



# CITI ANNUAL REPORT 2020-2021

Winston-Salem State University

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# INTRODUCTION

The Center for Transformative Innovation and Transformative Instruction (CITI) at Winston-Salem State University in Winston-Salem, NC, is the teaching and learning/faculty development commons for faculty resources, support, and technology integrations for their courses. CITI was founded in 2017 as a reorganization of the teaching and learning space called CETL. Currently, CITI has worked on numerous faculty collaborations, projects, and programs. Located in O’Kelly Library on campus, CITI offers many services to faculty, and these will be highlighted in this report. The past academic year was an anomaly for most institutions of higher education, and CITI was thrust into hurriedly supporting our faculty with online instruction during the Pandemic/Covid 19 Year. Many of our services went 100% online, and our workspace became remote. Production and quality were not interrupted.

## Mission

CITI will promote the highest quality education for students by fostering a culture of innovation, transformation, creativity, collaboration, and continuous improvement in teaching and learning. We provide programs and services for all instructional personnel (tenured, tenure-track, non-tenure, clinical, adjunct, staff, and teaching assistant) that are grounded in research and best practices in higher education instruction. By partnering with faculty, staff, and administrators, we can collaboratively build a forward-thinking liberal education experience that promotes the university’s five tenets of social justice and the academic disciplines. In addition, a liberal education experience immersed in 21st century digital learning environments provides a foundation and springboard for our students that assists in their becoming leaders and visionaries who positively impact society.

## Vision

CITI will lead and support innovative teaching that transforms learning for the success of 21st century students in our local, regional, national, and global college campus communities. Woven within and at the heart of the center’s programming and services is an emphasis on liberal education, social justice, and equity.

## Staff Members

- Dr. Wanda White, Director
- Dr. Bart Ganzert, Senior Faculty Development Specialist
- Dr. Antionette Moore, Faculty Technology Specialist

- Dr. Jeremiah Shipp, Faculty Development Specialist
- Ms. Lelia O'Neal, Interim University Program Specialist

# SERVICES

Faculty at Winston-Salem State University come to the CITI to receive guidance and resources for teaching effectively and efficiently. During 2020-21, CITI offered a variety of services ranging from one-on-one consultations, online course development, online learning institutes, hybrid online boot camps, Canvas training, Midterm Assessment Plans (MAPs), online and hybrid online Faculty Learning Institutes (FLCs), Quality Enhancement Plan (QEP), Undergraduate Scholarship in the Humanities Cohorts (Mellon Grant), Math Pathways, and Teaching, Development and Travel Grants.



# MAJOR PROJECTS

## SACSCOC

SACSCOC is the governing accreditation body for higher education institutions in the Southeast United States. As part of its 10-year review of standards, WSSU had its SACSCOC Review scheduled in February 2021. CITI provided evidence for standards relevant to distance education, the QEP, and faculty development.

## One-on-One Consultations

CITI offers the Winston-Salem State University faculty confidential, individual consultations with personalized support for teaching and scholarship. In these sessions, a CITI team member will identify a faculty needs and provide him/her with relevant feedback, resources, and guidance to support his/her work. CITI continued to offer faculty consultations in 2020-21 using virtual meetings via Zoom or through phone consultations.

For example, some of the most common one-on-one consultations topics are listed below:

- Design or redesign a course or syllabus.
- Develop effective online courses using the Quality Matters model.
- Implement culturally responsive teaching and assessment.
- Develop measurable outcomes using the Backward Design model.
- Develop assessments and rubrics to measure and provide feedback on student learning.
- Develop and integrate instructional technology efficiently into a course.

## Online Course Development Project (OCD)

### *Project Overview*

On April 29, 2020, the UNC System President, Dr. Bill Roper, announced that all state-supported institutions of higher education will return to traditional face-to-face instruction in Fall 2020 with social distancing principles where practicable. As a result, the Office of the Provost and the Center for Innovative and Transformative Instruction (CITI), began preparing for online instruction should senior administrators decide to transition to remote instruction during the fall semester due to a campus outbreak. While 822 unique courses were offered in Fall 2020, all the classes could not be developed in one summer. Consequently, a phased

approach beginning with upper-division undergraduate courses was designed during this project.

The recommendations that follow are interpreted from trends noted by the project stakeholders. They are proffered with the understanding that our institution does not have a department of distance education. Given the variability in which instructional practices can be administered, the academic community and student population will benefit from the findings to guide funding decisions and future academic planning initiatives.

CITI deployed two surveys to capture feedback from all project stakeholders - CITI phase leaders, faculty coaches, faculty developers, and instructional designers - concerning the organization, resources, and support provided during the project. A midpoint survey was distributed to capture data from the period of June 15, 2020, through July 10, 2020. A final survey was distributed to capture data from the period of July 13, 2020, through August 7, 2020. The midpoint and final surveys were conducted via Microsoft Forms. Participants were sent an email reminder requesting completion of the final survey a week after the project concluded. In total, 261 project participants are included in the current sample. The median time to complete the midpoint assessment was 5:08 minutes and 14:56 minutes for the final assessment.

For additional project information, reference the [Digital Guide](#).

### *Project Outcomes*

Upon completion of the Online Course Development Project, a substantial number of Fall 2020 courses were developed for instructional delivery in a traditional, online, or hybrid format. The final assessment of the project is consistent with the preliminary midpoint findings. The documentation, resources, and support structures provided during the project helped ensure accountability and collaboration. The Faculty Coaches are critical resources to help empower faculty through the design of an online course. A significant percentage of participants (62%) indicated they did not experience any difficulties during this project. Many would willingly participate in this project again (83%) and found it an enjoyable experience, particularly the ability to collaborate across disciplines. The interdisciplinary collaboration fostered the latest ideas, innovative teaching practices, and provided new insights on how to appeal to different learning modalities. Also, many faculty course developers indicated they had finished reviewing or designing the course(s) they were assigned. Summarily, the Online Course Development (OCD) project was instrumental in helping faculty begin the process of designing quality asynchronous courses. While Quality Matters (QM) is an ongoing process that requires multiple iterations to improve, the efforts over the summer will help faculty with



effective student engagement strategies, increase digital literacy among faculty and students, promote retention, and minimize the anxiety of remote instruction.

To read the complete report, visit [Online Course Report](#). To implement recommendations from the participant surveys, revisions were made to the self-paced Canvas course [CITI1045](#) to reflect instructional design elements per Quality Matters (QM) standards.



Click the buttons below to navigate to your content and resources.



## Hybrid Instruction Support Boot Camps

### Overview

On December 7, 2020, from 1:00 pm - 4:30 pm and January 14, 2021, from 10:00 am - 1:30 pm, CITI hosted the Hybrid Instruction Support Boot Camps to engage faculty on information relevant to effective hybrid instruction that focuses on student success. According to Soven and Jenkins (2013), “the hybrid pedagogical model combines the efficiency and flexibility of online education with the advantages of the traditional course format to promote learning and accommodate today's students, offering effective yet more flexible learning strategies.” The objective of the boot camp is to offer essential skills for course design and student

engagement activities for hybrid courses. On December 7, 2020, 22 faculty attended the boot camp. On January 14, 2021, 53 faculty attended the boot camp.

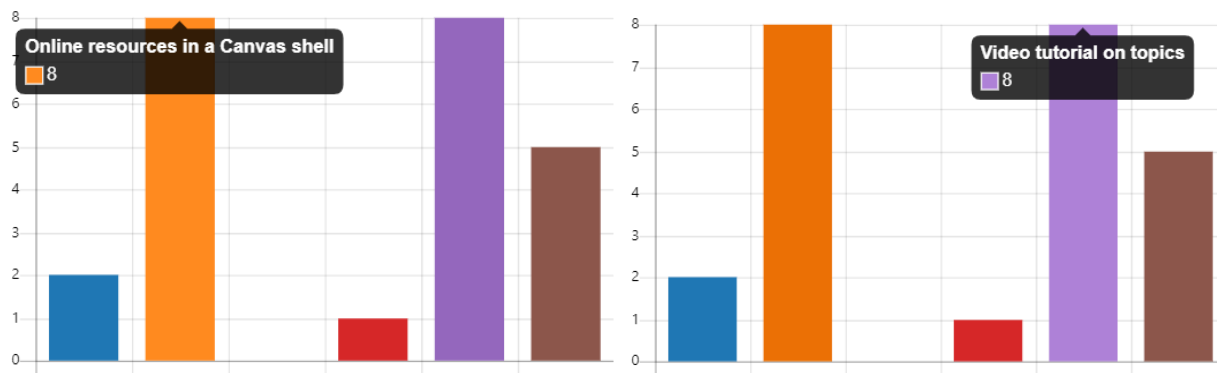
### Session Topics

- What is Hybrid Teaching: Philosophical, Historical, and Applicable Approaches
- Variations of Hybrid Instruction
- Using Canvas as a Support to your Blended Course
- Addressing Student Success in a Hybrid or Blended Course

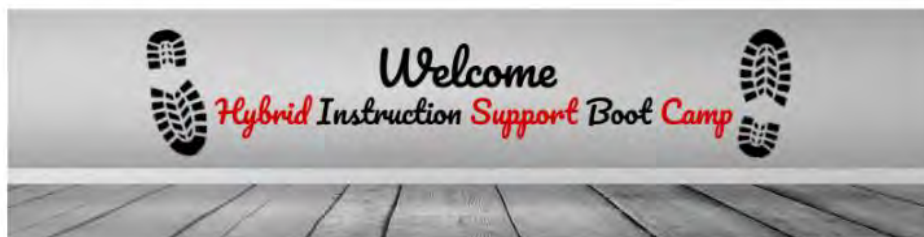
### Outcomes

To collect feedback from faculty, a survey was distributed after each boot camp.

Twenty faculty completed the survey. To assess what support faculty needed after the boot camp, eight responded to online resources in a Canvas shell and eight responded to video tutorials on topics.



As a resource for faculty, CITI designed a self-paced Canvas course, [CITI1046](#). Within the course are the four topics that were addressed during the boot camp. Each module will require 45 minutes to complete. Additionally, CITI created short YouTube video tutorials to capture the pertinent details of each topic.



Click the buttons below to access course modules and resources



## Hybrid Online Learning Faculty Learning Community (FLC)



In Spring 2021, CITI hosted a hybrid learning FLC with five faculty participants. The purpose of this FLC was to work as an intentional community of faculty dedicated to quality and innovative online hybrid teaching. The goals of the FLC included:

- Learn and apply perceived solutions to design and delivery problems in online hybrid courses.
- Evaluate and discuss various methods of student engagement in online hybrid environments.
- Investigate new innovations in hybrid online learning and share these ideas with faculty.

Participating in the community were Drs. Manju Bhat (Biology), Tika Douthit (Music), Carly Kemmis (Biology), Krista Sowell (Health, Physical Education and Sports Science) and Chinyu Wu (Occupational Therapy).

Participants were issued a text, from which they discussed theoretical and practical design considerations in the hybrid format (Caulfield, J. (2011). *How to design and teach a hybrid course*. Sterling, VA: Stylus Press).

The group met bi-weekly during the Spring semester and discussed articles, text selections, and engaged with speakers on various topics of hybrid learning. They interacted using a Canvas course, [CITI Online Teaching FLC](#). The guest speakers included:

- Dr. Kelvin Thompson (University of Central Florida)
- Dr. Barbara Lockee (Virginia Polytechnic Institute)
- Various faculty (Share Panel with North Carolina Central University and Wake Forest University)

Members of the FLC completed a project on a hybrid topic of their choice and shared it with the WSSU community at the Faculty Festival in May 2021. These “Sharing projects” included:

- Creation of in-class activities in an online format for hybrid learning.
- Engaging students in group activities in the online format, i.e., breakout rooms.
- Setting up timed quizzes for students with an accommodation of extended time.
- Creating/revising an exam policy for online quizzes using Respondus Webcam.
- Incorporating student design in a course.
- Creating variations of the Hy-flex model (Hybrid Flexible: a model that can pivot by student need from online to face-to-face).
- Multi-media arts-based projects.

## Online Teaching Faculty Learning Community (OTFLC)

The Online Teaching Faculty Learning Community (OTFLC) is a cohort of faculty who share their experiences with online teaching and learning. The members of the cohort are Drs. Darina Dicheva, Professor Computer Science; Yolanda Edwards, Chair & Professor Rehabilitation Counseling; Dennis Felder, Associate Professor Human Performance Sport Sciences; Maria Merrills, Assistant Professor Liberal Studies; Antionette Moore, Faculty Technology Specialist at CITI and facilitator of OTFLC cohort; and Dennis Sherrod, Professor Nursing.

The cohort met bi-weekly during the Spring 2021 semester beginning February 24, 2021, until May 5, 2021. The cohort will reconvene on September 8, 2021.

The purpose of the OTFLC is for faculty to collaborate to stimulate innovation and create experiential, collaborative learning environments through reading, discussion, reflection, and finding solutions for common issues in online teaching and learning. The goals of the OTFLC are:

- Learn and apply perceived solutions to design and deliver problems in online instruction.
- Evaluate and discuss various methods of student engagement in online instruction environments.
- Investigate innovations in online teaching and share ideas.

The three books listed below were used as a reference:

- Boettcher, J.V. and Conrad, R.M. (2016). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. John Wiley & Sons.
- Brookfield, S.D., Herman, J.H. and Nilson, L.B. (2018). *Creating Engaging Discussions: Strategies for Avoiding Crickets in Any Size Classroom and Online*. Stylus Publishing, LLC
- Nilson, L.B. and Goodson, L.A. (2017). *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research*. John Wiley & Sons, Incorporated.

The following projects emerged because of the cohort during the Spring 2021 semester:

### 1. Online Learning Toolkit

The toolkit will offer resources and best practices for supporting online learning to faculty. Contributors: Drs. Darina Dicheva, Yolanda Edwards, Dennis Felder, Maria Merrills, Antionette Moore, and Dennis Sherrod.

### 2. Emergency Online Learning at a Southeastern HBCU During the Covid-19 Pandemic Study

This mixed-method study explores students' experiences with emergency online learning at a Southeastern HBCU during the Covid-19 pandemic. Researchers: Drs. Maria Merrills and Antionette Moore.

### 3. 3D Virtual Reality Immersion Online Learning in Graduate Nursing Education

The Division of Nursing Graduate Studies will pilot a project to determine the feasibility of using 3D virtual reality immersion online learning as a teaching strategy in three courses for 18 Advanced Nurse Educator graduate students in Fall 2021 and Spring 2022. Researchers: Drs. Lolita Chappel-Aiken, Alfreda Harper-Harrison, and Antionette Moore Dennis Sherrod.

## Quality Enhancement Plan (QEP)

In support of the university's strategic plan to address student success, WSSU entered a five-year project with the Gardner Institute. During the project, faculty will engage in intentional efforts to address the DFWI (drop, fail, withdraw, and incomplete) rates of undergraduate students in gateway courses. To assist with this effort, CITI hosted weekly, one-hour Brown Bag/Lunch and Learn sessions. During the sessions, faculty view a Gardner Institute online seminar or read a related article and engage in robust discussions with other faculty and staff across various institutional units.

To read the report for Fall 2020, visit [QEP Brown Bag Sessions-I](#). The report for Spring 2021 is accessible at [QEP Brown Bag Sessions-II](#).

As a resource for the QEP course leads and steering committee members, CITI designed a self-paced Canvas course, [CITI1048](#). The course contains learning modules to support faculty in developing measurable learning outcomes, applying the Backward Design model, implementing culturally responsive teaching and assessment, and other instructional best practices for student success in undergraduate gateway courses.



### WSSU Virtual QEP Summer Institute 2021

The Center for Innovative and Transformative Instruction (CITI) hosted the WSSU Virtual QEP Summer Institute on Tuesday, June 1, 2021, through Friday, June 4, 2021. The institute included various presentations and presenters as listed below:

- Backward Design Training- Dr. Eli Collins- Brown- WCU
- Root Cause Analysis- Dr. Melissa Bowman-Foster- WSSU
- Culturally Relevant and Transparent Assessments- Dr. Jeremiah Shipp- WSSU
- Reflective Practice Pedagogy- Dr. Eli Collins-Brown- WCU
- Understanding the Student Learning Gains Survey- Ms. Keena Jones-WSSU
- Framing the Assessment for the QEP using the Rubric- Dr. Ken Brown- WSSU
- Dialogue with Student Support Services in UCALL- Dr. Kathy Stitts- WSSU

### Schedule

Tuesday, 6/1	Wednesday 6/2	Thursday 6/3	Friday 6/4
10 am-10:30 am- <b>Welcome Opening and Introduction of Presenters-Drs. Brown and White</b>	<b>10am-11:30 am- Backward Design Part II- Dr. Collins- Brown</b>	<b>10-11 am Dialogue with UCALL - "Building the Bridge"</b>	<b>10 am-12 noon- Backward Design Part III, Presentations and Next Steps-Part III- Dr. Collins-Brown</b>
	<i>Break 11:30- 11:45am</i>	<i>Break 11:-11:15am</i>	
10:30-12 noon- <b>Root Cause Analysis- Dr. Bowman Foster</b>	<b>11:30-12 noon- Course Committee Work Session</b>	<b>11:15- 12 noon- Understanding the Student Learning Gains Survey- Ms. Jones</b>	
12-1- Lunch	<b>12-1 Lunch</b>	<b>Lunch 12-1</b>	<b>12 noon-Lunch and End of Institute</b>

1:00-2:30 pm- <b>Backward Design -Part I- Dr. Collins-Brown</b>	1:00-2:30 pm- Culturally Relevant and Transparent Assessments- Dr. Shipp	1-2:30 pm Reflective Pedagogies- Dr. Collins-Brown	
2:30-3:00pm- <b>Course Committee Breakouts with CITI Team</b>	2:30-3:00 pm- Course Committee Breakouts with CITI	2:30-3:00 pm Framing the Assessment for the QEP - Dr. Brown	

## Teaching, Development, and Travel Grants

In response to COVID-19, CITI revised the CITI Professional Development Grant for Fall 2020 to accommodate funding to faculty during a semester that has a high percentage of online and hybrid courses. CITI Professional Development Grants help to support specific teaching and learning projects by faculty. There was only one type of professional development grant for Fall 2020 to focus on online and hybrid course design/redesign. The Fall 2020 grants for \$1,500 were awarded to faculty who:

- Design or redesign a course for Online or Hybrid instruction.
- Design or redesign a course incorporating technologies into traditional, online, or hybrid courses.
- Attend or present at a virtual conference that focuses on online, hybrid, or hyflex instruction.

A small percentage of funding up to \$300 is available for virtual conference registration fees.

The redesigned courses were reviewed by the two instructional designers that were contracted during the period of March 1, 2021, through May 21, 2021. For Fall 2020, there were n = 15 applicants and n = 10 grant awardees. Of the 10 grant awardees, n = 4 faculty submitted and revised their course by the deadline to receive the \$1,500 grant.

For additional details, visit the [Teaching and Learning Grants](#) page on the CITI website.

## Quality Matters (QM)

WSSU is a Quality Matters (QM) member institution and QM coordination is done through CITI. QM is an organization devoted to ensuring quality in online courses, especially with its course review rubric. CITI facilitated the use of QM resources to faculty in the forms of its quality rubric, courses, and professional development workshops.

With the pandemic and shift to online learning this year, the QM rubric has been utilized a great deal. The three most common ways CITI facilitated its use was by:

- Individual self-reviews
- Course consultations
- OCD project course reviews

Some highlights of how faculty utilized QM and its offerings to enhance their course development this past year are:

- Faculty attended 82 QM training offerings. These included short QM success stories and longer certification yielding courses (Designing your online course, Applying the QM rubric, etc).
- Faculty attained 12 QM certifications for design, assessment and improving online learning.
- Faculty participated in over 160 QM self-reviews for individual courses undergoing redesign for the OCD.
- The QM course rubric was the standard used for the assessment tool used in approving the design of faculty courses in the Fall 2020 OCD project.

### Midterm Assessment Plans (MAPs)

MAPS allow faculty the opportunity to hear about student experiences in the course at or around the midterm for them to make changes or additions to the course if needed. CITI did not offer MAPs in Fall 2020 and Spring 2021 due to COVID-19 restrictions. However, it piloted two online models for testing.

#### *COVID Variations*

To meet faculty needs in case of a protracted pandemic and to facilitate instructors using online modes, CITI piloted two MAP models utilizing virtual engagement.

#### *Zoom Synchronous*

The Zoom platform can provide student interaction and group engagement that can satisfy the general process of the MAP. Students can convene in Zoom, the instructor dismissed, and conversations can be moderated in a general room and in group breakout rooms. Group worksheets (a record of all responses) could be captured in a shared Word document. These worksheets can be collected as a record of the session.

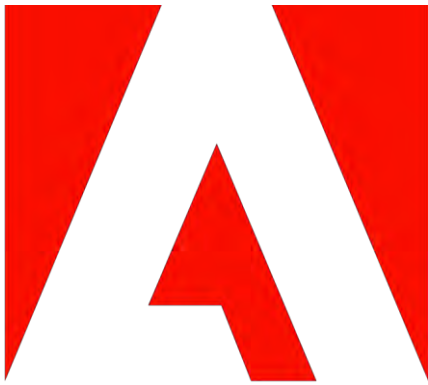
#### *VoiceThread Asynchronous*

VoiceThread is a tool that allows students to input video comments on topics put to them by a facilitator. It works on a separate platform than Zoom or Canvas, so it provides a layer of security for students inputting sensitive course opinions.

The VoiceThread asynchronous MAP was developed totally in its own platform. Students were given a passcode and link and were told to input their opinions on course strengths and weaknesses.

The VoiceThread asynchronous model was piloted in three courses in the Fall and Spring semester and proved functional. However, student response was very limited and in one case yielded zero responses.





# Adobe

## Digital Literacy

As an Adobe Creative Cloud campus, WSSU provides the best technical tools to its faculty to heighten student engagement and provide the best learning experience for students. The Digital Literacy committee is composed of faculty and staff across the campus as well as an Adobe student ambassador to communicate digital happenings and updates that take place at WSSU.

The Digital Literacy Committee works on implementation of all digital teaching and learning tools at WSSU. This is coordinated by CITI (Dr. Wanda White and Dr. Bart Ganzert). The committee meets every other month and discusses logistics, new development, student, and faculty development efforts, etc. to increase the use of digital learning tools, including but not limited to Canvas, Adobe Creative Cloud, and other learning tools.

In 2020-21 the committee informed and communicated the implementation of MS and Adobe updates to campus personnel as well as new learning tools. It also communicated and recommended faculty for the 2020 Adobe Educator program (June 2020) and communicated [Adobe's EduMax](#) conference (October 2020) and [Creative Campus conference](#) (February 2021) to interested faculty. Its members for 2020-21 were Bart Ganzert (Chair), Manju Bhat, Derrick Hargrove, Cheryl Jeffries, Jeremiah Shipp, Wanda White, Tony Artimisi, Elizabeth Priest, Jack Monell, Chelii Broussard, Antionette Moore, Pamela Simmons, James Russell, Kimya Nance, LaVie Leasure, Michele, Leverett, and Martasia Thompson (Adobe Ambassador).

### *Adobe Digital Educators Institute*

As part of the WSSU Digital Literacy Initiative, WSSU provides all faculty, staff, and students with full licenses to Adobe Creative Cloud free of charge starting in the fall semester of 2018. The Digital Literacy Initiative explores the possibilities for digital literacy in potentially every class, every major, and every discipline across the curriculum.

As part of Adobe's commitment to WSSU, it invited seven faculty to participate in its first Digital Educators Institute in Summer 2020 (delivered virtually). The institute was part of an Adobe virtual Creative Campus, in which a featured campus shared its digital (Adobe) successes. One host campus for this event was WSSU.

Participants engaged in several workshops on using digital tools within a higher education curriculum and received an Adobe Educator certification.

## Tenure and Promotion

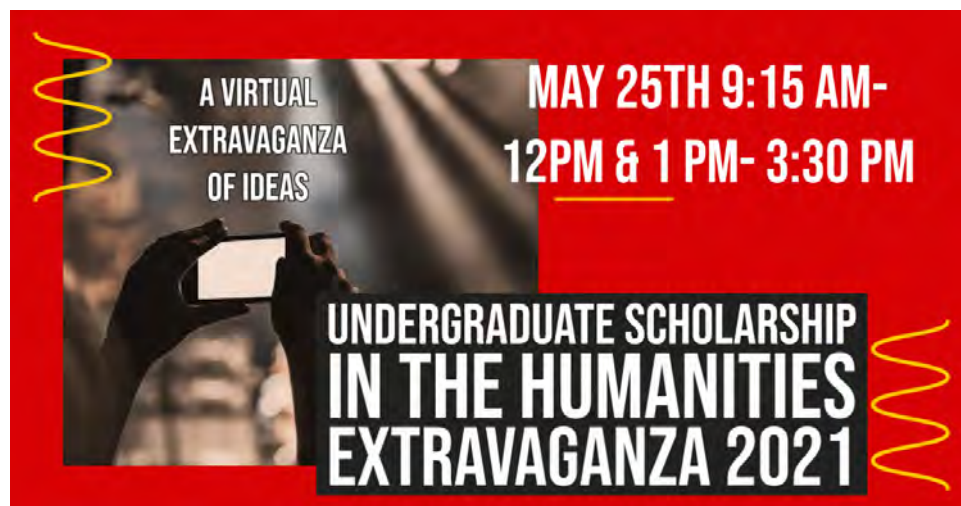
CITI prepared the following resources for faculty to provide guidance about the promotion and tenure dossier preparation process:

- Documents with step-by-step directions on how to use Qualtrics/Digital Measures Workflow
- Documents on how to convert Word documents to PDF documents.
- A video tutorial developed by Dr. Nancy Smith, Dr. Antionette Moore, and Dr. Jack Monell
- Several Tenure and Promotion Sessions led by Dr. Jack Monell on writing the dossier and the contents of the dossier.
- A Canvas course shell with contents on how to set up the dossier and other information.

## Undergraduate in the Humanities Project (USH)

CITI supports and manages the facilitation and curriculum for the Undergraduate in the Humanities Project (USH). This project is a Mellon grant funded project that provides stipend support for Humanities faculty learning communities who are engaging in undergraduate research integration for their courses. Faculty from across all humanities disciplines are in a cohort of peers and led by a faculty facilitator. They meet twice a month and are supported by contracted faculty consultants from other universities. There were four faculty consultants this past academic year. USH faculty presented their research topics for the USH Extravaganza 2021 on May 25, 2021. The USH Project is scheduled for three or more academic years.

### *USH Extravaganza Announcement*



## USH Extravaganza Schedule



**USH  
EXTRAVAGANZA  
SCHEDULE**

**USH FLC Extravaganza May 25, 2021**

**Part 1 (9 am -12 pm)**

**9:15-9:30: Welcome and a few words about the FLC**

**9:30-10:15: Poster presentations (Spark) and Pecha Kucha  
(Tanya Walker-Bethea, Karen Rice, Cecile Yancu) 10 min  
each**

**10:15- 11:00: Formal Presentations (Radscheda Nobles,  
Lisandra Estevez)**

**11:00- 11:30: Round table (LaVie Leasure, Pam Simmons)**

**11:30- 12 noon: Wrap up (Consultants)**

**Part 2 (1 pm-3pm)**

**1-1:15: Welcome and a few words continuing about the  
FLC**

**1:15-1:30: Pecha Kucha ( Scott Betz) 10 min each**

**1:45-3:00: Formal Presentations (Debbie O'Connell, Torin  
Alexander, Mahamadou Diaby-Kassamba, Ludovic Kovalik,  
Doina Kovalik) 15 min each**

**3:00-3:30 pm: Wrap up (Consultants)**

## Faculty Festival 2021

CITI held its 2nd Faculty Festival virtually this year on May 24, 2021. Over one third of WSSU faculty attended, and the theme was “Addressing the Digital Divide,” and faculty presented on topics relevant to digital literacy and technology innovations.



### Schedule

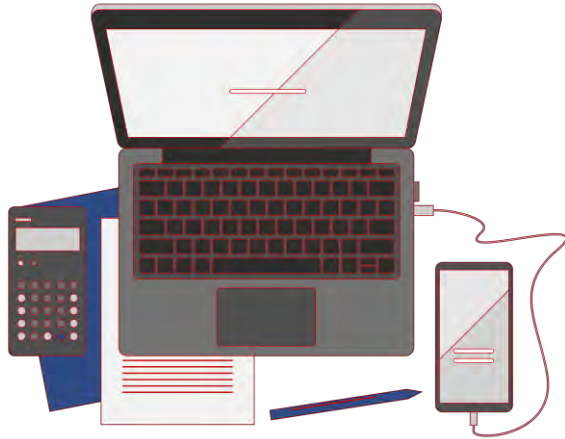
- 10:00 am - Welcome - Provost Graham
- 10:15 am- 11:30 am - Keynote and Adobe led activity with faculty- Dr. Todd Taylor, Adobe Education Evangelist and Author
- 11:30 - 12:00 - Social Justice and Digital Literacy- Dr. Jack Monell
- 12:00 - 12: 30 - Break and Drawings for Prizes
- 12:30 - 1:15 pm - "Hybrid Online Teaching after the COVID" - Dr. Bart Ganzert, Dr. Manju Bhat, Dr. Tika Douthit, Dr. Carly Kemmis, Dr. Krista Sowell, Dr. Chinyu Wu
- 1:15 - 1:45 pm - Incorporating Flipgrid into Instruction - Dr. Wen Xiong
- 1:45 - 2:00 pm - Using Adobe Portfolio Preview - Dr. Moore
- 2:00 - 2:15 pm - Faculty Festival Wrap Up and Prizes and Drawings

## Instructional Designers

CITI contracted two instructional designers from March 1, 2021, to May 21, 2021. During the contractual period, Dr. Carla Holt successfully designed a [WSSU Student Online Orientation](#) course that students will complete to acclimate them to online learning. Additionally, Mr. Osen Bowser successfully designed a [WSSU Faculty Online Orientation](#) course that faculty will complete to orient them to teaching online courses. The design of the courses reflects Quality Matters (QM) standards. The WSSU Student Online Orientation course was piloted during the Summer 2021 term with two courses, track the use and impact, and launch both in the fall. In addition to designing the orientation courses, the instructional designers facilitated Canvas sessions specifically for adjunct faculty and reviewed courses for the Fall 2020 CITI Teaching and Learning Grant program to assist faculty with designing quality courses to support student success.

# CITI COMMUNICATIONS

There are three primary communication methods CITI utilizes to share pertinent information with faculty.



## Website

During this academic year, various revisions to the CITI website were necessary to increase search engine optimization (SEO). Through a collaboration with the Office of Information Technology (OIT), updates to the website include removing old content, streamlining the page navigation, and incorporating two new pages, CITI Faculty Fellow Program and CITI Workshop Catalog. The website is accessible at the Center for Innovative and Transformative Instruction.



## Newsletter

CITIBeat is a bi-weekly publication designed by the Center for Innovative and Transformative Instruction (CITI) to share teaching and learning best practices. The information shared in the newsletter aims to inform faculty of upcoming events, scholarly resources, and innovative solutions to enhance teaching efficacy and student engagement in every course at WSSU. The editor of the newsletter uses Adobe Spark to incorporate high-definition images and videos to complement the text. During Fall 2020, there were 9 publications with an average of 247 viewers per issue. During Spring 2021, there were 10 publications with an average of 150 viewers per issue. The newsletter is accessible at CITIBeat. Each publication includes the following sections:

- Monday Motivation
- Did You Smile Today?
- Featured Videos (CITI YouTube Channel)
- Book of the Month
- Workshop Schedule
- WSSU Creative Educators
- New Canvas Features
- Teaching & Learning Webinars
- UNC System Lunch & Learn Sessions



### YouTube Channel

During this academic year, the launch of the WSSU CITI YouTube channel includes instructional videos including promotional commercials for CITI-sponsored events, tutorials on technological applications such as Adobe, Zoom, VoiceThread, Flipgrid, tutorials on features within the Canvas LMS (Learning Management System), Backward Design, and Online and Hybrid Instruction. Currently, there are 45 subscribers to the channel. The channel includes eight playlists that help viewers quickly locate and view videos for specific topics. Additional features include a welcome video for new subscribers and a subscription watermark to remind viewers to subscribe to the channel. There are 61 videos on the channel which is 9 hours of instructional content. The YouTube channel is accessible at WSSU CITI.



# WORKSHOPS

## Canvas



CITI continued to facilitate Canvas training for faculty during the COVID pandemic. Faculty requested one-on-one Canvas consultations to learn how to use the platform and put their courses together using the functionality of Canvas. CITI also offered four styles of Canvas workshops.

- **Introduction to Canvas:** This session covers basic Canvas skills such as developing pages and course modules.
- **Canvas Crash:** This session covers essential Canvas skills necessary to do basic course operations, including page development, creating module elements and other operations.
- **Intermediate Canvas:** For the experienced Canvas user. This session examines best practices and design techniques to improve a course.
- **Canvas Open Lab:** The Open Labs provided faculty with an open forum to ask any question they need or see a demonstration in Canvas on a walk-in basis.

### *Schedule (Fall 2020)*

The schedule for Canvas training in Fall 2020 was as follows:

Date	Workshop	Time	Facilitator
August 10	Introduction to Canvas	12 Noon	Mr. Osen Bowser
August 14	Canvas Crash	1 pm	Mr. Osen Bowser
August 17	Intermediate Canvas	12 Noon	Mr. Osen Bowser

<b>August 25</b>	Introduction to Canvas	3:30 pm	Dr. Carla Holt
<b>September 10</b>	Canvas Questions	12 Noon	Dr. Antionette Moore
<b>September 18</b>	Canvas Open Lab	12 Noon	Dr. Bart Ganzert
<b>September 24</b>	Canvas Questions	3:30 pm	Dr. Jeremiah Shipp
<b>October 6</b>	Canvas Open Lab	2 pm	Dr. Jeremiah Shipp
<b>October 16</b>	Canvas Questions	3:30 pm	Dr. Jeremiah Shipp
<b>October 21</b>	Canvas Open Lab	12 noon	Dr. Antionette Moore
<b>November 10</b>	Canvas Questions	3:30 pm	Dr. Bart Ganzert
<b>November 20</b>	Canvas Open Lab	12 Noon	Dr. Jeremiah Shipp
<b>December 7</b>	Intro to Canvas	12 Noon	Dr. Wanda White
<b>December 11</b>	Intermediate Canvas	3:30 pm	Dr. Antionette Moore
<b>December 14</b>	Canvas Crash	3:30 pm	Dr. Bart Ganzert
<b>December 16</b>	Canvas Lab	12 Noon	Dr. Antionette Moore

### *Schedule (Spring 2021)*

<b>Date</b>	<b>Session</b>	<b>Time</b>	<b>Facilitator</b>
<b>January 11</b>	Canvas Questions	12 Noon	Dr. Bart Ganzert
<b>January 15</b>	Intermediate Canvas	12 Noon	Dr. Bart Ganzert
<b>January 20</b>	Canvas Open Lab	3:30 pm	Dr. Bart Ganzert
<b>January 28</b>	Canvas Questions	12 Noon	Dr. Jeremiah Shipp
<b>February 9</b>	Canvas Open Lab	3:30 pm	Dr. Jeremiah Shipp
<b>February 17</b>	Canvas Questions	3:30 pm	Dr. Antionette Moore
<b>March 2</b>	Canvas Open Lab	12 Noon	Dr. Bart Ganzert
<b>March 16</b>	Intermediate Canvas	6:00 pm	Mr. Osen Bowser
<b>March 18</b>	Canvas Questions	3:30 pm	Dr. Jeremiah Shipp
<b>March 31</b>	Canvas Crash	6:00 pm	Dr. Carla Holt
<b>April 8</b>	Canvas Open Lab	3:30 pm	Dr. Bart Ganzert
<b>April 13</b>	Canvas Questions	6:00 pm	Mr. Osen Bowser
<b>April 21</b>	Intermediate Canvas	3:30 pm	Dr. Jeremiah Shipp
<b>April 28</b>	Canvas Crash	6:00 pm	Dr. Carla Holt
<b>May 12</b>	Canvas Crash	3:30 pm	Dr. Antionette Moore

<b>May 14</b>	Intro to Canvas	12 noon	Dr. Antionette Moore
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## Faculty Workshops

CITI offers a series of workshops each semester that are requested by faculty, have instructional importance for the quality of university teaching or are in line with ongoing initiatives at the university. CITI presented 18 workshops in 2020-21. Its specific focus was to support ongoing teaching in the context of COVID distancing.

### *Workshop Schedule (Fall 2020)*

<b>Date</b>	<b>Title</b>	<b>Description</b>	<b>Time</b>	<b>Facilitator</b>
<b>August 20</b>	Creating Netiquette in Your Course	Tips for creating a policy for effective civil communication in an online course.	3:00 pm	Dr. Bart Ganzert
<b>August 24</b>	Creating Asynchronous Learning Activities	Create student activities that can be accessed around the clock by your online students.	2:00 pm	Dr. Antionette Moore
<b>August 26</b>	Acclimating Students to online Learning	Tips for helping students navigate and acclimate to the online environment.	12 Noon	Myra Doyle
<b>August 27</b>	Back to the Basics: Revisiting the ABCs of Teaching Online Courses	Quick Tips for delivering an online course effectively.	3:00 pm	Dr. Jeremiah Shipp
<b>September 8</b>	Using Speedgrader in Canvas	Learn how to use SpeedGrader and its features to streamline your grading process in Canvas.	12 Noon	Michele Leverett
<b>September 14</b>	What is FlipGrid?	Functions and Features of the video tool FlipGrid.	3:30 pm	Dr. Jeremiah Shipp
<b>September 22</b>	Readability Statistic Workshop	Learn the features of Microsoft Word's Readability index tool to aid in writing and composition.	12 Noon	Myra Waddell

<b>September 28</b>	Using Adobe Spark in the classroom	Creating presentations and assignments with this easy-to-use tool.	2:00 pm	Dr. Antionette Moore
<b>October 9</b>	Teaching Civil Discourse and Dialogue	Examine three techniques for civil discourse in a course or co-curricular experience.	11:00 am	Drs. Andrea Patterson-Masuka and Cheraton Love
<b>October 13</b>	Canvas Course Tools	This workshop will outline tools available as Canvas integrations or within canvas that can help you teach in your online or face to face courses.	3:30 pm	Dr. Nancy Smith
<b>October 22</b>	Teaching with Cultural Competency	This session will explore how culture influences teaching. Participants will describe cultural competence, complete a culturally responsive self-assessment, examine how bias impacts student retention, and identify strategies to make culturally appropriate connections with students.	12 Noon	Dr. Jeremiah Shipp
<b>November 16</b>	Using PlayPosit for Interactive Quizzes	Tips for using this interactive video quiz tool in your courses.	2:00 pm	Dr. Bart Ganzert and PlayPosit

*Workshop Schedule (Spring 2021)*

Date	Title	Description	Time	Facilitator
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January 12	Teaching with Cultural Competency	This session will explore culture influences teaching. Participants will describe cultural competence, complete a culturally responsive self-assessment, examine how bias impacts student retention, and identify strategies to make culturally appropriate connections with students.	3:30 pm	Dr. Jeremiah Shipp
January 13	Teaching and Engaging Students Using the Living Room Conversation Model for Oral Communication	This workshop will introduce faculty to the Living Room Conversation model as an approach to incorporating oral communication into their classes. Participants will learn how to use this dialogue model in their classes to help students communicate across divides of politics, race, gender, nationality and more.	11:00 am	Dr. Andrea Patterson-Masuka, Dr. Cheraton Love, and Ms. Myra Doyle
January 19	<b>Creating Netiquette in your Course</b>	Tips for creating a policy for effective civil communication in an online course.	12 Noon	Dr. Bart Ganzert
January 20	<b>Does your course have Embedded Librarians?</b>	This session explains what an embedded librarian is and its benefits in a course.	12 Noon	Tom Flynn
January 21	<b>Balancing Asynchronous and Synchronous Instruction</b>	This session will define asynchronous instruction and synchronous instruction, explain the advantages and disadvantages of asynchronous instruction and	12 Noon	Dr. Antionette Moore

		synchronous instruction, describe examples of asynchronous and synchronous learning activities, and discuss how to balance the two methods.		
January 29	<b>What is the Creative Cloud?</b>	This workshop covers the basics of what Apps the Creative Cloud contains and which apps you can best use to engage students in various types of assignments and projects.	12 Noon	Dr. Bart Ganzert
January 27	<b>Zoom Tricks and Tips</b>	This workshop will provide tips and tricks for learning how to create meaningful connections with your students.	12:30 pm	Dr. Antionette Moore
February 2	<b>Using PlayPosit for Interactive Quizzes</b>	This workshop will cover basic and intermediate uses of the video quiz tool, PlayPosit.	3:00 pm	Dr. Bart Ganzert and PlayPosit
February 11	<b>Utilizing VoiceThread for Lively Discussions</b>	This workshop will explore how to engage students in course discussions, presentations, and group projects using VoiceThread. Participants will learn how to use VoiceThread to increase the digital literacy of students.	3:30 PM	Dr. Jeremiah Shipp
February 16	<b>Adobe Creative Cloud Mini Workshop-- Spark</b>	Workshop will encompass providing faculty/staff an overview of the Adobe Creative Cloud, and more specifically how to incorporate Spark into your classroom lectures.	10:00 am	Dr. Jack Monell

February 17	<b>Adobe Creative Cloud Mini Workshop-- Rush</b>	This workshop will walk through the basics of using Rush as a video editing tool for lectures or student assignments.	3:30 pm	Dr. Bart Ganzert
February 24	<b>Adobe Portfolio</b>	This workshop will provide an overview for learning how to create an Adobe Portfolio to showcase your professional and creative work. Instructors can use this workshop with their students to help them instantly create online portfolios.	12:30 pm	Dr. Antionette Moore
March 10	<b>What is Flipgrid? (Pt. 1)</b>	This session explores how the video tool Flipgrid can engage students and foster a collaborative learning environment. Participants will complete the required steps to integrate Flipgrid into Canvas.	12:30 PM	Dr. Jeremiah Shipp
March 17	<b>How Using Embedded Librarians Can Support your Virtual Instruction</b>	This session uses librarian experiences to share the benefits of embedding a librarian into virtual instruction settings. Recognizing there is no one size fits all model for the embedding process, the session will cover a variety of models and the past outcomes to these efforts. The goal is to make faculty more familiar and comfortable with options available to them for embedding a librarian into their	3:30 pm	Library staff and a CITI Team member

		instruction and how it can positively impact the success of their students.		
March 24	<b>Team Approach to Instructional Design, Delivery, and Management</b>	This workshop will introduce faculty to the team approach of instructional design and establish recommendations for quality, rigor, and effectiveness, in a team approach to instructional design, delivery, and management.	2:00 pm	Professor Phillip Timcheck and Dr. Kimya Nance
March 24	<b>Creating and Responding to a Flipgrid (Pt. 2)</b>	This workshop will explore the functions and features of the video tool, Flipgrid. Participants will create a Flipgrid topic and respond to a Flipgrid discussion prompt. Prerequisite: Completion of What is Flipgrid? (Pt. 1). Participants should integrate Flipgrid into Canvas before the session.	12:30 PM	Dr. Jeremiah Shipp
April 7	<b>Advanced PlayPosit</b>	Explore more advanced platform functionalities of PlayPosit such as the capabilities of PlayPosit's Rich Text Editor, Advanced interaction settings, and Branched learning with jumps & hot spots. Also, see a number of use cases that highlight advanced functionalities and learn how to implement those techniques in your own course.	3:00 pm	Dr. Bart Ganzert with Playposit



<b>April 14</b>	<b>What is Padlet?</b>	This workshop focuses on using the Padlet digital canvas tool as an interactive classroom application.	12 Noon	Dr. Bart Ganzert
<b>April 20</b>	<b>Creating assignments for Social Justice</b>	This workshop will provide an overview on how to incorporate high impact practices (HIPS) into your courses, while applying Adobe technical tools.	10:00 am	Dr. Jack Monell
<b>April 24</b>	<b>Creating Effective Learning Outcomes</b>	This workshop will engage learners in an interactive dialogue concerning the characteristics and benefits of effective learning outcomes. Concrete steps for designing and revising learning outcomes will be explained. Strategies on how to use learning outcomes to create assignments and drive learning activities will be discussed.	4:00 pm	Dr. Kimya Nance