

ANNUAL REPORT

2020 - 2021



THE CITADEL

CENTER FOR EXCELLENCE AND INNOVATION
IN TEACHING, LEARNING
AND DISTANCE EDUCATION

CEITL&DE Staff and Faculty Fellows

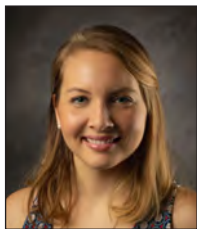
CEITL&DE Staff



Diana Cheshire, Ph.D.
CEITL&DE Director



Michelle Moss
CEITL&DE Staff

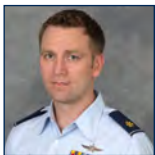


Danielle Recinos
CEITL&DE Staff

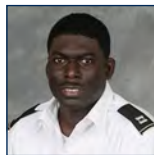


Kevin Metzger
CEITL&DE Staff

Faculty Fellows for 2020-2021



Patrick Bass, Ph.D.
School of Engineering



Kweku Brown, Ph.D.
School of Engineering



Jeff Davis, Ph.D.
School of Engineering



David Desplaces, Ph.D.
Baker School of Business



Daren Fisher, Ph.D.
School of Humanities & Social Sciences



Jason Geathers, Ph.D.
School of Engineering



Kaelyn Leake, Ph.D.
School of Engineering



James Leonard, Ph.D.
Baker School of Business



Thaddeus Le Vasicek, Ph.D.
Swain School of Science and Math



Jeff Lyons, Ph.D.
Swain School of Science and Math



Bree Maddray, Ph.D.
Swain School of Science and Math



Cory Nance
Swain School of Science and Math



Soomin Park, Ph.D., ABPP
Baker School of Business



Robert Rabb, Ph.D.
School of Engineering



Tracey Sigler, Ph.D.
Baker School of Business



Kevin Skenes, Ph.D.
School of Engineering



Breanne Swart, Ph.D.
Swain School of Science and Math



John Weinstein, Ph.D.
Swain School of Science and Math

Senior Faculty Fellows in Residence 2020-2021



Alyson G. Eggleston, Ph.D.
School of Humanities and Social Sciences



Britnie Kane, Ph.D.
Zucker Family School of Education

Faculty Fellows in Residence 2020-2021



Jennifer Albert, Ph.D.
Zucker Family School of Education



Simon Ghanat, Ph.D.
School of Engineering



Tim Mays, Ph.D., P.E.
School of Engineering



Stavros Triantafyllidis, Ph.D.
Swain School of Science and Math



Timothy Wood, Ph.D.
School of Engineering



Susan Wright, Ph.D.
Baker School of Business

MISSION

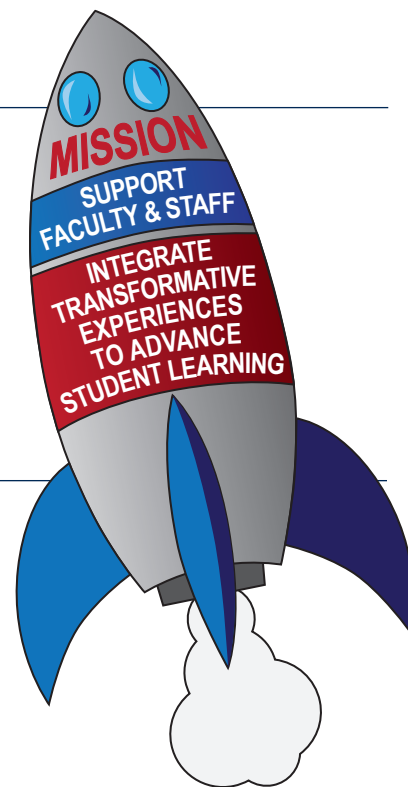
The mission of the Center for Excellence and Innovation in Teaching, Learning, and Distance Education is to engage and support faculty and staff to create and integrate transformative experiences to advance student learning at The Citadel.

VISION

The CEITL&DE fosters an institutional culture of learning-centered and evidence-based practices to provide a model for world-class leadership in teaching and learning.

GUIDING PRINCIPLES:

CEITL&DE accomplishes its mission and realizes its vision by adherence to its guiding principles of Principled Leadership, Transformation, and Innovation.



CEITL&DE Strategic Plan Goals and Objectives

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OVERVIEW

With the move to remote teaching in the spring of 2019 and the implementation of a new learning management system, Canvas, the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL&DE) was extremely busy. The New Faculty Orientation and Faculty Professional Development Series were pivoted to an online format (via Zoom) which proved to be successful for both current and new faculty who were working remotely or teaching in a modified hybrid or online modality. The number of faculty that participated in the Citadel Online Review process expanded exponentially and we saw the need to increase our Faculty Fellow pool to support faculty teaching online for the first time. We also added four new Quality Online Teaching (QOT) training courses.

In the fall of 2020, the university moved to a hybrid teaching model which required a new set of training and more intense support. This also increased the total number of fully online course offerings. As noted earlier, we added a new virtual conferencing system, Zoom. As the administrators of Zoom, CEITL&DE managed the initial implementation, as well as all training and support. In addition, the university purchased Respondus LockDown Browser to monitor online student exams. CEITL&DE provided the support and training for this new software as well.

The following report will highlight achievements as aligned with our Centers' goals and outcomes.

25,000+
Touchpoints for Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL & DE)
2020-2021

“We knew that in migrating 1,400 courses online, there would be challenges. Many people were concerned that the internet would go down, that our learning management system would crash because of the number of users worldwide. In the end, we didn’t experience any of those problems. I am very proud of our faculty and students and how they adapted.”

– Dr. Diana Cheshire, Director CEITL & DE
Citadel Magazine 2021


Academic Year 2020 - 2021
68+
Departments engaged in CEITL&DE services

GOAL 1

Promote Excellence in Teaching and Learning

Quality Online Teaching (QOT) Training

In the summer of 2020, CEITL&DE instituted our new Quality Online Teaching (QOT) program. This program replaces the previous Faculty Online Academy and provides the knowledge and skills required for faculty members to design and develop their online courses. The Training are outlined below:



Foundations and Best Practices Certificate

- QOT1: Canvas Fundamentals (1 hour)**
- QOT2: Best Practices in Teaching Online (1 hour)**
- QOT3: Curriculum Mapping, Alignment, and Parity (1 hour)**
- QOT4: Best Practices in Assessment (1 hour)**

■ QOT 1: Canvas Fundamentals Training

Canvas Fundamentals provides an overview of The Citadel’s Learning Management System. It teaches participants how to create flow within a course by organizing and structuring content with the Modules tool. Participants will explore the types of content that can be added to modules to enhance student learning.

■ QOT 2: Best Practices in Teaching Online Training

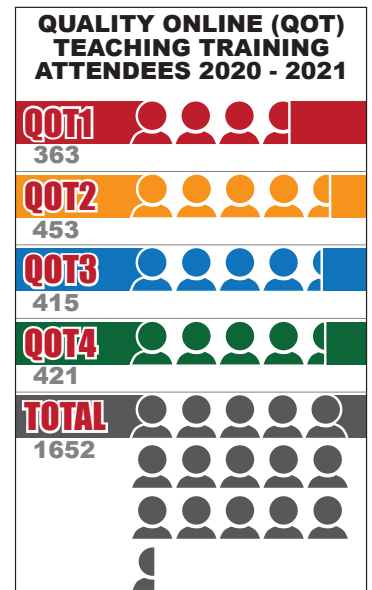
Best Practices in Teaching Online is an interactive training session that illustrates theoretical models, best practices, and practical strategies for online course design and instruction. After engaging in discussion of instructional design principles, participants review the Citadel Online review standards. Interactions with the facilitators and participants provide opportunities for faculty to evaluate their courses, design activities for developing online communities for learners, and reflect on their goals for future online courses.

■ QOT 3: Curriculum Mapping, Alignment, and Parity Training

Curriculum Mapping, Alignment, and Using the Parity Table is an interactive training session that focuses on aligning course objectives, activities, and assessments using the Citadel parity table. After reviewing the alignment principle and reflecting on their own course design, participants will practice using the Citadel parity table to map course curriculum.

■ QOT 4: Best Practices in Assessments Training

Best Practices in Assessments provides an overview of theoretical models and practical strategies for assessment in online courses. After engaging in a discussion of online assessment practices, participants will discuss ways to align assessments with course and module objectives. Interactions between facilitators and participants provide opportunities for faculty to map assessments to objectives, design assessment guidelines for students, and reflect on the use of a variety of assessment tools.



“Each and every session was rich and interesting. The CEITL&DE instructor was always clear and prepared for the professors. I really appreciated being able to take a session more than once. The repetition proved to be quite valuable to me. The entire CEITL&DE staff were always ready to help me both in class and in their office.”

– Anonymous Citadel Professor

Quality Matters

Quality Matters is a research-based, faculty-centered, peer-review model for continuous improvement in online courses. It includes 42 standards that serve as a national benchmark for online course design. Over 60,000 members nationwide subscribe to Quality Matters Standards.

Three years ago, we began the process of evaluating our online courses by conducting online course reviews. The review process requires that faculty members build their courses fully in the Learning Management System, then submit a parity table that details their course instructional contact hours, and a Taskstream form that provides general information about their course. Our center staff and Faculty Fellows use the Quality Matters rubric to assess each course. Our goal is to have 90% of online courses that are submitted for review meet 85% or higher of the rubric indicators on the first submission



Quality Matters Higher Ed General Standards



During 2020-2021 summer, fall and spring terms, 198 online courses were submitted for internal review. In addition to our typical online course offerings, 57 traditional face-to-face faculty members transitioned their courses to an online or hybrid teaching modality. We trained and onboarded 7 new faculty fellows to assist with mentoring and reviewing online courses. We guided and mentored the accommodated faculty to ensure all courses met Quality Matters standards.

Monday Morning Mentor Programming

CEITL&DE augmented its face-to-face and online offerings with its popular Monday Morning Mentor programming. On demand each week throughout the academic year, faculty members enjoyed access to 20-minute professional development selections. In addition to an online video with engaging topics varied such as assessment, learning goals, classroom management strategies, and student engagement, each session also included supplemental materials, MS PowerPoint handouts, a transcript, and other promotional materials.



Faculty Fellow Online Mentoring Program

Faculty who taught online were assigned a mentor with whom to work to ensure quality online course delivery during both Fall 2020 and Spring 2021. Mentors were assigned 10-12 mentees each semester of AY 2020-2021. This auxiliary support was welcomed by accommodated faculty and proved to be successful in supporting completion of the online review process.

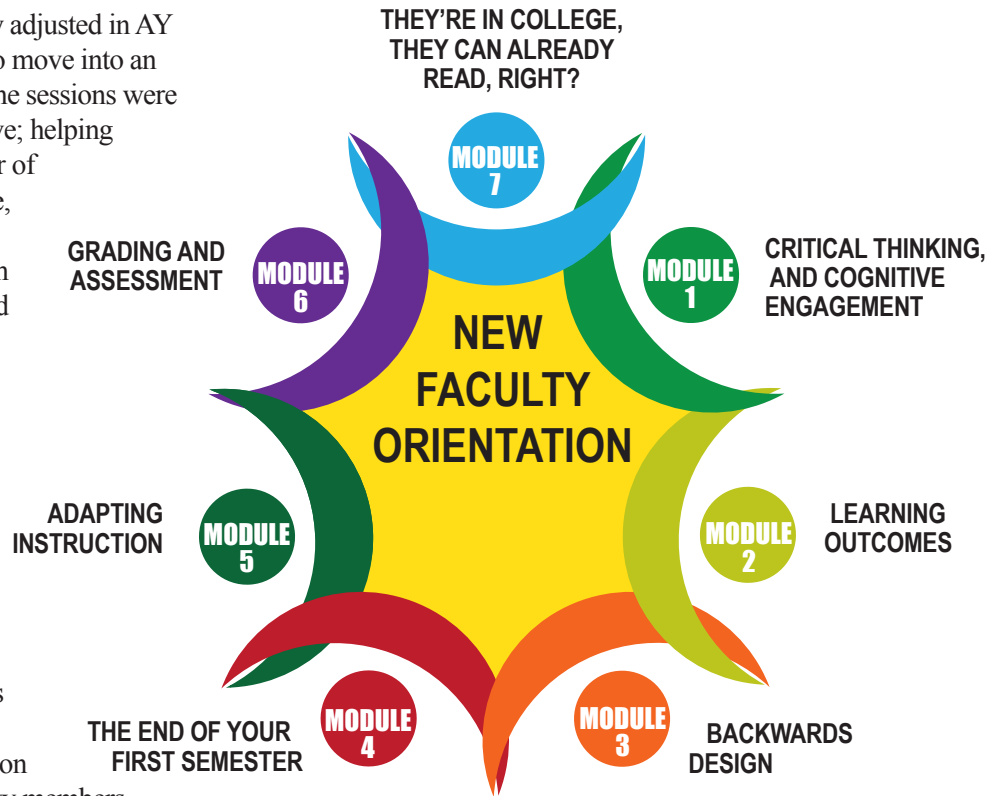
GOAL 2

Enhance Faculty and Student Experience and Engagement

New Faculty Orientation

The New Faculty 101 program was slightly adjusted in AY 2020 - 2021, as the pandemic required us to move into an online format. Despite the online format, the sessions were collaborative, conversational, and interactive; helping new faculty navigate through their first year of teaching at The Citadel. Dr. Diana Cheshire, Dr. Britnie Kane and others led the new faculty through a developmental curriculum to enhance their teaching skills and engaged them with seasoned faculty and staff on campus.

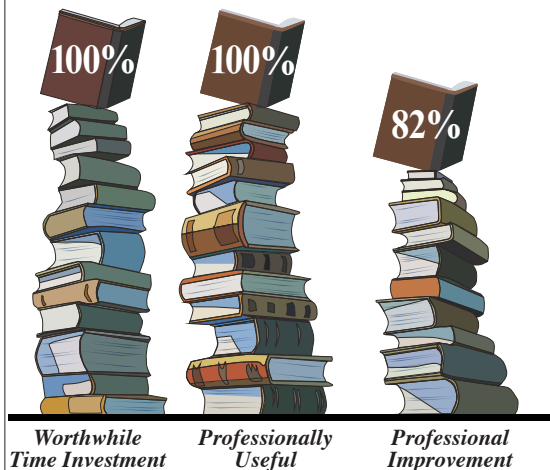
Throughout the program, we placed a high emphasis on ensuring faculty members had opportunities for active learning and collaboration, even while in a digital forum. A valued objective of our time together was not only to support faculty members' improved instruction, but also to create a community of educators coming together to discuss how they might improve their practices. As such, each session began with breakout groups in which faculty members discussed instructional questions and concerns that arose in their daily lives. These sessions were among the most valued aspects of Faculty 101, according to the feedback we received on our surveys.



We were also lucky to host a number of guest speakers, including Provost Sally Selden, who presented the University Strategic Plan; Bill Trumbull, who detailed The Citadel's Honor System; Chris Fudge, who provided insight into the lives of cadets from the standpoint of Student Affairs; and CEITL & DE's own Michelle Moss, who talked to the group about advising processes at The Citadel. We invited speakers based upon new faculty members' requests for information. As evidenced by their survey responses, their number one request was a stronger understanding of what it's like to be a cadet at The Citadel. We were thrilled by the new faculty members' obvious interest in and concern for students themselves. Interest in the lives and intellectual and affective thinking processes of students is a prerequisite for excellence in the classroom, so we were honored to work with such a concerned and dedicated group, who showed mighty wherewithal in beginning a new job under such challenging circumstances as a pandemic.

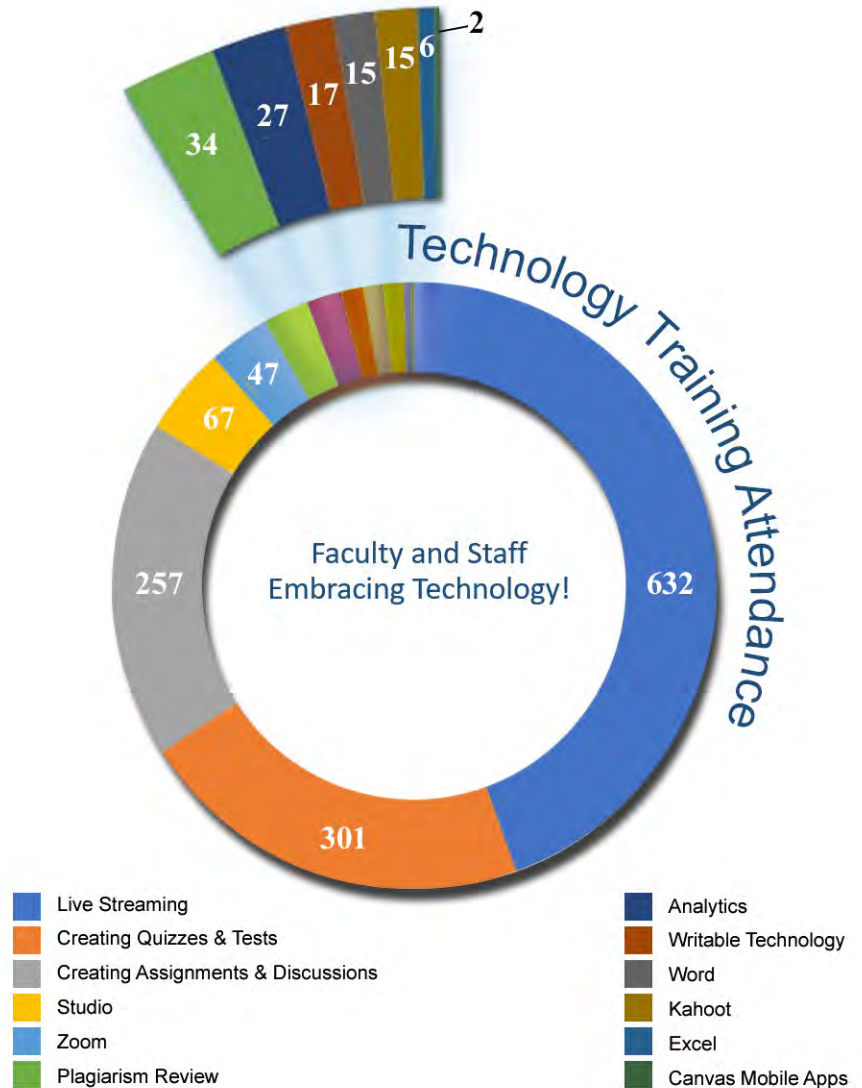
New Faculty Reviews:

On the End of year survey, New Faculty expressed their opinions of the program.



Technology Training

The CEITL&DE team hosted 51 technical training sessions that included 1,420 attendees during AY 2020 - 2021. While we continued to evolve our Tech Talk program (see below), we also added many new trainings to ensure that all faculty had the tools needed to effectively conduct classes. As our classroom platform shifted, due to social distancing requirements, we taught faculty members how use Swivl, iPads, Zoom and Canvas to livestream their classes. In addition to training, our team set up and configured 140 Swivl robots in classrooms across campus and provided immediate technical support all year. Knowing that new technology can be challenging, we recruited Faculty Fellows to provide assistance as needed.



Tech Talk Tuesdays

During AY 2020 - 2021, CEITL&DE conducted Tech Talks for staff, faculty and students on improving software proficiency and other educational technology-related topics. This included seminars to improve proficiency on:

- Microsoft Word
- Microsoft Excel
- Microsoft Powerpoint
- Kahoot
- Writeable Technology

Based upon positive feedback and suggestions from participating staff, students and faculty, we will expand training in AY 2021-2022.



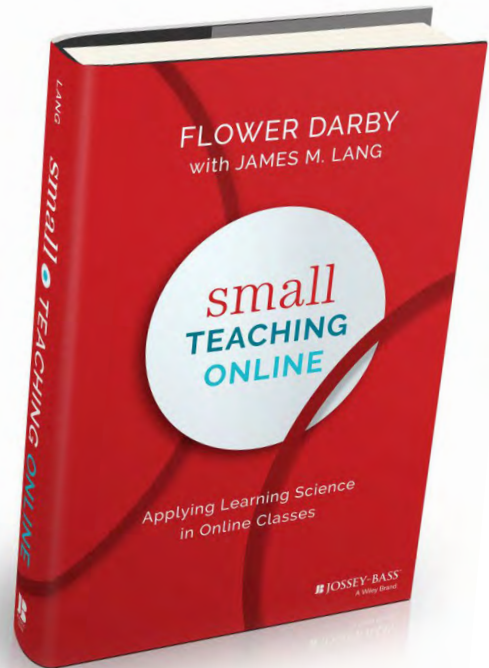
GOAL 3

Cultivate Climate of Innovation for Teaching and Learning

Professional Reading Series (a.k.a. The Book Club)

Due to uncertainty created by COVID-19, CEITL & DE did not run a faculty book club during the fall of 2020. However, due to popular demand, we resurrected it in the spring of 2021. Given this year's dependence upon online instruction—and technology tools—as a way to meet all students, Dr. Britnie Delinger Kane selected Flower Darby's book, *Small Teaching Online* as the text for the semester. The book is a highly approachable, useful overview of high quality online teaching. The book club met once a month, with anywhere from 8 to 20 faculty members in attendance. The focus of the sessions was always to bring a new, knowledgeable voice—the author of the book—into conversation with the voices and expertise of the faculty members who attended. We consistently reviewed new or surprising ideas about instruction that our authors highlight, and then discussed similar strategies that faculty members have tried or would like to try in their own teaching. We discussed how to make such instructional ideas a reality and how to adapt them productively given the unique context of The Citadel. In short, faculty book club is an interactive, low-stakes place for faculty members to be congratulated for what they are already doing well and also to identify small techniques or strategies that they can try moving forward.

One of the goals of the book club is to ask faculty members to reflect on what they are doing well. Articulating what we, as instructors, are doing well is important because it helps us to clearly differentiate what is working from what needs improvement in our instruction. We also learn from hearing others talk about their successes. Another goal of the book club is to identify small changes we might make to our teaching. The prospect of rebuilding an entire course or recreating one's entire identity as an instructor is daunting, so instead we focus on making small changes to our work as teachers. This helps us to set clear goals moving forward and to feel, emotionally, as though small changes are possible. When faculty members do this—and they report doing so often—they are able to return to the group and describe how making these small changes influenced their own learning and also that of their students. In this way, the book club can help faculty to build a greater sense of their own self-efficacy in the classroom. Faculty book club has become not just a place for conceptual and practical learning about our teaching, but also a place for emotional rejuvenation, a place to find comradery with others who are deeply invested in the improvement of our craft.



“The CEITL&DE Book Club has been invaluable to me, not only for its presentation of new instructional techniques but also for helping me to understand the psychology and educational needs of our current students. Both the subject matter of the chosen books, which have addressed such topics as the role of emotion in pedagogy and the particular attitudes of Gen Z students, and the tips offered by fellow faculty members in discussion have helped me revamp my teaching style over the past few years to great success.”

– *Scott C. Lucas, Professor and Head of the Department, Department of English, Fine Arts, and Communications*

“The book club provides an inviting space for faculty to share teaching highlights and challenges, and I came away from each meeting feeling encouraged to keep plugging away at making incremental improvements.”

– *Mary Ellen Huddleston, Director of Intramural, Club and Rec Athletics, Health and Human Performance*

Citadel Online Faculty Resource Course

As The Citadel shifted classes into a new Learning Management System, we developed a comprehensive computer-wide teaching program. The Faculty Resource Course was created as a hub for teaching resources. Resources include video tutorials, step-by-step guides and links for creating and teaching courses using Canvas, Swivl, and Zoom. We also developed tutorials ranging from basic navigation to conducting online tests. This resource also includes recordings of previous training sessions, so that faculty members can re-watch as needed. As technology continuously advances, the resource course is updated regularly to reflect the most current guidance.



References within this course can be accessed 24 hours a day, 7 days a week. This year, **506 faculty** members spent over **9,527 hours** within the Faculty Resource Course.

Citadel Online Student Resource Course

CEITL&DE developed a quick start guide to help students learn online. The Citadel Online Student Resources Course helps students navigate [Citadel Online](#) (Canvas, Zoom and Respondus). Within each module, students learn about how to use specific features within Canvas, Zoom and other technologies.



The resource was created for students to have the option to move through the modules sequentially, or to visit specific sections that they may need additional assistance with. Along the way, they also learn a little about our campus history!

This year **2,283 students** have actively participated in the course, resulting in over **303,150 page views**.

GOAL 4

Advance Citadel Online

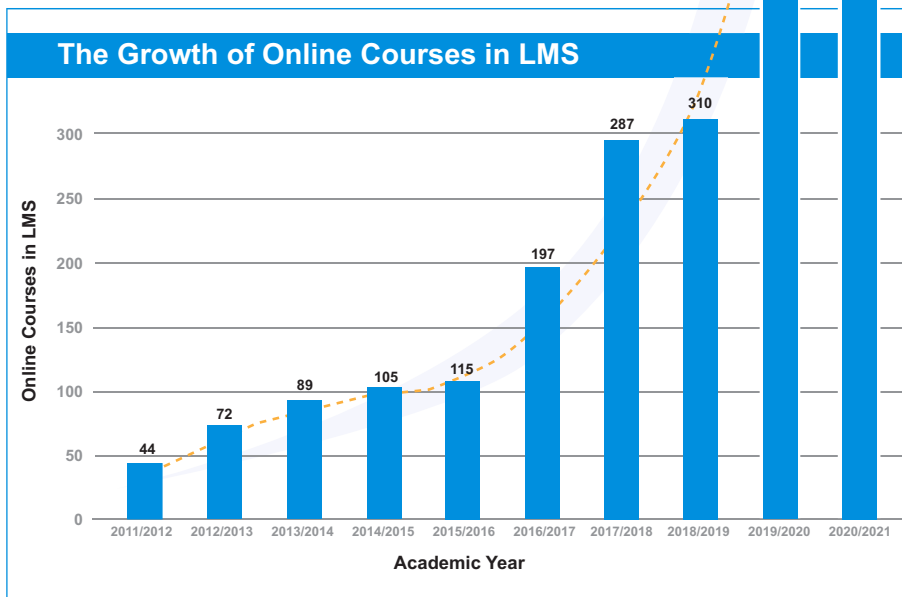
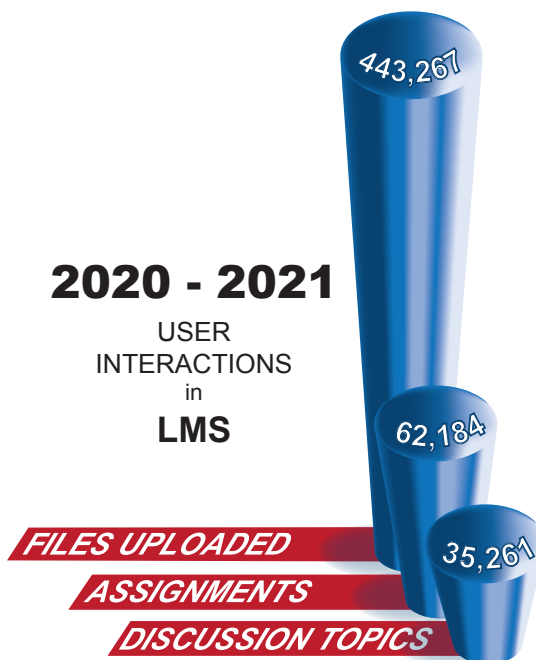
Canvas (LMS) Management

In the spring of 2020, The Citadel migrated to a new Learning Management System, Canvas. CEITL&DE developed a campus-wide training initiative as use of the LMS increased dramatically due to the pandemic.

During AY 2020-2021, The Citadel logged over 443,000 total interactions within Canvas. It has proved to be a successful implementation and excellent tool to improve instruction whether face-to-face, hybrid, or online.

As displayed in the graphics below, The Citadel expanded its online presence exponentially due to the pandemic from 2020 - 2021.

2020 - 2021
 USER INTERACTIONS
 in
LMS



Canvas Courses

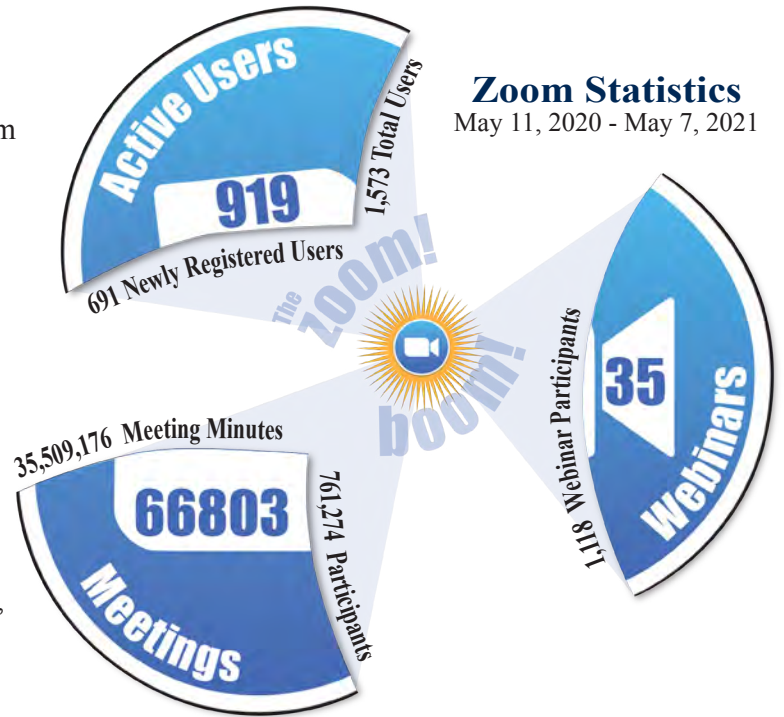


GOAL 5

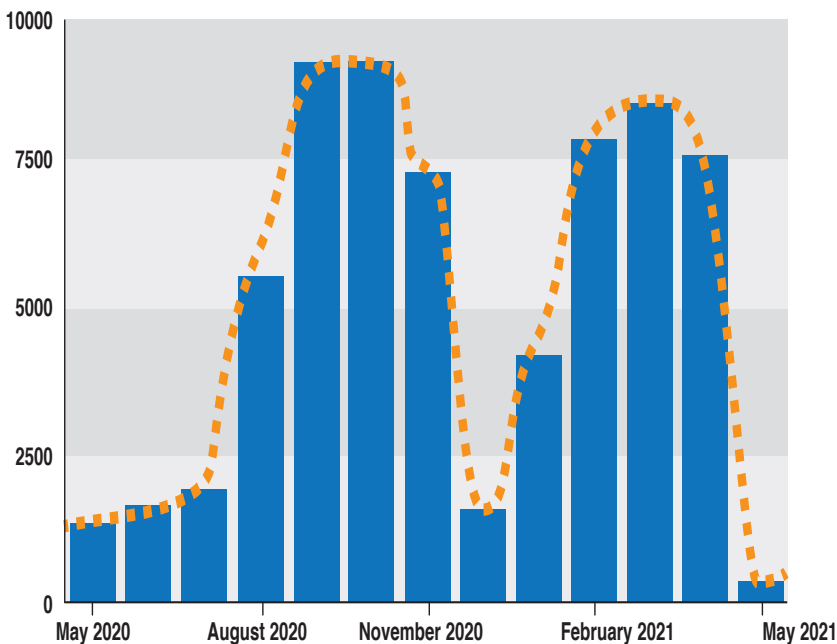
Extend Scale of Offerings and Resources

In AY 2020 - 2021, The Citadel purchased a virtual conferencing tool, Zoom. We used Zoom to live stream classes, record lectures, conduct office hours, and host study groups, meetings and interviews.

In the Fall of 2020, due to social distancing requirements, undergraduate teaching moved to a hybrid model. With that, classes were split into sections with half of the students in person and the other half online each day. Classrooms were equipped with Swivl robots and faculty members were given iPads to live stream their classes via Zoom. This new technology required a roll out and campus-wide training. With the Canvas integration, instructors were able to add Zoom links and class recordings directly into their Canvas courses, giving students easy access to class meetings and recordings.



ZOOM USAGE BY MEETINGS



“Our department used Zoom for individual appointments, as well as small and large group career information sessions. It has provided more quality time with our students for conversations, connections and progress reports. We also noticed that having the Zoom sessions seemed to invoke more accountability by the students. They displayed more motivation, initiation, self-starting and follow through on assignments. It was a joy to work with the CEITL&DE team to creatively and critically brainstorm these new ways to better serve the needs of our students..”

– Susan Wright Pope,
Internship Coordinator, Career Center

Continuity of Instruction (COI)

CEITL & DE was instrumental in coordinating the COI Handbook and the movement of all classes to remote teaching and learning during the spring of 2020. The Continuity of Instruction Plan (COIP) can be found at <https://www.citadel.edu/root/ceitl-continuity-instruction> and is the plan for the continuation of education in the event of a prolonged campus closure. This plan promotes the continuation of teaching and learning despite circumstances that interrupt face-to-face classes on campus, as well as the ability for professors to provide online instruction. CEITL & DE will continue to collaborate in the development of policies and procedures related to the COI plan.

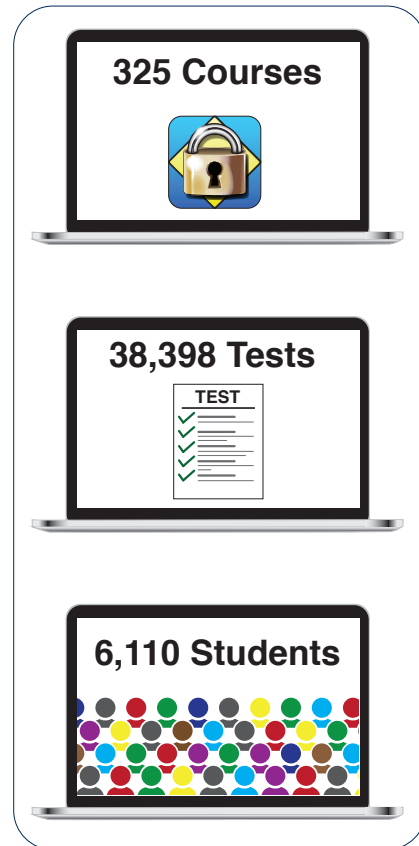


Respondus

Respondus LockDown Browser & Monitor is an online proctoring system that allows faculty to administer quizzes and tests in the online environment, while maintaining the integrity of the exam process. The Lockdown Browser system works by locking a student’s web browser so he/she cannot print, copy or access other applications while taking an exam. The Monitor system is a fully-automated program that utilizes a student’s webcam to record a student during an exam. Once the exam is over, the system provides a report the exam session to an instructor for final review.



During this past year, **325 courses** used Respondus LockDown Browser and Monitor to proctor **38,398 online tests** taken by **6,110 students**.



LOOKING FORWARD

Looking forward to AY2021-2022, CEITL&DE will continue to facilitate and support online and face-to-face teaching and learning at The Citadel. With the increasing demand for online instruction, we will maintain our rigorous online course review process and faculty training while simultaneously developing more comprehensive and inclusive online student orientation and virtual community initiatives. In the face-to-face teaching environment, CEITL & DE will continue to promote faculty development while sustaining and improving its faculty programming based upon lessons learned and assessments conducted over the past three years. Striving for excellence in all that we do, we will continue providing professional development opportunities that drive adoption of twenty-first century best practices while creating an environment that encourages faculty to explore evidence-based learning strategies and improving the inclusiveness and accessibility of their instruction in online, hybrid and face-to-face modalities.



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