

College of Education  
and Human Development



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Student Success: Rooted in Philadelphia, Impacting the World

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# MESSAGE FROM THE DEAN

Temple is Philadelphia and Philadelphia is Temple. Welcome to the 2025-2026 academic year! At the College of Education and Human Development, we continue grounding our work in our shared vision and mission, producing positive outcomes for the communities we serve. Those communities begin in North Philadelphia and extend to our global campuses in Rome and Japan, as well as our collaborative program with Church Teachers College in Jamaica.

This year's annual report demonstrates how our strategic priorities, which emphasize student success, curriculum, teaching and research, and community engagement, are at the core of who we are and who we aspire to be. The Temple CEHD brand of student success amplifies engagement with and in communities, research opportunities with support from world renowned faculty, career and experiential education, and leadership and advocacy from an equity-focused lens.

We are investing in our local community with intentionality, targeted investments and active engagement. Our Partnership Schools Network, Psychoeducational Clinic, centers and institutes represent scholarship in action and exemplify how we bridge research and practice. Together, we can ensure that everyone has access to an outstanding education.



Monika Williams Shealey, PhD  
Dean and Professor

 @templecehddean



**RANKED 40<sup>TH</sup>**

2025 Best Graduate Schools of Education  
U.S. News & World Report

UP 8 SPOTS



## STRATEGIC ACTION PLAN UPDATE

In our first implementation year, we have already made significant strides and measurable progress in enacting the college's Strategic Action Plan (SAP), thanks largely to the commitment and creativity of our faculty, staff and students. Guided by five strategic priorities, our community has advanced dozens of initiatives that are transforming the college from within while deepening our connection to the communities we serve.

**We strengthened internal culture and operations with more than 70 community-building events and launched new communication strategies to better engage constituents. Student success initiatives included the debut of our inaugural Holmes Scholars cohort, implementation of an Early Alert System supporting dozens of students and enhanced midterm reporting.**

**In curriculum and research, we drafted teaching excellence criteria, expanded peer observation practices, and enhanced faculty research capacity through targeted support and collaboration. We also completed five successful faculty searches, emphasizing inclusive hiring practices.**

**Our centers and institutes, including the Institute on Disabilities and the newly developed Center for Reimagining Excellence, Access and Transformation in Education (CREATE), are increasing our external impact. We have strengthened community partnerships through faculty grants, engagement mapping and the establishment of the Partnership Schools Network. Our collective work supported Temple's Community Engagement Carnegie Classification application. Temple is included among 21 universities across the nation to receive both Research 1 (R1) and Opportunity College and University (OCU) designations in the 2025 Carnegie Classifications.**

These collective achievements reflect the power of shared leadership and values-driven action. Special thanks to the members of the Strategic Action Planning Advisory Committee and our dedicated Priority Area Leaders (PALs) for their guidance throughout this process.

We are excited to sustain this momentum and continue building a more inclusive, community-centered college.



PLACE-BASED WORK

Teacher education sites host students in the elementary, middle, secondary, and special education programs, as well as career and technical education students. They provide a variety of classroom experiences including observing and assisting, small group instruction, practicum and student teaching. The placement sites are primarily in urban public schools, but they also include suburban schools, urban and suburban charters, and museums.

Clinical training sites host students in counseling psychology, school psychology, human development, applied research and related programs, providing a range of practicum and internship experiences. These placements include opportunities for students to engage in supervised clinical work such as assessment, individual and group counseling, case management and community outreach. Sites span a variety of settings, including mental health clinics, K-12 schools, hospitals and non-profit organizations. Many of these placements are located in Philadelphia and its surrounding areas, offering students the opportunity to work in diverse urban and suburban communities.

Additionally, our community partners reflect local, regional and national organizations that we collaborate with to provide youth programming and family resources at every entry point in the PreK to 12th grade pathway to college and career. The college works with our partners to create a seamless continuum of services for the collective impact of student and family success.



OVER 100 NON-PROFIT PARTNERS

COLLEGE ACCESS AND READINESS  
DISABILITY SERVICES AND RESOURCES  
EARLY CHILDHOOD EDUCATION  
MENTAL HEALTH AND WELLNESS  
COMMUNITY SERVICE  
OUT-OF-SCHOOL TIME EDUCATION  
FAMILY/CAREGIVER RESOURCES

AND +

EXAMPLES

- Behavior Interventions, Inc.
- Beyond the Bars
- CHOP Center for Autism Research
- FathersRead365
- Heights Philadelphia
- Norris Afterschool Program
- The E.A.R.T.H.S.
- William Way LGBT Community Center

OVER 25 PRIVATE CORPORATIONS & FOUNDATIONS

- LaTonya McCurry Counseling Services
- Steps to Recovery
- The Willow Wellness Center

OVER 275 PUBLIC SECTOR PARTNERS

INCLUDING MORE THAN 200 SCHOOLS + 15 DISTRICTS

Academy at Palumbo, Bache-Martin School, Baldi Middle School, Bensalem Township High School, Building 21, Cheltenham High School, Colonial Elementary School, Gilbert Spruance School, Mary McLeod Bethune Elementary School, Paul L. Dunbar Elementary School, Samuel Fels High School, Strawberry Mansion High School, Tanner G. Duckrey Elementary School; the School District of Philadelphia; Collingswood, Colonial and Souderton Area school districts; and organizations like the Delaware County Intermediate Unit and Hope Partnership for Education

## BY THE NUMBERS

### ENROLLMENT, 2024-25 ACADEMIC YEAR

782

TOTAL UNDERGRADUATE  
STUDENTS

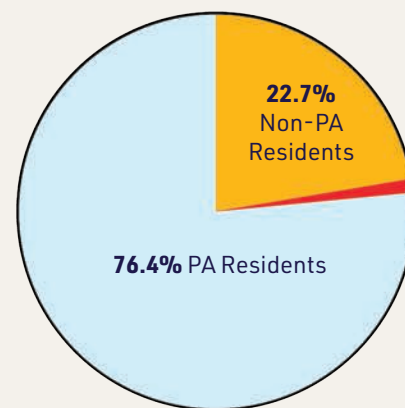
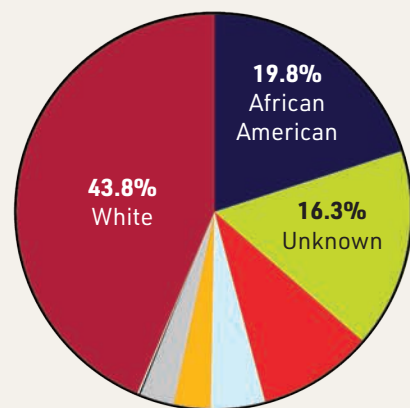
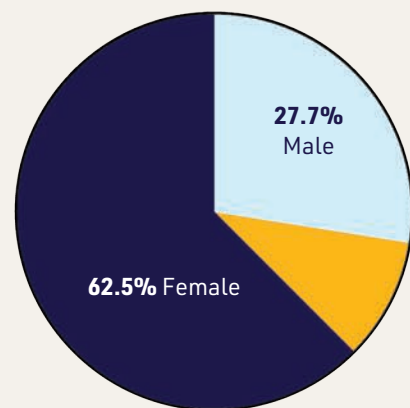
929

TOTAL GRADUATE  
STUDENTS

1,711

TOTAL STUDENTS

### STUDENT POPULATION



### FACULTY 24-25 ACADEMIC YEAR

21 <sup>29</sup> TENURE-TRACK  
FULL-TIME NON-TENURE-TRACK

### ACADEMIC PROGRAMS AVAILABLE AS OF FALL 2025

10 UNDERGRADUATE  
29 GRADUATE  
26 NON-DEGREE CERTIFICATE

TOTAL RESEARCH EXPENDITURES,  
2023-24

\$15,479,414

### ALUMNI AND GIVING, FISCAL YEAR 2025

53,000+ LIVING ALUMNI  
CONTRIBUTED REVENUE: \$1,065,384.66

## NEW PROGRAMS, ENHANCED DELIVERY

For over a century, Temple University's College of Education and Human Development (CEHD) has been a national leader in preparing educators to meet the evolving needs of diverse learners. Rooted in evidence-based practice and driven by a commitment to equity and innovation, the CEHD continues to reimagine how to address the urgent challenges facing the education workforce.

This year, the CEHD launched a portfolio of short-term, flexible graduate certificates designed to expand access to the profession and strengthen the PK-12 pipeline. These programs focus on high-need areas—including middle grades, science, world languages and special education—and integrate online and virtual learning with immersive, on-site field experiences. This model offers scalable, responsive solutions for preparing educators who are ready to lead in today's classrooms.

Looking ahead, the college is executing a bold, multi-year strategy to expand its national impact through high-quality online programs. New and enhanced delivery options for programs in applied behavior analysis, English language teaching, special education, and urban education and policy are designed to meet the demands of a rapidly changing educational landscape. These programs are powered by world-class faculty, cutting-edge research, and innovative pedagogy that equips educators and leaders with the tools to drive meaningful change.

Guided by its vision of a world where all people have access to an outstanding education, Temple's CEHD will continue to explore new models of collaboration, innovation and impact, and build a stronger, more inclusive future for educator preparation—one that meets the moment and shapes what's next.



FACULTY RESEARCH

Our faculty are scholars who are deeply engaged in place-based research that centers community voices and the lived experiences of local residents, particularly in Philadelphia.

Avi Kaplan is spearheading a collaboration with the Wagner Free Institute of Science to create embedded evaluation models for hands-on science education in North Philadelphia K-8 schools. His work represents a localized and participatory approach to educational assessment. Similarly, Linn Posey-Maddox investigates racial and economic inequalities in urban neighborhoods and schools, emphasizing the power of parent and community collaboration reaching beyond educational outcomes.

Our community-centered work impacts learners and educators of all ages. Xu (Lilya) Jiang is studying how children’s mindsets develop in social contexts, including schools, and is developing teacher training to improve classroom management and reduce burnout. Di Liu studies how generative AI and immersive VR can enhance teaching and teacher education; he also leverages educational theory to develop and improve AI models. Katie Smith’s interviews with student teachers in Pennsylvania and New Jersey offer insight into how compensation programs influence access to teaching careers, especially in underserved areas.

The common thread: a commitment to integrating community voices into academic practice. Whether through partnerships with local institutions, community co-teachers, or in-depth field interviews, CEHD faculty scholars are reshaping education through research that is grounded in place, experience and equity.



Avi Kaplan



Linn Posey-Maddox



Xu (Lilya) Jiang



Di Liu



Katie Smith

WELCOME NEW FACULTY



**Ray Ankrum**  
*Associate Professor of Instruction*  
Policy, Organizational and Leadership Studies



**Delishia Pittman**  
*Associate Professor*  
Psychological Studies in Education



**James Wright**  
*Associate Professor*  
Policy, Organizational and Leadership Studies



**Thais Council**  
*Assistant Professor*  
Teaching and Learning



**Adrienne Robertson**  
*Assistant Professor of Instruction*  
Psychological Studies in Education

STUDENT SUCCESS: ROOTED IN PHILADELPHIA, IMPACTING THE WORLD



True to Russell Conwell’s founding of our institution, the College of Education and Human Development (CEHD) is mining the acres of diamonds in our own backyard. With a focus on community neighborhoods, the college has strengthened its relationship with the School District of Philadelphia (SDP), and through collaboration with school leaders and teachers, we continue to offer rich experiences for engagement with K-12 youth as our students participate in fieldwork, internships and volunteerism.

In addition to the SDP, CEHD students are actively involved in fieldwork across a variety of community organizations throughout the city and the region. Place-based work extends across the globe with study abroad opportunities through partnerships with Temple University Rome, Japan and specialized programs in Spain.

CEHD students don’t wait for tomorrow to make an impact—they are transforming their communities and the world now. While engaged in hands-on learning and research, they are celebrated as thought leaders advancing the field.

This year’s graduation undergraduate student speaker, Aayushi Doshi, began her Temple experience through the Temple Rome Entry Year (TREY) program. She described the experience as transformative—showing that learning happens everywhere and that history comes alive when students walk through it. The CEHD also celebrated graduates who earned master’s and doctoral degrees in educational leadership through our partnership with Church Teachers’ College in Jamaica.

We celebrated our inaugural Holmes Scholars with the American Association of Colleges for Teacher Education (AACTE). Doctoral students Latesha Watson and Alexis Washington attended the pre-conference at the AACTE annual meeting, engaging in workshops, roundtable discussions and dissertation competitions.

Julie Waylin McIntyre, PhD candidate in urban education, was the 2025 winner of the CEHD 3M Thesis Competition. Her topic was titled “Our Capacity to Cope: Educator Experiences in Trauma-Informed Urban High Schools.” McIntyre is a social studies/ESOL teacher and Newcoming Learning Academy Coordinator at Franklin High School in Philadelphia. Her work focuses on providing services for recently arrived immigrant students.

Whether in North Philadelphia or across the globe, CEHD students are living our values—driving change, creating connections and leading with purpose.