

# NOMINATION PACKAGE FOR EXCELLENCE 2021 STAFF AWARD<sup>1</sup>

Nominating: Georgia Tech Remote and Hybrid Teaching Academy Team

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<sup>1</sup> Faculty members of this team is being nominated for the 1934 Outstanding Innovation in Educational Technology Award. As indicated in the letters included in the package, supporters are endorsing the team’s nomination for both the faculty and staff awards specified.

## GTRHTA Team Members

Staff Members:	Academic Professional and Research Faculty Members:
<ul style="list-style-type: none"> <li>• Christian Birk, OIT AV Services Team</li> <li>• Jason Brewer, OIT AV Services Team</li> <li>• Pamela Buffington, OIT Digital Learning Team</li> <li>• Jassen Ceci, OIT AV Services Team</li> <li>• Samba Diop, OIT Digital Learning Team</li> <li>• Dr. Shakis Drummond, Georgia Tech Professional Education</li> <li>• Desmond Gardfrey, Georgia Tech Professional Education</li> <li>• Dr. Warren Goetzel, OIT Digital Learning Team</li> <li>• Christie Hayes, Georgia Tech Professional Education</li> <li>• Dr. Nilufer Korkmaz, Georgia Tech Professional Education</li> <li>• Dr. Valerie Morrison, Center for Inclusive Design and Innovation</li> <li>• Tami Salz, OIT Digital Learning Team</li> <li>• Norah Sinclair, Center for Inclusive Design and Innovation</li> <li>• Chris Williams, Georgia Tech Professional Education</li> <li>• Charlie Wright, OIT AV Services Team</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Troy Courville, Georgia Tech Professional Education</li> <li>• Ameet Doshi, Georgia Tech Library</li> <li>• Dr. Yakut Gazi, Georgia Tech Professional Education</li> <li>• Marlee Givens, Georgia Tech Library</li> <li>• Elizabeth Holdsworth, Georgia Tech Library</li> <li>• Matt Lisle, Center for 21st Century Universities (in an administrative role, not a research role)</li> <li>• Dr. Chaohua Ou, Center for Teaching and Learning</li> <li>• Dr. Rebecca Pope-Ruark, Center for Teaching and Learning</li> <li>• Dr. Vincent Spezzo, Center for Teaching and Learning</li> <li>• Dr. Carol Sullivan, Center for Teaching and Learning</li> <li>• Alison Valk, Georgia Tech Library</li> <li>• Dr. Joyce Weinsheimer, Center for Teaching and Learning</li> <li>• Dr. Kate Williams, Center for Teaching and Learning</li> </ul>
	<ul style="list-style-type: none"> <li>• Dr. Nisha Botchwey, Georgia Tech Professional Education (tenured faculty member)</li> </ul>

## RESPONSES TO THE NOMINATION QUESTIONS

### 1. What is the nature of the large-scale effort that the employee/team accomplished?

For many of us, Friday, March 13th, 2020 was the last time we stepped foot on the Georgia Tech campus before the COVID-19 pandemic forced us to go into lockdown. The academic operations took a long Spring Break on that day, which then led into an emergency remote delivery for the remainder of the spring semester. Spring turned into a remote delivery summer, which turned into a predominantly remote and hybrid fall semester. Faculty taught utilizing online and distance delivery technologies, students learned synchronously or asynchronously from anywhere, exams were administered through artificial intelligence-based digital proctoring systems, and advisors guided students through web conferencing sessions. Course delivery and educational experience at Georgia Tech as we know it changed on that eve of March 13<sup>th</sup>, possibly irreversibly.

Leading up to March 13<sup>th</sup>, a group of individuals from the Office of Information Technology, Center for Teaching and Learning, Center for 21<sup>st</sup> Century Universities, and the Library, led by Georgia Tech Professional Education, started working on an academic continuity response to ensure that course instruction and students' progression toward graduation are minimally impacted by the pandemic. This initial response consisted of training sessions, self-help resources that are posted on <https://servicenow.gatech.edu>, and single point of entry support structure and faculty consultation sessions. It didn't take long for all of us to find out that this emergency response not only would have to take us through the spring semester but would at least last through the summer and potentially the fall 2020 semesters. *The initial emergency response would have to take a more formal, intentional form for it to effectively prepare faculty for these extended remote and hybrid teaching scenarios.*

To achieve this, a coalition among Georgia Tech Professional Education, Office of Information Technology, Center for Teaching and Learning, Center for 21<sup>st</sup> Century Universities, and the Library was formed. Dubbed "Georgia Tech Remote and Hybrid Teaching Academy (GTRHTA)" this large group of individuals distributed across the Institute came together in an unprecedented manner with one goal:

*to increase the effectiveness and quality of Georgia Tech's remote and hybrid courses through high quality and relevant faculty preparation resources and activities.*

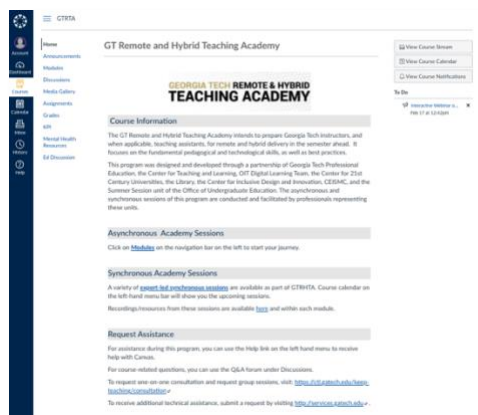
#### Synopsis

A year ago, the Covid-19 pandemic forced Georgia Tech to reinvent the university in a matter of weeks. Every academic and administrative process needed to change to operate safely in a remote manner. Every faculty member was asked to offer their courses remotely, using technology and tools many of them had never used. Members of the Georgia Tech Remote and Hybrid Teaching Academy (GTRHTA) team exhibited an exemplary collaborative effort that is rare at institutions of our size. This team rapidly put together a curriculum and associated sessions to support faculty's teaching efforts – an activity fulfilled with dedication, which is not even on the job description for many of these individuals. GT responded to the Covid-19 crisis effectively and provided the very best education for our students given the circumstances. This success would not have been achieved without the GTRHTA.

## GTRHTA Asynchronous Resources

To enable faculty preparation in a flexible manner, the GTRHTA team created resources that can be used in an asynchronous/just-in-time manner. These resources were designed in an online course available on GT's learning management system, Canvas (Figure 1). Recognizing that as a Research I institution, GT's faculty's time is very limited, this course included streamlined resources in a manner to focus on the most essential aspects of remote and hybrid teaching. Everyone in an instructor role in Summer and Fall 2020 were automatically enrolled in this course. This course is available at:

<https://gatech.instructure.com/courses/152498><sup>2</sup>



The course focused on five fundamental aspects of effective teaching online:

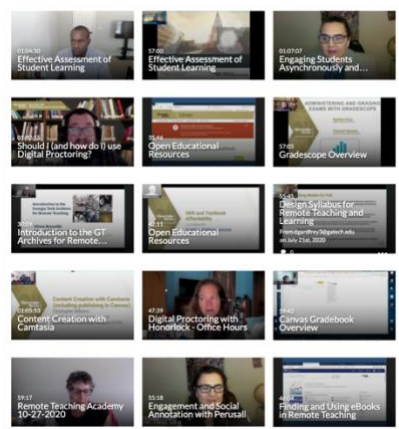
- Design fundamentals
- Assessment of student success
- Engaging students
- Creating content
- Using course technologies effectively

In addition, the course content included a module dedicated to hybrid teaching.

In each module, an introductory video gave the overview and basic information, followed by additional resources and

opportunities for participants to engage in discussions through provided prompts.

## GTRHTA Synchronous Resources



The GTRHTA team offered over 70 sessions to supplement the asynchronous content. These sessions were topic-oriented as well as college-specific or Ask-Me-Anything/Office Hours sessions (Figure 2). Experts on the team shared information with plenty of opportunities for faculty to ask questions and share their experiences. All these sessions were recorded and made available within the Canvas course for those who have been unable to attend real-time. These recordings were played almost 2000 times by over 500 unique viewers.

<sup>2</sup> If the reviewers do not have access to this course, they can see the open access version at: <https://gatech.instructure.com/courses/15201>

## 2. What types of collaborations/partnerships were formed in order to accomplish the end goal?

This collaboration was coordinated by Georgia Tech Professional Education (GTPE) and included the following groups:

- Center for Teaching and Learning (CTL)
- Office of Information Technology, Digital Learning Team (DLT) and AV Services Team (AV)
- Georgia Tech Library (GTL)
- Center for 21st Century Universities (C21U)

The entities listed above quickly formed a loose academic continuity response structure to help the transition to remote teaching as a result of the COVID-19 lockdown. This initial response was in the form of technology overview sessions, office hours, responding to faculty consultation and technical support requests. Once it was clear that the pandemic's impact was going to last beyond the Spring semester, these teams formed into a more disciplined effort of faculty preparation to support and lead a transition from emergency remote teaching to a more effective hybrid and online teaching. An asynchronous course was developed to allow faculty to learn the fundamentals of hybrid and remote teaching at their own pace and on their own time. This course focused on the design thinking for online teaching, assessment of student learning, engaging student online, and the technologies for online teaching and learning. The units listed above collectively created and contributed to the course content. To facilitate collaboration, the group used MS Teams environment to coordinate the activities.

In order to supplement the asynchronous course content, the team offered real-time/synchronous sessions to go over the content. This provided an opportunity for faculty to ask questions real-time. These sessions were typically offered by multiple session leads and were always supported by a moderator.

## 3. Involving others is only a part of collaborating effectively. How did the employee/team bring out the best in others who were involved?

The distributed expertise among these teams across several units was brought together for the same goal of helping Georgia Tech continue to fulfill its academic mission. Continuity of academics and helping students achieve their learning goals was top priority for everyone at the Institute. The team members all brought different aspects of what is needed to effectively deliver online and hybrid courses. Division of labor was collectively charted based on strengths and experience. In cases of overlapping experience team members collaborated to create curriculum and co-led the real-time sessions (such as assessment and Canvas overview sessions).

## 4. What obstacles did the employee/team face and how did the employee/team exercise leadership to overcome the obstacles?

The primary obstacle was the challenges that Covid-19 brought upon all the members of the team. They all had to participate in GTRHTA activities in addition to their regular job responsibilities and dealing with the difficulties of balancing work and life amid a global pandemic. Additionally, the majority of the content was created under extreme time constraints as faculty struggled to adapt their teaching methodologies on short notice. The team members typically spent long hours in the evenings and on the weekends to not only create curriculum and content, but also to respond to faculty questions and requests for assistance. The team leadership and members often sent each other supporting comments and gave positive feedback for successes in the team's Microsoft Teams work area.

## 5. What have been the impacts (consider people, process, financial, reputation, and trust aspects) for Georgia Tech employees?

GTRHTA activities produced the following metrics:

- Over 70 GTRHTA real-time sessions were offered, which amounted to about 7000 minutes of real-time engagement with instructors'
- A total of 2789 enrollments in the real-time sessions, which amounted to over 101,000 minutes of total exposure.
- 2498 instructors enrolled in the asynchronous course with over 68,000 total page views.
- Session recordings were played almost 2000 times by over 500 unique users.
- About 95% of session participants rated the sessions as good/very good/excellent (Figure 1)).

Please provide an overall rating for this event.

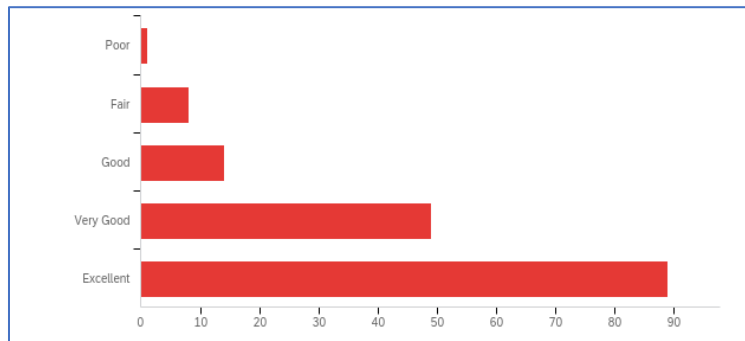


Figure 1. GTRHTA Synchronous Sessions Participant Evaluation Summary

One indication of faculty and course effectiveness is student rating of courses (CIOS scores). Looking at the campus-wide CIOS scores in fully online courses in fall 2019 compared to fall 2020, the relatively few online courses (23 sections) in fall 2019 showed good CIOS student opinion scores. These 2019 courses (pre-COVID) were designed and supported for online learning. It is remarkable that the fall 2020 courses (N=770 for course rating and N=854 for instructor rating) showed almost equivalent CIOS scores (Table 1). Despite the newness of remote teaching, our faculty rose to the challenge. The level of preparedness of faculty and the support they received was inarguably a factor in this level of success, which could not have been achieved without GTRHTA.

Table 1. CIOS Score Comparison for Online Courses (2019-2020)

Fully Online Courses	Fall 2019		Fall 2020	
	Number Sections	Mean	Number Sections	Mean
Course: Overall effectiveness	23	4.48	769	4.38
Instructor: Overall effectiveness	23	4.5	848	4.53

The most impactful evidence for GTRHTA's impact can be found in the faculty's first-person testimonials of GTRHTA's work included in the Appendix of this nomination package. These letters provide an account of how this program and the team enabled and supported Georgia Tech faculty in delivering

effective instruction during Covid-19. Without this team effort, Georgia Tech faculty would have been left trying to reinvent best practices individually and with extreme variance which would have negatively impacted student learning experience and mental health in a time of extreme uncertainty.

Some sentiments from faculty are sampled below:

*I extremely proud of how GT responded to the crisis and about how we have provided the very best education for our students given the circumstances, now for 3 terms. I can assure you that this success would not have been achieved without the GTRHTA. Over our dramatic pivot in education, I only heard praise from the faculty about the services that GTRHTA provided.*  
**Rafael Bras, Professor, School of Civil and Environmental Engineering and Former Provost**

*My students made progress in their education, despite Covid, with thanks to the nominated team.*  
**Dianne Leader, Lecturer, School of Psychology**

*As a school chair, I can share that GTRHTA has also been an incredibly valuable resource to our school's faculty and TAs. When a professor had to pivot his Maymester course to a fully remote format with short notice, GTRHTA was there to help. When a PhD student was new to TAing and needed some ideas, GTRHTA was there to help. When we had to hire a new part-time lecturer to staff a course, who had great industry experience to share but had never previously taught in academia, (you guessed it!) GTRHTA was there to help.*

**Jason Freeman, Chair, School of Music**

*I can't speak highly enough of the faculty and staff that put this all together. Simply put, it was wonderful and without them I don't even want to imagine what my class would have been like.*

**Beki Grinter, Professor, School of Interactive Computing**

*I will be eternally grateful for the advice that these team members offered during workshops and during one-on-one consulting. They resolved a number of challenges I confronted in designing and deploying online instruction, and they did so patiently and with good humor.[...] e. I know almost of the team members from attending workshops, watching videos, and being provided with one-on-one consulting. All of them are to be highly commended for their work.[...] They are my heroes and should be yours.*  
**Carol Colatrella, Professor, School of Literature, Media and Communication**

*With the help of the team, I learned how to create Kaltura Videos with Embedded Quizzes. Last summer, I created 75+ mini lessons. By providing video lesson quizzes, it produced both a good preview of material before class, and review of material after class. As an instructor, I did not mandate which order (before or after lecture) students watched the videos, as I let the students choose which style works for them better. According to some CIOS comments my students thought this was one of the best features of my course. Some comments include, "I think the best feature were the video quizzes because they summarized lecture very well," and "The best features were the video lesson quizzes. They helped me learn and remember what I needed to learn specifically in each chapter."*  
**Stephanie Reikes, Lecturer, School of Mathematics**

*I can speak from my own experience in being forced to teach my COE 3001, Mechanics of Deformable Bodies class. The Academy helped me with everything from revising my syllabus and assessment schedule to finding the correct technology solutions that worked for me. The team was knowledgeable, patient and readily accessible on my own complicated schedule. This team truly allowed Georgia Tech to utilize the extensive experience gained from our OMS degrees online learning, and efficiently transfer this knowledge to the entire Georgia Tech academic community.*

***Laurence J. Jacobs, Professor and Associate Dean for Academic Affairs, College of Engineering***

6. Please describe anything that is unique to this project or that the employee/team did that was “outside of the box”.

This team is a multi-unit team, reporting to different divisions at Georgia Tech and doesn’t typically work together this way, which by itself was out of the box. In our response to the emergency that COVID-19 created, rather than trying to create siloed solutions to offer faculty preparation and support, we joined forces, united our expertise, and channeled all instructional preparation and support through the GTRHTA team.

In addition, we don’t try to address all teaching faculty/instructors with a one-stop-shop approach, in this case in one training course (GTRHTA course on Canvas). This was a first-of-its-kind course at Georgia Tech.

Through the reporting functionalities of the GT Learning Management System, Canvas, reporting, we were able to discover those who are in teaching roles and enroll everyone involved in the teaching of courses in Spring 2020 through Spring 2021 to this Canvas course. Through this automatic enrollment, we also created a way to communicate important academic technology and pedagogy related sessions and learning opportunities to faculty.

The GTRHTA course content and activities were created in such a way to model best practices of online learning so that faculty can adopt this approach in their own courses:

- The content is presented in modules,
- Each module has video content as well as textual information in an effort to present different representations of the course content
- Each module content was also offered in real-time sessions for further engagement from faculty as well as opportunities to ask and answer questions
- Each module has evaluation as well as discussion questions to engage the participants
- Announcements tool and calendar tool were used to communicate important information.

The real-time sessions were offered through experts as well as a moderator to model an effective learning environment.

The GTRHTA course content is already made available as open source/Creative Commons license for anyone who want to use or adopt/adapt the resources. We know colleagues from other universities accessed and adopted information from this course.

Finally, in our supporters Dianne Leader and Beki Grinter’s words, the fact that this team took on these additional responsibilities and tirelessly worked to support this effort with resilience while enduring a pandemic themselves is unique and noteworthy:



*“as an Industrial and Organizational Psychologist, I particularly marveled at the collaborative success of this multidisciplinary team under very demanding circumstances, and how they disseminated their own resilience to individuals like myself, and doubtlessly to the Georgia Tech organization as a whole.”*

*Dianne Leader, Lecturer, School of Psychology*

*“I especially want to call out the fact that they were also enduring a pandemic. At a time when everyone’s world was turned upside down, people juggling all sorts of new constraints on their time, the uncertainty associated with basic acts, the food shortages, just even doing basic things was really hard. It was at this time that the GTRHTA team came together and stepped up and produced a teaching academy, with numerous resources, and giving what must have been huge quantities of their time to making this work.”*

*Beki. Grinter, Professor, School of Interactive Computing*

## Appendix. Nomination Support Letters

Nelson Baker, Dean, Georgia Tech Professional Education

Rafael Bras, College of Engineering and Former Provost and Exec. VP of Academic Affairs

Bonnie Ferri, Vice Provost for Graduate Education and Faculty Affairs

Jason Freeman, College of Design

Beki Grinter, College of Computing

Larry Jacobs, College of Engineering

Dianne Leader, College of Sciences

David Leonard and Daren Hubbard, OIT

Stephanie Reikes, College of Sciences

Leslie Sharp, Dean of GT Library

February 22, 2021

Dear Awards Committee,

I enthusiastically support the nomination of the faculty from Georgia Tech Professional Education, from the Center for Teaching and Learning and from the Library (a list shown below) for their work on the **Georgia Tech Remote and Hybrid Teaching Academy** (GTRHTA) team for the *Class of 1934 Innovation in Educational Technology Faculty Award*.

As Dean of Georgia Tech Professional Education, we have worked with faculty to provide guidance, insight, and course design in online and technology assisted instruction for many years. However, in the pivot to remote teaching, there were far more faculty who sought assistance than our team could provide support, but working with many others across Georgia Tech, this has been a most inspiring project for everyone. While led by Georgia Tech Professional Education, the members of the GTRHTA exhibited an exemplary collaborative effort that is rare at institutions of our size. This team rapidly put together a curriculum to support faculty's remote and hybrid teaching efforts as a response to the challenges posed to our regular academic operations by Covid-19 pandemic. The approach provided flexibilities for all faculty, tenure/tenure-track, non-tenure track, adjunct and teaching assistants who needed streamlined information and wanted to learn at their own pace and in their own time. For this, the team created a Canvas course with rich, but relevant information; the team then offered over seventy real-time opportunities for those who choose to attend these sessions and ask questions. All the sessions were recorded and made available to allow for faculty's flexible access. In addition, this team honored session requests on school or college-specific topics. They also engaged with faculty one-on-one for solving unique instructional problems.

Working together, this group has provided a tremendous lift to faculty not just during this time of the pandemic, but a repository for future learning. This body of work will enable all faculty to continue learning new techniques that will improve the educational environment for years to come. Georgia Tech students will be better because of these efforts. Seeing the group work together was also an opportunity to build connections for new interactions and new discovery for those across the teams who assembled this work. The fact that they did this together will also provide benefits far into the future to become more efficient and enable each to provide references to others at Georgia Tech for whom faculty can seek assistance regarding unique teaching and learning situations.

In summary, GTRHTA's innovative and collaborative approach to faculty support and their own innovative use of technology to deliver their expertise has not only helped Georgia Tech's instructors, but also aided student learning during this period of challenges. This effort represents a rare instance of dedication, expertise, and collective stamina showcased by the faculty and staff of the GTRHTA team. I endorse the nomination of the Georgia Tech Professional Education faculty members of this team, Drs. Botchwey, Courville, and Gazi, for the Class of 1934 Innovation in Educational Technology

Award. I understand the staff members listed below are being nominated for the 2021 Staff Excellence Award and I am strongly supporting their nomination as well.

**Nelson Baker, Ph.D.**



Dean, Professional Education  
Professor, School of Civil and Environmental Engineering  
Georgia Institute of Technology  
845 G. St. NW, Atlanta, GA 30308-1031  
Atlanta, GA 30308-1031 U.S.A.  
Phone 404-385-5300 I [nelson.baker@pe.gatech.edu](mailto:nelson.baker@pe.gatech.edu) I [www.pe.gatech.edu](http://www.pe.gatech.edu)  
[www.gtppe.gatech.edu](http://www.gtppe.gatech.edu)

February 18, 2021

Faculty Honors Committee:

I give my highest endorsement to the nomination of the **Georgia Tech Remote and Hybrid Teaching Academy** (GTRHTA) team for the *Class of 1934 Innovation in Educational Technology Faculty Award*. I am familiar with their work in two ways. First, I am the unit head over the Center for Teaching and Learning (CTL), which was a core partner in the GTRHTA. In particular, the CTL faculty that I encourage you to recognize for this award are Dr. Chaohua Ou, Dr. Rebecca Pope-Ruark, Dr. Vincent Spezzo, Dr. Carol Sullivan, Dr. Joyce Weinsheimer, and Dr. Kate Williams.

I am also very familiar with their work during the summer of 2020 since I was the liaison to the GTRHTA from the Academic Planning Task Force (chaired by the provost). What GTRHTA did technologically was phenomenal. What they did pedagogically, was inspired. Led by GTPE with its experience in online education of students, this team turned their expertise and infrastructure inward towards creating a course for the education of the entire Georgia Tech faculty on technology-enhanced and remote learning. They created a Canvas site and populated it with self-paced videos and resources, and held synchronous and asynchronous sessions. They also offered the equivalent of office hours (one-on-one consultations) and group help sessions. The impact was incredible in terms of the ability of our faculty to complete the spring 2020 semester and to improve on their teaching in the fall 2020 and spring 2021 terms.

- about 70 GTRHTA synchronous sessions were offered, which amounted to about 7000 minutes of real-time engagement with instructors.
- a total of 2789 enrollments in the synchronous sessions
- 2489 instructors enrolled in the self-paced course, over 68,000 total page views.
- About 95% of session participants rated the sessions as good/very good/excellent.

As evidence of the effectiveness, consider the campus-wide CIOS scores in fully online courses in fall 2019 compared to fall 2020. The relatively few online courses (23 sections) in fall 2019 showed good CIOS student opinion scores. Considering that these 2019 courses were designed and supported for online learning, it is remarkable that the fall 2020 courses (N=770 for course rating and N=854 for instructor rating) showed almost equivalent CIOS scores. Despite the newness of remote teaching, our faculty rose to the challenge. They would not have succeeded without the dedicated efforts and tireless support of the GTRHTA team.

Fully Online Courses	Fall 2019		Fall 2020	
	Number Sections	Mean	Number Sections	Mean
Course: Overall effectiveness	23	4.48	769	4.38
Instructor: Overall effectiveness	23	4.5	848	4.53

The entire GTRHTA team is listed in the appended table. In summary, I cannot imagine any other nomination for this award that would be as deserving.

Sincerely,



Bonnie H. Ferri  
Vice Provost for Graduate Education and Faculty Development

Dear Awards Committee,

It gives me great pleasure to support the nomination of Matt Lisle, a faculty member at the Center for 21<sup>st</sup> Century Universities, and the rest of the team for their work on the **Georgia Tech Remote and Hybrid Teaching Academy** for the *Class of 1934 Innovation in Educational Technology Faculty Award*.

Exemplifying the agility and “We Can do That” attitude that make Georgia Tech such a special place, the members of the GTRHTA quickly and expertly responded to the unprecedented demands put on faculty, students, and staff by the global pandemic. Faced with the need to suddenly and almost without warning put an entire university’s instructional enterprise online, the team rapidly put together a curriculum to prepare and support faculty’s emergency remote and hybrid teaching. This rapid response is almost unheard of in academia, and further sets GT apart as a leader in education innovation. Matt and the team created a Canvas course with the necessary and sufficient information needed to scaffold faculty in supporting student learning and assessment. They offered several dozen real-time opportunities for synchronous discussion and exploration. They also provided on-demand guidance and training to faculty as they raced to adapt to the unique circumstances.

Matt and the GTRHTA team’s creative and effective approach to rapidly moving our institution to remote teaching played a large part in the successful fulfilling of our academic mission during the pandemic. Not only did the team assist the students in not losing a year of their studies, they also ensured that the high quality education Georgia Tech is known for persisted. Beyond that, they advanced the institute’s ability to continue to improve our online, hybrid, and even face to face instructional efforts. Their dedicated efforts made a real difference to our students. I wholeheartedly support the nomination of Matt and the other members of this team for the Class of 1934 Innovation in Educational Technology Award. I understand the staff members listed below are being nominated for the 2021 Staff Excellence Award and I am strongly supporting their nomination as well.

Respectfully,



Dr. Stephen W. Harmon  
Interim Executive Director, Center for 21st Century Universities  
Associate Dean for Research, Professional Education  
Professor, College of Design  
The Georgia Institute of Technology



February 18, 2021

Dear Awards Committee:

I enthusiastically support the nomination of the Georgia Tech Library faculty members Ameet Doshi, Marlee Givens, Elizabeth Holdsworth, Alison Reynolds, and Alison Valk for the **Georgia Tech Remote and Hybrid Teaching Academy** team for the *Class of 1934 Innovation in Educational Technology Faculty Award*.

As the Dean of Libraries, I nominated this group of extraordinary Library faculty to offer their expertise to this effort. Led by Georgia Tech Professional Education, the members of the GTRHTA exhibited an exemplary collaborative effort that is rare at institutions of our size. This team worked tirelessly to put together a curriculum to support faculty's remote and hybrid teaching efforts as a response to the challenges posed to our regular academic operations by the Covid-19 pandemic.

The approach provided flexibilities for faculty, who needed streamlined information and wanted to learn at their own pace. The Library team revised Canvas modules to be included in the asynchronous portion of the course. These modules were designed to teach faculty how to use library and archival materials and utilize Library personnel to support online learning. The team also hosted synchronous sessions to cover the same content, as well as reviewed the modules created by other campus departments. Some of the sessions taught included Integrating Multimedia into Course Assignments: Library Multimedia Resources, Library and Electronic Resources for Courses, Open Educational Resources, and Library and Electronic Resources for Courses. All the sessions were recorded and made available to allow for faculty's flexible access. They also engaged with faculty one-on-one for solving unique instructional problems.

In summary, GTRHTA's innovative and collaborative approach to faculty support and their own innovative use of technology to deliver their expertise has not only helped Georgia Tech's instructors, but also aided student learning during this challenging period. I received feedback from faculty about how helpful these sessions were and I am so pleased to see everyone involved getting recognized for their hard work. This effort represents a rare instance of dedication, expertise, and collective stamina showcased by the faculty and staff of the GTRHTA team. I strongly support the nomination of the Georgia Tech Library faculty members of this team for the Class of 1934 Innovation in Educational Technology Award. I understand the staff members listed below are being nominated for the 2021 Staff Excellence Award and I am endorsing their nomination as well.

Please let me know if I can provide you with further information.

Sincerely,

A handwritten signature in dark ink, appearing to read "Leslie N. Sharp". The signature is fluid and cursive, with the first name "Leslie" being more prominent.

Leslie N. Sharp, Ph.D.

Dean of Libraries

Georgia Institute of Technology

February 21, 2021

Dear Awards Committee Members:

It is a pleasure to support the nomination of faculty and staff members of the Georgia Tech Remote and Hybrid Teaching Academy for the Class of 1934 Innovation in Educational Technology Faculty Award and the 2021 Staff Excellence Award, respectively. The members of this team are listed at the end of this letter.

I was in the role of the Provost and Executive Vice President of Academic Affairs at the time of the inception of the GTRHTA effort. It may be useful to briefly discuss the context in which the GT Remote and Hybrid Teaching Academy developed. A year ago, the Covid pandemic forced us to basically reinvent the university in a matter of weeks. We needed to change every academic and administrative process to operate safely in a remote manner. Among other things, that meant asking every faculty member to offer their courses remotely, using technology and didactic tools most had never used. This is where members of the GTRHTA exhibited an exemplary collaborative effort that is rare at institutions of our size. This team rapidly put together a curriculum to support faculty's remote and hybrid teaching efforts. The approach provided flexibility to our faculty, who needed streamlined information and wanted to learn at their own pace and in their own time. For this, the team created a Canvas course with rich, but relevant information. The team then offered over seventy real-time opportunities where participants could ask questions. All the sessions were recorded and made available to allow for flexible access. They also engaged in college specific sessions, on request, and with faculty, one-on-one, for solving unique instructional problems. This multi-unit effort provided a structure upon which many future partnerships can be built, including a rapid response academic continuity capability that did not exist pre-Covid.

I am extremely proud of how GT responded to the crisis and about how we have provided the very best education for our students given the circumstances, now for 3 terms. I can assure you that this success would not have been achieved without the GTRHTA. Over our dramatic pivot in education, I only heard praise from the faculty about the services that GTRHTA provided.

In summary, GTRHTA's innovative and collaborative approach to faculty support and their own innovative use of technology to deliver their expertise has not only helped our instructors, but also aided student learning during this period of challenges. This effort represents a rare instance of dedication, expertise, and collective stamina showcased by the faculty and staff of this team. I endorse the nomination of the faculty members of this team for the *Class of 1934 Innovation in Educational Technology Faculty Award* and staff members of the team for the *2021 Staff Excellence Award* in the strongest possible terms.

Sincerely,



Rafael L. Bras

School of Literature, Media, and Communication  
Georgia Institute of Technology

Dear Members of the Faculty Honors Committee,

I write to wholeheartedly support the nomination of faculty and staff members of the Georgia Tech Remote and Hybrid Teaching Academy for the Class of 1934 Innovation in Educational Technology Faculty Award and the 2021 Staff Excellence Award. Team members are listed on the next page.

As a faculty member and as associate dean for graduate studies and faculty development, I was very impressed with the efficient and strategic assistance offered by the team in 2020. I have great regard for the leadership of Georgia Tech Professional Education in coordinating the members of the GTRHTA who exhibited an exemplary collaborative effort that is rare at institutions of our size. This team rapidly put together an accessible, well thought out curriculum to support faculty's remote and hybrid teaching efforts in response to the challenges posed to our regular academic operations by Covid-19 pandemic. The approach provided flexibility to faculty, who needed streamlined information they could access according to their own pace and availability. I accessed the team's Canvas course because I relied on its rich, relevant information in developing my online course and in helping to advise other faculty about approaches they could take in their courses. The team offered over seventy real-time opportunities for those who choose to attend these sessions and ask questions; I attended many of these workshops when they were held and consulted all of them in planning and teaching my courses. All sessions were recorded and made available to allow for faculty's flexible access; workshops were very well-designed and organized. In addition, this team honored session requests from individuals and groups related to school or college-specific topics.

I will be eternally grateful for the advice that these team members offered during workshops and during one-on-one consulting. They resolved a number of challenges I confronted in designing and deploying online instruction, and they did so patiently and with good humor. I appreciated that each consultant was able to meet at my convenience, to answer my questions, and to solve what seemed like mysterious problems until the team member could trouble shoot in real time. Some problems were technical and some were pedagogical, so I felt very lucky that Georgia Tech had the foresight to employ a large cadre of people who were prepared and willing to consult smartly about how to shape my teaching in relation to the affordances of the technologies and how to pick the right technologies that would work with the learning outcomes of my course. I know almost of the team members from attending workshops, watching videos, and being provided with one-on-one consulting. All of them are to be highly commended for their work. The multi-unit effort was a model for future partnerships that can be built in that it exemplifies rapid response developed to enable academic continuity, a capability that did not exist pre-Covid. I appreciate that team efforts enabled me to teach comfortably and effectively because their workshops, archive of materials, and consulting fully prepared me and continuously supported the improvement of my teaching.

In summary, GTRHTA's innovative and collaborative approach to faculty support and their innovative use of technology to deliver their expertise has not only helped our instructors, but also aided student learning during this period of challenges. This effort represents a rare instance of



dedication, expertise, and collective stamina showcased by the faculty and staff of this team. In the strongest possible terms, I endorse the nomination of the faculty members of this team for the *Class of 1934 Innovation in Educational Technology Faculty Award* and staff members of the team for the *2021 Staff Excellence Award*. They are my heroes and should be yours.

Sincerely,

A handwritten signature in black ink that reads "Carol Colatrella". The signature is written in a cursive style with a small flourish at the end.

Carol Colatrella

*Pronouns: She, Her, Hers*

Professor, School of Literature, Media, and Communication

Associate Dean for Graduate Studies and Faculty Development, Ivan Allen College of Liberal Arts

Co-Director, Center for the Study of Women, Science, and Technology, Institute Diversity, Equity and Inclusion (IDEI)



Rebecca E. Grinter, Professor  
School of Interactive Computing  
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Tuesday, February 16, 2021

Dear Committee:

I'm writing this letter to provide my strongest recommendation for the Georgia Tech Remote and Hybrid Teaching Academy (GTRHTA) team. I am a Professor in the School of Interactive Computing at the Georgia Institute of Technology. I am a member of the ACM CHI Academy which honors people who have made substantial and significant contributions to the field of HCI. Prior to joining the faculty at Georgia Tech, I was a Member of Research Staff at Bell Laboratories and Xerox PARC. I took classes with and used the asynchronous materials that the GTRHTA produced.

I don't know how I would have taught my undergraduate class of almost 100 people without the support and advice of the GTRHTA. Over the summer, it became increasingly clear that the Fall of 2020 would not be the same as any of the previous Fall Semesters I've experienced (which is over 15 years worth). I was now faced with numerous challenges all centered around the question of how would I deliver a class remotely? Although I am part of the College of Computing I had not taught in the OMS, so this was all new to me.

The GTRHTA became my go to resource. I took a number of the classes that introduced me to methods to rethink my syllabus and the way I organized the class and how that might most effectively translate to the online experience. I confess that it took me a while to realize why I had to do this first, to think more holistically about what experience I would offer, before tackling the details of the technology. I used both asynchronous and synchronous class offerings to learn about the various technologies I could also use. I was also able to reach out to various members of the GTRHTA to get advice for questions that were very specific to my own class.

I can't speak highly enough of the faculty and staff that put this all together. Simply put, it was wonderful and without them I don't even want to imagine what my class would have been like. I especially want to call out the fact that they were also enduring a pandemic. At a time when everyone's world was turned upside down, people juggling all sorts of new constraints on their time, the uncertainty associated with basic acts, the food shortages, just even doing basic things was really hard. It was at this time that the GTRHTA team came together and stepped up and

produced a teaching academy, with numerous resources, and giving what must have been huge quantities of their time to making this work. I put together one class based on their advice, and I had already spent 50 hours on Canvas *before* the class even started. That does not include the time I spent producing lectures and other materials outside of that system. I use these measures as potential calibrations of how much time the GTRHTA team may have spent putting together these resources.

I cannot think of a more deserving group to receive the Class of 1934 Outstanding Innovative Use of Education Technology Award and the 2021 Excellence Award than the GTRHTA team. If you think about it, they not only used education technology, but they led much of the campus in innovative uses of education technology by teaching us all how to do that. Leading us all in making this transformation strikes me as a perfect example of excellence, not just in the actions taken by the staff members of the GTRHTA but also in ensuring that the entire campus strived to excellence in this brave new world.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Grinter', with a stylized, flowing script.

Rebecca E. Grinter

February 17, 2021

Dear Awards Committee:

I am writing in strong support of the nomination of faculty and staff members of the **Georgia Tech Remote and Hybrid Teaching Academy** team for the *Class of 1934 Innovation in Educational Technology Faculty Award* and *2021 Staff Excellence Award*, respectively. The members of this team are listed at the end of this letter.

I am sure other letter-writers have explained the monumental effort that went into preparing the academy and continuing to iterate on its offerings as the format of teaching, available tools, and knowledge of best practices rapidly changed over the past year. I am sure others are also speaking to how impressive it is that faculty and staff from across so many different organizational units rapidly came together to pull off this feat.

I want to focus more on the incredible impact that the GTRHTA has had on instructional faculty and — by extension — all GT students during this challenging time. Let me start with my own experience as an instructor. At the onset of the pandemic in March, I thought that I was already an expert in remote teaching — after all, I had developed a MOOC-style online course with GTPE a few years earlier and had always used online platforms to enhance my classroom teaching. But I quickly realized that teaching at scale was not the same as providing high-touch, engaging synchronous classes online. Finishing the spring semester online was a struggle for me.

Over the summer, the GTRHTA provided me essential support as I prepared to do better for my fall classes. It introduced me to newly-available digital tools (including one that became essential to my fall class to such a degree that I later led a GTRHTA session about it myself). It helped me understand more broadly how to reorganize my class structure and format to work in a remote format. It introduced me to pedagogical concepts about course design that are making me a better teacher regardless of course format. I regularly consulted with these materials through the summer and fall. I regularly took advantage of the accompanying support (I was amazed at the speed of response times to questions and the depth of available support). And I had very positive results: the best CIOS ratings I have ever received in 16 years at GT for my remote course in fall 2020.

As a school chair, I can share that GTRHTA has also been an incredibly valuable resource to our school's faculty and TAs. When a professor had to pivot his Maymester course to a fully remote format with short notice, GTRHTA was there to help. When a PhD student was new to TAing and needed some ideas, GTRHTA was there to help. When we had to hire a new part-time lecturer to staff a course, who had great industry experience to share but had never previously taught in academia, (you guessed it!) GTRHTA was there to help.

I'm grateful to the work of the GTRHTA team. It has helped our instructors, aided student learning, and facilitated deep student engagement. I enthusiastically endorse the nomination of the faculty members of this team for the *Class of 1934 Innovation in Educational Technology Faculty Award* and staff members of the team for the *2021 Staff Excellence Award*.

Sincerely,



Jason Freeman  
Professor & Chair  
jason.freeman@gatech.edu

**School of Music**  
Georgia Institute of Technology  
Atlanta, Georgia 30332  
music.gatech.edu

February 23, 2021

Dear Awards Committee,

I enthusiastically support the nomination of faculty and staff members of the Georgia Tech Remote and Hybrid Teaching Academy for the Class of 1934 Innovation in Educational Technology Faculty Award and 2021 Staff Excellence Award, respectively. The members of this team are listed at the end of this letter.

I am a Professor who teaches out of the Woodruff School of Mechanical Engineering, and also the Associate Dean for Academic Affairs in the College of Engineering. I interact with a large number of the academic faculty and staff who made the Remote Teaching Academy possible, and this group of dedicated individuals were a key component in our practically instantaneous switch to remote and hybrid learning in Fall 2020. Led by Georgia Tech Professional Education, the members of the GTRHTA exhibited an exemplary collaborative effort that is rare at institutions of our size. This team rapidly put together a curriculum to support faculty's remote and hybrid teaching efforts as a response to the challenges posed to our regular academic operations by Covid-19 pandemic. The approach provided flexibilities for our faculty, who needed streamlined information and wanted to learn at their own pace and in their own time. For this, the team created a Canvas course with rich, but relevant information. The team then offered over seventy real-time opportunities for those who choose to attend these sessions and ask questions. All the sessions were recorded and made available to allow for faculty's flexible access. In addition, this team honored session requests on school or college-specific topics. They also engaged with faculty one-on-one for solving unique instructional problems. This multi-unit effort provided a structure upon which many future partnerships can be built, including a rapid response academic continuity capability that did not exist pre-Covid.

I can speak from my own experience in being forced to teach my COE 3001, Mechanics of Deformable Bodies class. The Academy helped me with everything from revising my syllabus and assessment schedule to finding the correct technology solutions that worked for me. The team was knowledgeable, patient and readily accessible on my own complicated schedule. This team truly allowed Georgia Tech to utilize the extensive experience gained from our OMS degrees online learning, and efficiently transfer this knowledge to the entire Georgia Tech academic community.

In summary, GTRHTA's innovative and collaborative approach to faculty support and their own innovative use of technology to deliver their expertise has not only helped our instructors, but also aided student learning during this period of challenges. This effort represents a rare instance of dedication, expertise, and collective stamina showcased by the faculty and staff of this team. I endorse the nomination of the faculty members of this team for the *Class of 1934 Innovation in Educational Technology Faculty Award* and staff members of the team for the *2021 Staff Excellence Award* in the strongest possible terms.

Sincerely,



Laurence J. Jacobs  
Professor and Associate Dean for Academic Affairs

**To the Awards Committee:**

Leader, Dianne <dianne.leader@psych.gatech.edu>

Fri 2/19/2021 5:34 PM

To: Gazi, Yakut <yakut.gazi@pe.gatech.edu>

Dear Awards Committee,

The faculty and staff members of the Georgia Tech Remote and Hybrid Teaching Academy richly deserve to be recognized for their indispensable support to the GT teaching faculty throughout our sudden move to remote instruction due to the Covid-19 pandemic. I strongly support their nomination for the Class of 1934 Innovation in Educational Technology Faculty Award and the 2021 Staff Excellence Award, respectively.

As one of many instructors challenged to migrate their courses online with little notice, I was faced with quickly having to reinvent my classes, learn new technology, and make what I hoped would be good decisions for my equally disoriented students as I led them into a brave new world of remote learning.

The multidisciplinary team at Georgia Tech were heroic in their work to stabilize, inform and facilitate efforts to keep my students learning. Immediately I started receiving communications that quelled the panic and reassured me that real help was available. I attended online office hours and was impressed to find a live collaborative team that expertly fielded questions on technical, instructional-design, best practices and even policy concerns. I listened to recorded webinars on issues that were relevant to my concerns. Follow-up emails to the team were answered promptly with helpful information. The Remote and Hybrid Teaching Academy course online was absolutely invaluable; I worked through many of the resources provided, and then returned to the Teaching Academy as new issues arose in my classes. The short videos on "how-to" topics covered how to think about the transition to remote teaching, as well as how to implement one's decisions. The presenters cleverly demonstrated a variety of options for communicating information. The combination of live availability of experts, responsive communication online, the well-conceived and -delivered Canvas course were everything I could have asked for. Flexibility, immediate availability of help, personalized consultation and the enthusiasm and commitment of team members to help with whatever was needed were truly impressive.

By the time I was facing three classes of over a hundred students each, it was possible to carry out the traditional English exhortation to "keep calm and carry on." And we carried on quite well! My students made progress in their education, despite Covid, with thanks to the nominated team.

Names of the team members are attached below and I am grateful to them all. A special thank you to some members who have been especially helpful to me personally.

Dr. Yakut Gazi

Matt Lyle

Warren Goetzel

Tami Salz

Samba Diop

Dr. Vincent Spezzo

Dr. Carol Sullivan

Dr. Kate Williams

Dr. Chaochua Ou

Professional note: as an Industrial and Organizational Psychologist I particularly marveled at the collaborative success of this multidisciplinary team under very demanding circumstances, and how they disseminated their own resilience to individuals like myself, and doubtlessly to the Georgia Tech organization as a whole.

I enthusiastically support the nomination of this team for the Class of 1934 Innovation in Educational Technology Faculty Award and the 2021 Staff Excellence Award, respectively.

|

February 23, 2021

Dear Awards Committee,

We enthusiastically support the nomination of the members of the Georgia Tech Remote and Hybrid Teaching Academy (GTRHTA) for the 2021 Staff Excellence Award. The members of this team are listed at the end of this letter. Their exemplary collaborative efforts are an outstanding example of the Georgia Tech “*We can do that!*” ethic that has time and again been so important to our collective success.

In response to the challenges posed by the Covid-19 pandemic to our academic programs, this team rapidly put together a curriculum to support our faculty’s precipitate shift to remote and hybrid teaching. Led by Georgia Tech Professional Education (GTPE), the team’s approach provided flexibilities for our faculty, who needed streamlined information and wanted to learn at their own pace and in their own time. Many faculty were approaching remote and hybrid teaching for the first time, with only casual knowledge of the tools and approaches available.


The GTRHTA team created a Canvas course with a rich collection of the relevant information, and then offered over seventy real-time opportunities for those faculty who chose to attend these sessions and ask questions. All the sessions were recorded and made available to allow for faculty’s flexible access. In addition, this team honored a multitude of session requests on school or college-specific topics, engaged with faculty one-on-one for solving unique instructional problems, and also held a number of “ask me anything” sessions allowing for faculty to get direct answers to questions or issues.

This multi-unit effort (GTPE, OIT, C21U, CTL, Library) provided a structure upon which mutual trust and many invaluable future partnerships are being built, including a rapid response academic continuity capability that did not exist pre-Covid. The benefits for continued future excellence, collaboration, innovation, and agility in Georgia Tech’s teaching and learning mission from these foundations that have been laid will extend far beyond the effects of the pandemic.

The GTRHTA team’s innovative and collaborative approach to faculty support and their own innovative use of technology to deliver their expertise has not only helped our instructors, but also greatly aided student outcomes during this period of challenges. Their collective efforts represent a rare instance of dedication, expertise, and collective stamina by the faculty and staff of this team. We endorse the nomination of the staff members for the 2021 Staff Excellence Award in the strongest possible terms. We understand the faculty members of this team are nominated for the Class of 1934 Innovation in Educational Technology Faculty Award and we strongly support that nomination as well.

Sincerely,


DocuSigned by:



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David B. Leonard

Director—Academic and Research Technologies

DocuSigned by:



17C8C516B3064E1...  
Daren Hubbard

CIO & Vice President IT

**Office of Information Technology**

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*A Unit of the University System of Georgia*

*An Equal Education and Employment Opportunity Institution*

Dear Nomination Committee,

It is with great honor I write this letter of support for the Georgia Tech Remote and Hybrid Teaching Academy (GTRHTA) team for both the **Class of 1934 Outstanding Innovative Use of Education Technology Award** and the **2021 Excellence Award**, as their team comprises of members from all over campus that include faculty and staff. I can't think of a group of individuals more deserving of recognition this year for all their hard work.

When the global pandemic of COVID-19 reached the United States last spring and we transitioned to remote learning, I like many faculty were trying to just stay afloat and get through the semester. As the pandemic had no end in sight, the GTRHTA team was working behind the scenes to bring faculty both asynchronous and synchronous content to aid in our teaching.

The GTRHTA team provided faculty with training and resources to turn their courses not only into temporary remote learning, but into substantial online courses. With the help of the team, I learned how to create Kaltura Videos with Embedded Quizzes. Last summer, I created 75+ mini lessons. By providing video lesson quizzes, it produced both a good preview of material before class, and review of material after class. As an instructor, I did not mandate which order (before or after lecture) students watched the videos, as I let the students choose which style works for them better. According to some CIOs comments my students thought this was one of the best features of my course. Some comments include, "I think the best feature were the video quizzes because they summarized lecture very well," and "The best features were the video lesson quizzes. They helped me learn and remember what I needed to learn specifically in each chapter."

With the help of the teaching academy, I truly was able to rethink my pedagogy and think outside the box when it comes to assessments. In one of my courses, I got rid of exams and replaced them with video projects to show mastery of content. I had students create a video that demonstrated their ability to teach me how to do some of the more difficult problems of the course. With the help of the CTL Teaching with Technology Partnership this semester, I look forward to expanding my ability to give creative assessments by assigning a "Correct My Mistakes" podcast where students will have to be able to verbally explain mathematical mistakes and make corrections. These untraditional assignments help students master the course concepts by having them teach the material to others.

The GTRHTA team is always ready to assist you with any technology needs. They have been instrumental in providing me technical assistance when it comes to using outside tools such

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success.gatech.edu



as MyMathLab, Piazza, OneNote, Gradescope, Kaltura and Honorlock. Since the number of tools I am using to deliver my courses has significantly increased since the pandemic, someone from the team is always available to assist me when I run into any technical issues. The team has been very accessible via e-mail, Teams chat, and video calls. For example, when I ran into a technical issue with Kaltura videos for repeating students at the beginning of the semester and was panicking, someone from the GTRHTA team was able to calm me down and provide a work around to keep the course and students on pace with the lecture material.

I am proud to support the Georgia Tech Remote and Hybrid Teaching Academy (GTRHTA) team. I can't think of a better group of individuals who should earn this year's recognition and awards for going above and beyond their regular job duties to be part of this team. This team has been pivotal in keeping both faculty and courses up and running to provide the best in student success at Georgia Tech.

Sincerely,

Stephanie Reikes  
Lecturer  
School of Mathematics  
Tutoring and Academic Support