ Unknown	107	181
Total	**2,668**	**13,314**

Table 4: Faculty Served by Position 2025-2026

Position	Total Faculty Contacts	% Served by Position
Tenured and Tenure-Track	2,441	22.29%
Non-Tenure Track	4,697	42.88%
Adjunct	3,815	34.83%
Total	**10,953**	**100%**

Table 5: Individuals Served by Department/School/College 2025-2026

Position	Individuals Served
Beasley School of Law	88
Boyer College of Music and Dance	83
College of Education and Human Development	135
College of Engineering	113
College of Liberal Arts	377
College of Public Health	251
College of Science and Technology	240
Fox School of Business and Management	204
International Campuses: TU Rome and TU Japan	142
Kornberg School of Dentistry	78
Lew Klein College of Media and Communication	136
Lewis Katz School of Medicine	218
Libraries	35
Non-Academic Unit	115
School of Pharmacy	76
School of Podiatric Medicine	16
School of Sport, Tourism and Hospitality Management	24
School of Theater, Film and Media Arts	53
Tyler School of Art and Architecture	151
University College	26
External/Unknown	107
Total	**2,668**



Digital Presence

The CAT's digital presence continues to focus on providing practical resources and timely information for instructors. Fifteen articles written by nine contributors were published via our EDvice Exchange blog, primarily focused on the Accessible Temple initiative but also included two articles on A.I. and learning, one on foundational math skills, and one on the productive role of failure in the classroom. In addition, we expanded our YouTube offerings with fourteen new videos across two multi-part series: Accessible Temple (8 videos) and Universal Design for Learning (6 videos). We also released five new episodes of Teaching Together at Temple, our podcast. An entirely new Accessibility Resources section as well as a revamping our general-purpose faculty Resources page constituted the largest of numerous updates to our website.

Users and Pageviews, CAT Website and Selected Pages

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Site Views	54,715	65,959	64,060	88,814	144,117
Total Site Sessions	70,882	85,314	43,030	42,653	65,548
EDvice Exchange Blog (Pageviews)	915	1,201	4,027	4,536	1,947
Resources (Pageviews)	2,118	2,078	1,750	1,954	1,364
Accessibility Resources (Pageviews)	n/a	n/a	n/a	n/a	6,592

Views of CAT Tutorials

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Ready, Set, Zoom	1,833	326	586	639	140
Ready, Set, Panopto	n/a	1,755	2,731	757	689
AI Detector Training Course	n/a	n/a	426	133	64

Social Media Followers by Platform

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Instagram	274	361	444	502	609
Facebook	444	458	467	460	470
YouTube Views	492	856	2,275	6,527	10,537





CAT Website Users, Sessions and Engagement Rate

Month	Users	Sessions	Engagement Rate	Session Length
July '25	2.1K	3.3K	85.20%	2m 55s
August '25	2.9K	5.1K	81.00%	3m 23s
September '25	2.2K	3.4K	82.60%	4m 5s
October '25	4.2K	5.8K	80.50%	3m 11s
November '25	4K	5.2K	84.70%	2m 18s
December '25	3.7K	5K	83.80%	2m 8s
January '26	6.5K	8.1K	84.90%	1m 51s
February '26	3.7K	5.3K	80.60%	2m 55s
March '26	3.7K	5.4K	58.20%	3m 39s
April '26	3.1K	4.6K	45.70%	2m 47s
May '26	5.1K	6K	25.70%	1m 30s
June '26	5.3K	6.1K	20.30%	1m 10s
July '26	2.6K	3.6K	43.90%	3m 6s

General Programs

The CAT offered 204 programs on a wide range of topics related to pedagogy, teaching with technology, and research focused on teaching and learning for Temple faculty, administrators and teaching assistants. The CAT also offers faculty learning communities, teaching circles, and institutes for deeper explorations of topics. In addition, in 2025-2026, the CAT conducted 1,412 confidential one-on-one consultations. 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

- *How Humans Learn: The Science and Stories Behind Effective College Teaching* by Joshua Eyler
- *One Classroom at a Time* by David Gooblar
- *The Anti-Ableist Manifesto* by Tiffany Yu

Teaching Workshops

- Creating an Engaged Learning Community of Students in Asynchronous Courses
- Peer Evaluation Series
- Universal Design for Learning (UDL) 3-Part Series
- Social Annotation
- Zines for Learning and Assessment

Teaching with Technology Workshops

- Adobe Express
- AI Sandbox
- Digital Content Creation-Images
- Panopto Advanced
- Virtual Reality

Technology Trainings

- Organizing and Structuring Content on Canvas
- Canvas New Quizzes
- Creating and Grading with Rubrics in Canvas
- Managing Canvas Courses from Semester to Semester

Faculty Learning Communities

- Community Based Learning
- Meaningful Mentoring
- Teaching and Learning with AI

Custom Programs

In addition to workshops and programs open to all Temple instructors and staff, the CAT provides custom programming upon request. Custom programs are tailored to fit the needs of individual schools, departments, and academic units. In 2025-2026, we created and delivered 66 custom programs that were facilitated online and in person across Temple's campuses. Below is a sample of the programs we offered:

College of Public Health

- Implicit Bias, Managing Confrontation, and De-Escalating Challenging Situations
- AI and Research Lunch and Learn Panel Discussion

College of Liberal Arts

- Intro to Accessibility Training and Resources
- Accessible Video, PowerPoints, and Documents

Fox School of Business

- Teamwork that Works! Improving Student Group Work
- The Scholarship of Teaching and Learning (SoTL): A Micro Introduction

Klein College of Media and Communication

- Introduction to AI for New Instructors

Kornberg School of Dentistry

- The Art of Constructive Feedback in Clinic

Provosts' Teaching Academy

The Provost's Teaching Academy (PTA) is an intensive summer faculty development program where participants study topics such as learning and adult development, integrated course design and assessment, and teaching methods that promote engagement and collaboration.

PTA members are a diverse, multidisciplinary group of faculty members and academic administrators who support excellent teaching at Temple in various ways. They serve as instructors and mentors for graduate students completing Temple's Teaching in Higher Education Certificate. Some PTA members apply their knowledge to leadership and mentoring roles within the university. PTA members also support the mission of the Center for the Advancement of Teaching, facilitating faculty development workshops, leading sessions at the Annual Faculty Conference on Teaching Excellence, and consulting with colleagues to enhance their pedagogy.

The first Academy took place in the summer of 2009. Since then, a total of 298 faculty from across the university have chosen to devote part of their summer to this unique faculty development opportunity.

The following faculty participated in the 2026 Provost's Teaching Academy:

- **Tracy Agostarola**, Assistant Professor of Instruction, Advertising and Public Relations, Lew Klein College of Media and Communication
- **Maryam Alibeik**, Associate Professor of Instruction, Electrical and Computer Engineering, College of Engineering
- **Lauren Burns**, Associate Professor of Instruction, Statistics, Operations, and Data Science, Fox School of Business and Management
- **Whitney Vielka Cabey**, Associate Professor, Emergency Medicine, Lewis Katz School of Medicine
- **Marissa Cavaretta**, Clinical Associate Professor, Pharmacy Practice, School of Pharmacy
- **William B Cook**, Associate Professor of Instruction, Advertising and Public Relations, Lew Klein College of Media and Communication
- **Philip Dames**, Associate Professor, Mechanical Engineering, College of Engineering
- **Geoff DiMasi**, Assistant Professor of Practice, Management, Fox School of Business and Management
- **Candice Frazer**, Director of Advising, Undergraduate & Graduate Affairs, College of Education and Human Development
- **Rob Kuper**, Associate Professor, Architecture and Environmental Science, Tyler School of Art and Architecture
- **Marcella Macaluso**, Associate Professor of Instruction, Biology, College of Science and Technology
- **Joshua Mask**, Assistant Professor of Instruction, Economics, College of Liberal Arts
- **Ryan W. McKee**, Assistant Professor of Instruction, Social and Behavioral Sciences, College of Public Health
- **Catresa G. Meyers**, Associate Professor of Instruction, Criminal Justice, College of Liberal Arts
- **Christine F Mount**, Professor, Physician Assistant Program, Lewis Katz School of Medicine
- **Frank E Nelson**, Associate Professor of Instruction, Biology, College of Science and Technology
- **Dani O'Brien**, Accessible Pedagogy Specialist, CAT
- **William Robinson**, Professor, Biomedical Education and Data Science, Lewis Katz School of Medicine
- **Fauzia Sadiq Garcia**, Associate Professor of Instruction, Architecture, Facilities Management & Historic Preservation, Tyler School of Art and Architecture
- **Katie N Smith**, Associate Professor, Policy, Organizational and Leadership Studies, College of Education and Human Development
- **Dorothy Stringer**, Professor of Instruction, First Year Writing Program, College of Liberal Arts

Special Events

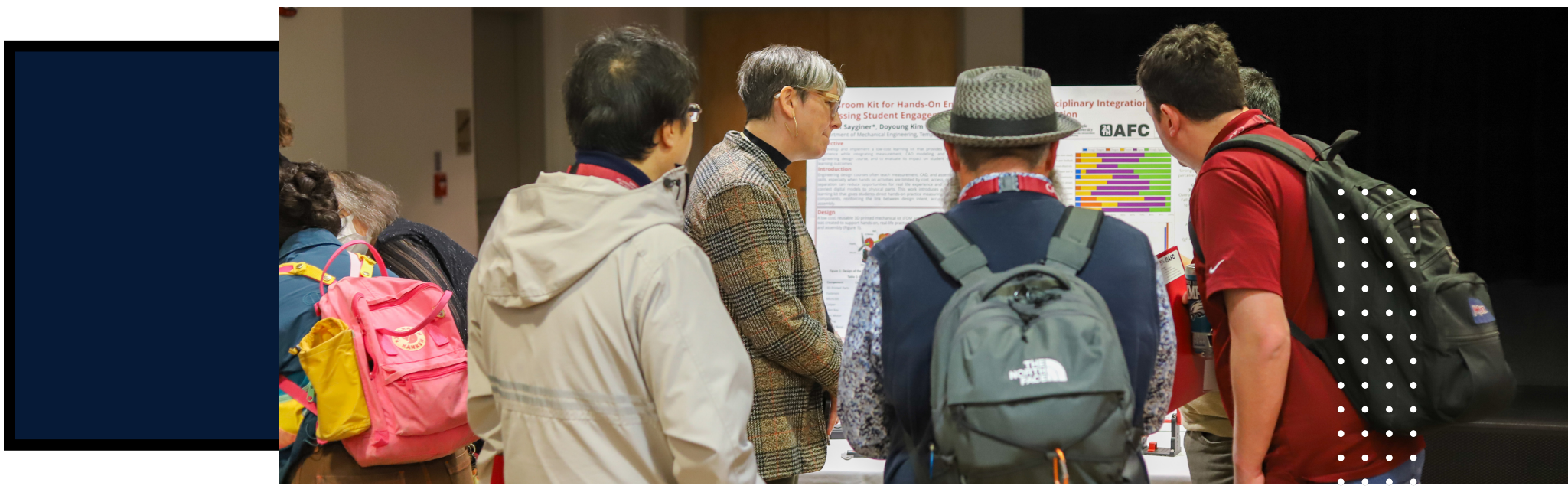
Over the past year, the Center for the Advancement of Teaching hosted a dynamic lineup of special events aimed at fostering teaching excellence and promoting the thoughtful integration of educational technology at Temple. Some of these offerings also welcomed faculty from across the region and beyond,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

Annual Faculty Conference

The 24th Annual Faculty Conference on Teaching Excellence, held on January 7-8, 2026, in the Howard Gittis Student Center, drew 209 individual educators from Temple and institutions across the region. The theme for this year's conference was *Keeping the Promise: Building Academic Bridges to Support Student Success*, featuring keynote speaker Joshua Eyler and plenary speaker Tia McNair. Activities included workshops and breakout sessions, lightning talks, a teaching innovation exhibition, which also included a resource fair with representatives from Disability Resources and Services, TechOWL, Wellness Resource Center and the Essential Needs Hub.

TA Orientation

On August 20, 2025, 108 new Teaching Assistants gathered in Mazur 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 2026 STEM Educators' Lecture, *Teaching for Meaning and Purpose: Preparing Students for Civic Engagement and Participation*, was hosted on March 31, 2026 in Shusterman Hall with 20 internal and external faculty members in attendance. Our guest speaker was Bryan Dewsbury of Florida International University. This talk reviewed the pedagogies that not only positioned students for academic success, but for a life of meaningful engagement with society.

New Faculty Orientation

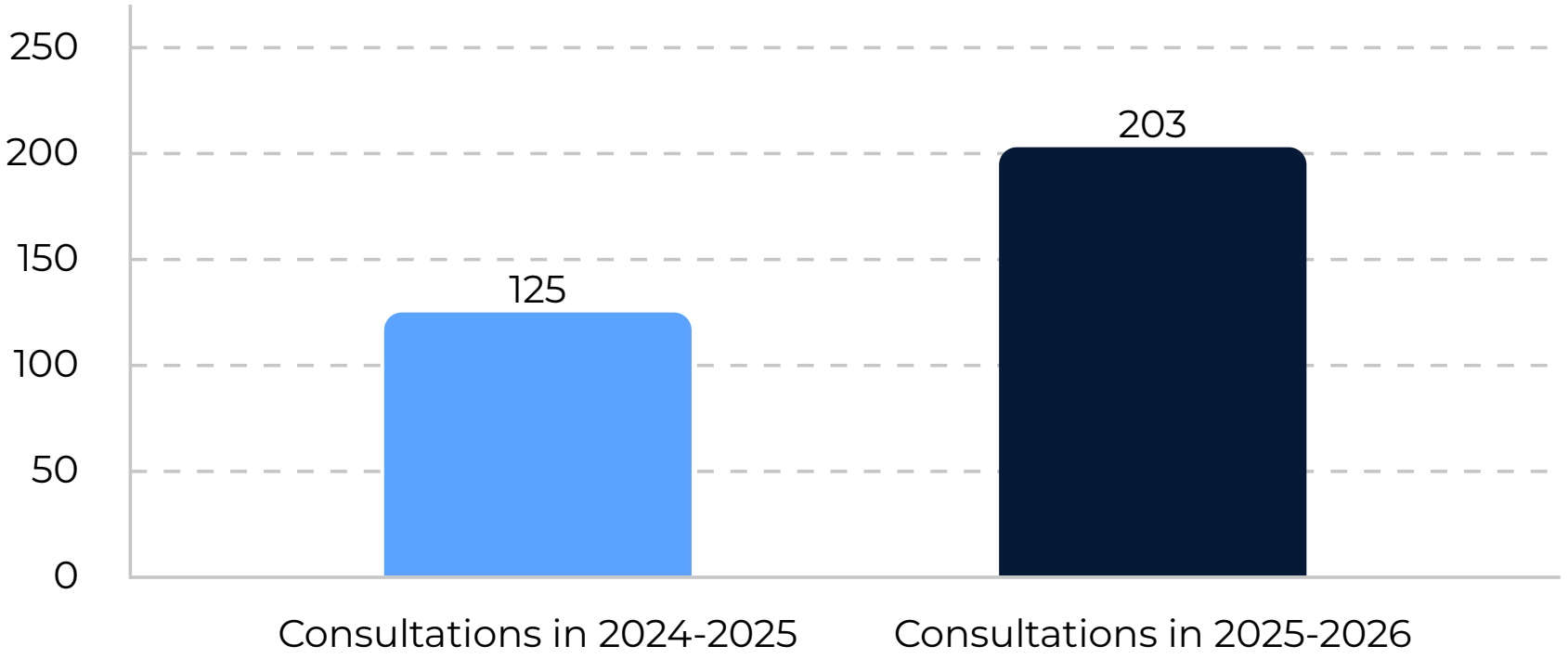
In partnership with the Office of the Vice Provost for Faculty Affairs, the CAT hosted its annual orientation for new full-time Temple faculty on August 18, 2025, in Shusterman Hall. 44 newcomers attended this orientation, which included sessions on university resources and opportunities, table talks with seasoned Temple faculty, and a workshop on evidence-based teaching practices, emphasizing strategies for serving Temple's diverse student body.

Health Sciences Teaching Institute

The CAT launched the Health Sciences Teaching Institute in collaboration with a planning committee representing Temple's health sciences colleges and schools. The inaugural institute on November 13, 2025 welcomed 57 attendees, while the second institute on June 15, 2026 drew 70 attendees. Sessions addressed topics including curricular challenges, information literacy, clinical feedback, small group learning, assessment design, and student engagement. Following the success of its first two offerings, the Health Sciences Teaching Institute will become an annual June event.

Scholarship of Teaching and Learning

We continue to evolve the infrastructure, resources, and programming that support faculty engaged in the Scholarship of Teaching and Learning (SoTL). One of the clearest and most exciting indicators of SoTL growth this year has been the substantial increase in one-on-one consultations (203), which is a roughly 60% increase compared to the previous year. These consultations provide faculty with individualized guidance on research design, project development, assessment strategies, and IRB processes. The increase reflects both growing interest in SoTL and the value faculty place on personalized support throughout the research process. Another key area of growth has been the continued development of the Umbrella IRB. We have also increased collaboration across the university through outreach to additional academic units and campuses like Temple Japan and Temple's Graduate School, creating new opportunities for partnership and engagement in SoTL initiatives. In addition, we continue to contribute to the broader teaching and learning community through scholarly dissemination, internal research initiatives, and grant collaborations like a recently submitted National Science Foundation grant in partnership with Temple's College of Engineering and College of Science and Technology. Together, these efforts demonstrate our commitment to fostering a university-wide culture of scholarly, reflective, and evidence-informed teaching. As we continue to refine and reorient our SoTL services, we welcome feedback from faculty and staff on how we can best support their goals. Your input helps us create more meaningful opportunities for collaboration, mentorship, and professional development, and we look forward to continuing to serve the evolving needs of our SoTL community.





Scholarship and Service to 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 the broader academic ecosystem by serving as peer reviewers for conference proposals and journal submissions, serving on editorial boards, and holding leadership roles in professional organizations, and we pursue, manage and support grants focused on innovative teaching initiatives, further expanding our contributions to the field of higher education and research.

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.
- **Accessible Technology Compliance Committee**: Develops guidelines and standards related to Temple's Accessibility of Information and Technology Policy and manages exception requests.
- **Associate Deans for Faculty Affairs Committee**: Monthly meeting of Associate Deans across the university.
- **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.
- **Graduate Faculty Mentoring & Stewardship Awards Committee**: Reviews nominations and selects recipients for the Award for Outstanding Graduate Mentorship and the Excellence in Graduate Stewardship Award, recognizing faculty who demonstrate exceptional commitment to graduate student mentoring and the development of graduate training programs.
- **First Scholar**s: 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.
- **Katz Strategic Planning Education Innovation**: Planning for LKSOM's strategic plan around education and development of an Education Innovation Center at Temple.
- **Middle States Working Groups**: Supporting collection of materials for reaccreditation by the Middle States Commission on Higher Education.
- **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.
- **Student Experience Project Leadership Committee**: Provides leadership for Temple's participation in the national Student Experience Project, advancing evidence-based practices that strengthen students' sense of belonging, improve classroom experiences, and support student success.
- **Syllabus Policy Group**: A monthly committee working on revisions to Temple's Syllabus Policy for faculty.
- **Temple University AI Committee**: A monthly university-wide committee working on the development of training and resources on the use of AI.

Presentations

- Brock, B.; Fiore, S.; Rients, J. (2025) The Student Oriented Active Redesign (SOAR) Project: A Proactive Approach to Course Redesign Via a Complex System & Role-Identity Frame
- Dawson, D.; Bhave, R. (2025) Everybody is a Data Person: Exploring your Data Identity, POD Network Annual Conference, San Diego, CA.
- Fiore, S.; Moerer, E. (2026) Driving Impact Together: Collaborative Success Stories from CTLs and Undergraduate Vice Provosts. 2026 Undergraduate Education at Research Universities (UERU) Annual Conference, Washington, D.C.
- White Vidarte, E. J. (2025) Mixed Metaphors: The inside/outside the box neurodivergent ed developer, POD Network Annual Conference, San Diego, CA.
- Zaylea, J. (2025). New Accessibility Requirements. University Film and Video Association Conference, Prairie View, TX.
- Zaylea, J. (2025). New Media Project Presentation. University Film and Video Association Conference, Prairie View, TX.

Service to the Field

- Fiore, S., Member. (2025). Undergraduate Education at Research Universities.
- Zaylea, J., New Media Chair. (2025, 2026). University Film and Video Association.

Teaching and 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 (EPSY 5987) 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, 1,006 graduate students have earned the Teaching in Higher Education certificate. In the 2025-2026 academic year, the Teaching in Higher Education Seminar was offered across 6 schools and colleges for a total student enrollment of 120 graduate students (Table 9). This academic year, 83 graduate students completed the Teaching in Higher Education Certificate (Table 10).

Table 9: Matriculated Graduate Student Enrollment in the Teaching in Higher Education Seminar (8985) by School/College

School/College	Students
College of Education and Human Development	3
College of Liberal Arts	17
College of Public Health	63
College of Science and Technology	19
Klein College of Media and Communication	5
Tyler School of Art and Architecture	13
Total	120

Table 10: Matriculated Graduate Students Who Completed the Certificate by School/College

School/College	Students
College of Education and Human Development	3
College of Liberal Arts	6
College of Public Health	41
College of Science and Technology	16
Klein College of Media and Communication	7
Tyler School of Art and Architecture	10
Total	83

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 2025	EPSY 8960	6
Fall 2025	EPSY 8985	7
Spring 2026	EPSY 8960	6
Spring 2026	MMC 8985	1*
Sumer I 2026	EPSY 8985	10
	Total	30

During the academic year 2025-2026, 12 faculty and aspiring faculty from around the region and beyond earned the Teaching in Higher Education Certificate.

*This number includes one student who was enrolled in MMC 8985 whose Degree Program is listed as Teaching in Higher Education Certificate.

VISION FOR THE **FUTURE**

Provost's Teaching Academy and Seminar in Teaching in Higher Education (EPSY 8985) Update

The Provost's Teaching Academy (PTA) is the CAT's flagship summer program, an advanced six-week teaching institute with a competitive application process. Graduates of the programs form the nucleus of CAT's champions for change in units and departments throughout Temple. Additionally, graduates from PTA are often recruited to teach 8985, the Teaching in Higher Education seminar, the first course in our Teaching in Higher Education Certificate (THEC), because the curriculum for 8985 is designed to parallel the PTA lesson plans. There have been incremental changes to the PTA curriculum since its inception in 2009, including substantive format changes for the 2021 cohort, when PTA was offered online due to COVID. For Fall 2026 we are planning a more comprehensive review of PTA and significant revisions based upon developments in the scholarship of teaching and learning. We intend to run a revised PTA in the summer of 2027, with a revised 8985 curriculum to shortly follow. Although the CAT will lead the revision process, we will consult with past PTA graduates and THEC participants, current THEC instructors, and educational experts on campus.

Fundamentals of Teaching in Higher Education Curriculum

Building upon the work carried out updating PTA and THEC curricula, we will develop a Fundamentals of Teaching in Higher Education workshop series that will be scheduled on a predictable cycle each fall and spring. This will ensure that faculty members who join Temple as new hires or graduate students and are not able to take advantage of PTA or the Certificate can receive support learning and implementing evidence-based best practices for elemental aspects of teaching such as course design, leading class sessions, delivering course content, assessing student learning, and effectively providing feedback.

SYL Pilot

A multi-unit team composed of personnel from Academic Affairs, Technology Support Services, and CAT will be rolling out a pilot program for CourseLeaf SYL, a tool which integrates course syllabi into Canvas and draws data directly from Banner. SYL will build on the work previously done by the CAT in producing a university syllabus template. Once fully implemented, faculty who choose to use SYL will find much of the administrative work of the syllabus done for them; all relevant Temple policies will be automatically populated into their syllabus, as well as school/college level syllabus language and all course specific data such as title, section, meeting place and time, etc. After the first semester of full implementation, instructors will be able to copy syllabi from previous semesters, which will auto-update to account for the new course information as well as any revised policies. As a result, instructors will find it easier than ever to produce syllabi that meet all policy requirements while still retaining control over the general shape of their individual courses. Administrators will also find it easier to collect, review, and archive syllabi. SYL will be piloted in Spring 2027 in anticipation of a general roll-out in Fall 2027.

Institute for New Educational Developers (INED) 2026

In August 2026, the CAT will partner with the POD Network to welcome new educational developers from around the country and the world to participate in the 2026 Online Institute for New Educational Developers. The Institute will center POD's new Educational Developers Competency Framework. Experienced educational developers from national and international institutions have volunteered to facilitate sessions that align with varying elements of the framework.

Mentoring Resource Development

In the coming year, we will develop a mentoring resource for faculty who take on mentoring roles without formal preparation, grounded in current models that treat mentoring as a network of relationships and reciprocal exchange rather than a one-way transfer of knowledge from senior to junior. The resource will help participants articulate their own mentoring goals and statements, establish clear agreements and expectations, and adapt their approach to the level of the relationship, whether undergraduate, graduate, postdoctoral, or peer, with attention to cultural and generational difference. We aim eventually to offer this as a self-paced module, supporting an often-overlooked dimension of retention for faculty and students alike.

PARTICIPANT **FEEDBACK**

Thank you for answering the call of a non-tech-savvy teacher who normally prefers writing on stone to Canvas. You were both so kind and patient, made me feel so comfortable and welcome, and helped so quickly, I suddenly felt as if I were in Canvas Heaven.

CAT has been so instrumental in developing me as an educator

Thank you so much for all of your help and guidance with my materials this fall. I have no doubt it made a difference!

loved the opportunities to engage with my peers and learn from them;
the feedback from course instructors, too, was very motivating and very helpful!

From the moment I stepped on campus, the CAT was there to help me learn how to teach.

The entire CAT staff has been incredibly supportive in helping me develop and improve my teaching.

I liked the book so much that I suggested it for our college-wide book club

CAT was my lifesaver right from the start -
I have spent so many hours over the last 15 years getting help from your fantastic team -
in all aspects of teaching and student mentorship.

This course exceeded my expectations. I am ready to tackle the planning.

I appreciate the examples shown by the presenter as well as the many questions posted in the chat in which the presenter responded.

Very informative and helpful!

Grateful for the knowledge and skill of our instructor

This course had a lot of practical takeaways and chances to practice what was being taught. I appreciated the balance between the theory/concepts and practice/practical tips.

I've already used what I learned to make a Canvas tour video for my first year writing course!

I appreciated the mix of interactive material as well as explanation and unpacking of concepts. It was very engaging

I am grateful such workshops are offered! It is powerful when faculty can come together to learn and improve as instructors.

I really enjoyed the experience to learn from other faculty trying out ungrading and would love another chance to connect with them and others soon.

It was a very helpful course for learning new things, practicing skills, and accessing resources.

So this Lindback Distinguished Teaching Award is really a **reflection** (and an outcome) of how CAT supports the faculty here at Temple, to meet students' needs and meet the university mission.

I found the hands-on remediation exercises to be extremely useful, especially following the relevant how-to videos. Additionally, I appreciate the organization of the course and how the curriculum progressed from fundamental concepts to more complex topics.



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