

IELA AWARD WINNER

Building Skills and Building Community Through Ongoing Virtual Professional Development: The Columbia University School of Social Work's Award-Winning Annual Online Faculty Development Series

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ABSTRACT

This article shares a case study of an award-winning faculty and staff training series. During AY2018–19, the Columbia University School of Social Work (CSSW) Online Campus launched a five-session virtual Annual Online Faculty Development Series, which recently completed its fifth year. Each year, the series includes five highly interactive 2-hour synchronous sessions. The sessions serve as a forum to share CSSW and Online Campus news and updates, build community, get to know CSSW deans and directors via guest visits, demonstrate and discuss best practices for online teaching, update the community on recent technology developments, and learn from guest presentations about innovations in online education and the field of social work.

KEYWORDS

faculty development, staff development, virtual training, blended learning, e-learning, online education, online teaching, online faculty, remote faculty, adjunct faculty, pedagogy

1 INTRODUCTION

1.1 Overview of the Annual Online Faculty Development Series the styles to an existing paper

Since the 2018–19 academic year, the Columbia University School of Social Work (CSSW) Online Campus has hosted a five-session virtual Annual Online Faculty Development Series for our online faculty and staff located around the United States [1], [2]. All part time and full time faculty and staff are invited, regardless of whether they are currently working on an online course. This lets our virtual

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community stay connected and up to date. The sessions are scheduled in the evenings so that adjunct instructors located in different time zones can attend, and are recorded for community members who cannot attend live to be able to participate asynchronously at a later date. With the synchronous and asynchronous options for participation, this series is an example of a blended e-learning program.

This series was recognized by the International E-Learning Association (IELA) with a 2023 International E-Learning Award in their Business Division, Blended Learning Category [3]. It was previously recognized by the University Professional Continuing Education Association (UPCEA) Mid-Atlantic Region with a 2020 Faculty and Staff Development Award [4], by the United States Distance Learning Association (USDLA) with a 2021 International Award for Excellence in Training [5], and by *Chief Learning Officer* magazine with a 2021 Learning in Practice Award for Talent Management [6].

1.2 Context

CSSW offers a fully remote option for students to complete its Master's of Science in Social Work [7]. Not only are students located around the United States, but faculty and staff who work on the online courses are also geographically dispersed, and the majority of the adjunct faculty and part time staff have other professional roles, including other full time jobs, part time jobs, work at other educational institutions, etc. This is why all of the faculty development is offered online and as adjunct and part time staff have other professional roles, training sessions are scheduled in the evening. Creating faculty development that is accessible online and scheduled outside of regular work hours allows faculty and staff to invest their time in engaging in these learning opportunities, regardless of whether they work at CSSW full time or adjunct/part time. Doing so encourages participation from adjunct faculty and part time staff at the same priority level as full time faculty and staff. As faculty and staff are primarily recruited on the basis of their social work skills, experience, and expertise, rather than their online education expertise, the CSSW Online Campus prioritizes providing extensive training to develop online education skills.

This series is an important part of the Online Campus's overall faculty and staff development [8]. The faculty development options include foundational training, which consists of a 5-week, 25-hour Institute on Pedagogy and Technology for Online Courses that is required for instructors and teaching associates [9], [10], and a 3-week, 15-hour Institute on Technical Skills for Online Event Production that is required for live support specialists (LSS) who support the technology for the synchronous online class sessions for each course [11]. Many instructors, teaching associates, and LSS take both institutes, and each of these institutes is open to all alumni, faculty, and staff at CSSW, regardless of whether they teach with the Online Campus. Each of these two institutes has been recognized with multiple awards [12], [13], [14], [15], [16], [17], [18].

After completing this foundational training, Online Campus faculty and staff may take optional additional professional development. Formal offerings have included an asynchronous Institute on Canvas, Pedagogy, and Creating & Grading Engaging Learning Activities, a 4-hour Advanced Workshop on Designing Engaging and Interactive Synchronous Online Class Sessions, and a 6-hour Intensive Workshop on Power, Trauma, and Grading. Participants earn digital badges for completing these

formal offerings (Figure 1). Informal offerings have included conference proposal clinics, virtual writing retreats, drop-in office hours, and a pop-up professional development on implications for educators now that AI can write convincing student work for free. These informal offerings are also open to all faculty and staff at CSSW. In addition, online educators are welcome to attend professional development offered by Columbia University's Center for Teaching and Learning [19] and by CSSW.



Fig. 1. Digital badges for those who pass CSSW's formal online professional development described above. The badges were designed by CSSW Manager of Online Campus Technologies Kristin Garay. From left to right, the badges are for the Institute on Pedagogy and Technology for Online Courses, Institute on Technical Skills for Online Event Production, Institute on Canvas, Pedagogy, and Creating & Grading Engaging Learning Activities, Advanced Workshop on Designing Engaging and Interactive Online Classes, and Intensive Workshop on Power, Trauma, and Grading

For new online instructors and LSS, we also offer formal mentoring. New online instructors and instructors returning to teaching after a pause of two or more years are mentored by CSSW's Manager of Course Development, Online Campus; this began with Johanna Creswell Báez and has continued with Lia W. Marshall. New LSS are mentored by experienced LSS. The mentoring program for new LSS was created by CSSW's Program Manager, Online Campus Rebecca Y. Chung, who leads this program, and it was recognized by UPCEA's Mid-Atlantic Region with a 2021 Faculty and Staff Development Award [20].

Of all of these professional development opportunities, the Annual Online Faculty Development Series is the only ongoing offering, where all members of the Online Campus community can regularly connect with each other. Everyone in the community has the option to attend or participate asynchronously in the same sessions, which builds skills while building community. This aspect makes this training series unique, as the other professional development opportunities are attended by subgroups, such as newcomers or members with specific interests, and many of the other professional development opportunities are offered more than once, or have multiple options for the same sessions, such as daytime options and evening options. Because community members are located around the United States, and rarely or never come to the residential campus, this is the only opportunity for everyone to cross paths. This series therefore serves as an important way to build community among all Online Campus members.

Community members participate in a shared experience together, reconnect with peers they met at other trainings, reconnect with members of previous instructional teams they worked with, learn together, and participate in model community-building activities that can be used in online classes. They have an equal opportunity to present, whether they are tenured faculty with decades of teaching experience, new LSS, or even recent alumni of one of our training institutes who haven't yet worked on a course. In addition, offering this series online allows our faculty and staff to experience the platform and activities from the student perspective, adding another layer to the experience.

2 SERIES DESIGN

2.1 Goals

The goals of the Annual Online Faculty Development Series are to facilitate continuous learning and professional development to increase the skills of our faculty and staff, and to build and sustain an ongoing virtual community among those who work with our Online Campus. The five 2-hour sessions are spread out throughout the academic year and cover timely topics related to pedagogy and online education, and each session is unique, in order to make it worth our community members' time to attend live or watch the recording. Educators who complete each series complete 10 hours/year of professional development, which benefits them professionally and supports their commitment to excellence in online education.

2.2 Structure of the sessions

Each of the sessions are facilitated by Assistant Dean of Online Education Matthea Marquart, who created the series, supported by Live Support Specialist Joshua Levine, and include contributions and presentations from Online Campus leadership team members Kristin Garay, Lia W. Marshall, Rebecca Y. Chung, and previously Johanna Creswell Báez.

The sessions generally follow a similar structure (Figure 2). After the welcome and opening, sessions begin with a model virtual community-building activity. This is an activity that instructors can adapt or use in their own online teaching. Next, the group recommit to our community agreements [21] and celebrates fellow community members' recent professional and personal accomplishments. This is followed by a guest visit from a CSSW administrator, who introduces themselves and their role, so that over time the Online Campus community has a chance to meet the School's deans, directors, and other administrators. Then there is a short didactic lecture about a practical strategy or resource for inclusive online teaching, and participants go into breakout groups to discuss how to apply this to their online courses. These topics have included how to address microaggressions in online classes, how to make online classes more accessible, and how to make classrooms more supportive of LGBTQ members. Following the breakout groups, there's a short break, which includes a model activity that can be used for breaks during online classes.

After the break, the Online Campus leadership team shares news, updates, reminders, and a featured technical tip for online teaching, and administers a low-stakes pop quiz as an interactive way to review, discuss, and clarify CSSW policies. This is followed by a Teaching and Learning Showcase with lightning presentations from the Online Campus community; these are 2-minute presentations in which community members share either an online teaching strategy or an aspect of social work [22]. Many presenters have turned their lightning presentation topics into chapters in the book *Designing Engaging and Interactive Synchronous Online Class Sessions* [23]. After these presentations, the session wraps up with information about continuing education credits, reminders about upcoming events, feedback polls, any questions, and a thank you for participating.

SAMPLE AGENDA: Online Faculty Development Series	
1	Welcome, model virtual community building activity, community agreements, celebrations, and agenda review
2	Administrator visit
3	Didactic lecture on a practical strategy or resource for inclusive online teaching
4	Breakout discussions: Continuing our conversations about inclusive & anti-racist online teaching
<i>Break, with model activity for breaks</i>	
5	Online Campus & CSSW news and updates, technical tip for online teaching, and pop quiz
6	Teaching & Learning Showcase with lightning presentations
7	Wrap up: CE info, reminders about upcoming events, feedback polls, Q&A, and thank you

Fig. 2. Sample agenda for a session of the Online Faculty Development Series. Item 1 is “Welcome, model virtual community building activity, community agreements, celebrations, and agenda review.” Item 2 is “Administrator visit.” Item 3 is “Didactic lecture on a practical strategy or resource for inclusive online teaching.” Item 4 is “Breakout discussions: Continuing our conversations about inclusive & anti-racist online teaching.” Then there is a break, titled “Break, with model activity for breaks.” Item 5 is “Online Campus & CSSW news and updates, technical tip for online teaching, and pop quiz.” Item 6 is “Teaching & Learning Showcase with lightning presentations.” Item 7 is “Wrap up: CE info, reminders about upcoming events, feedback polls, Q&A, and thank you.”

2.3 Blended participation with synchronous and asynchronous options

While every effort is made to schedule the sessions at an accessible time and many online educators attend each session (Table 1), inevitably the times won't work for everyone. Therefore, for this series, as each session is only offered once, they are recorded so that community members have the option to either attend live or participate asynchronously. In addition, all of the session's resources, including handouts, session slides, and lightning presentation slides, are available asynchronously after the session. These materials are used for individual reference, in group mentoring sessions, and as resources for one-on-one coaching.

Table 1. Data points regarding engagement in this series

Data Points	AY2018–19	AY2019–20	AY2020–21	AY2021–22	AY2022–23
Live session attendance range throughout series	47 to 64	57 to 80	71 to 95	48 to 71	46 to 58
Online Campus community members who attended at least one session live	106	141	126	123	91
Live sessions made up asynchronously	<i>Data not available</i>	49	31	21	7 and counting*
Total Online Campus community members who attended or made up all 5 sessions and earned the digital badge	37	48	47	23	18 and counting*
Collective number of chats typed during the final session, one measure of participants' active engagement in the session	733	1,265	1,451	703	991

Note: *The deadline to complete the series asynchronously had not passed at the time of writing this article.

The sessions for this series are held in the Adobe Connect web conferencing platform, which is the platform used for the synchronous online courses at CSSW [24]. Sample screenshots of session layouts are provided in Figures 3 and 4. Recordings and materials are posted in a site for the Online Campus community within CSSW's Canvas learning management system (Figures 5 and 6).

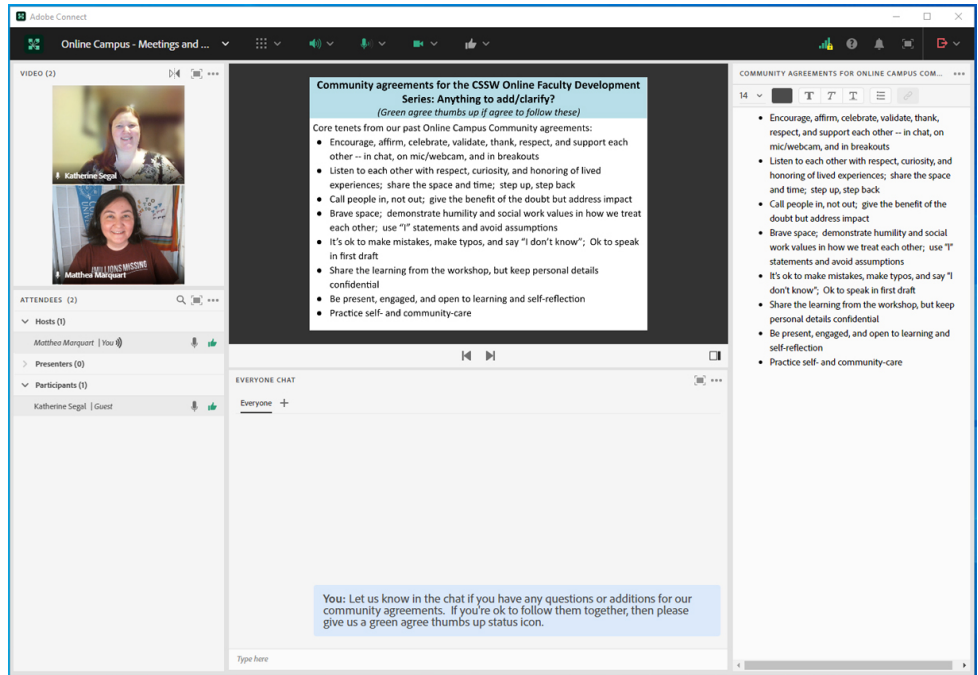


Fig. 3. Sample layout for reviewing the community agreements for this series. The agreements include: “Encourage, affirm, celebrate, validate, thank, respect, and support each other -- in chat, on mic/webcam, and in breakouts/Listen to each other with respect, curiosity, and honoring of lived experiences; share the space and time; step up, step back/Call people in, not out; give the benefit of the doubt but address impact/ Brave space; demonstrate humility and social work values in how we treat each other; use “I” statements and avoid assumptions/It’s ok to make mistakes, make typos, and say “I don’t know”; Ok to speak in first draft/Share the learning from the workshop, but keep personal details confidential/Be present, engaged, and open to learning and self-reflection/Practice self- and community-care.” The people on webcam are two of the article authors. Adobe product screenshot(s) reprinted with permission from Adobe

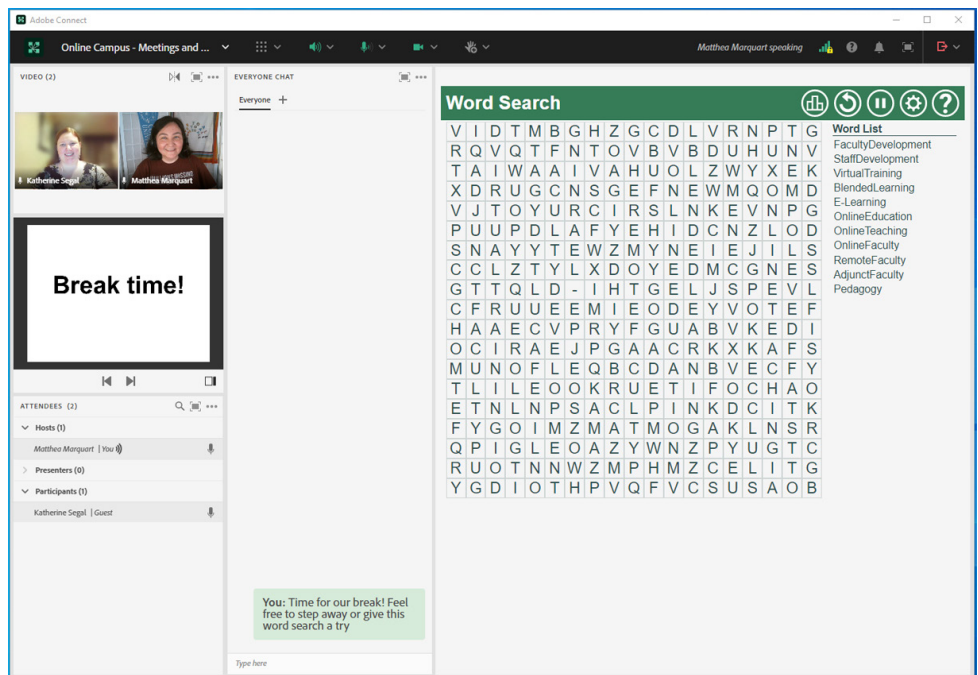


Fig. 4. Sample layout for a break during an Annual Online Faculty Development Series session. The people on webcam are two of the article authors. Adobe product screenshot(s) reprinted with permission from Adobe

<p>▼ Materials from Meetings and Professional Development</p> <ul style="list-style-type: none"> Training & Meeting Materials and Recordings AY 2022-23 Recordings and materials from the Advanced Workshop on Designing Engaging and Interactive Synchronous Online Class Sessions Recording & materials for Intensive Workshop on Power, Trauma, and Grading Links to applications for our institutes <p>Congratulations to those who have earned badges for completing our trainings!</p> <ul style="list-style-type: none"> Congratulations to those who have successfully completed one or more of our annual Online Faculty Development Series Congratulations to those who have successfully completed our Advanced Workshop on Designing Engaging and Interactive Synchronous Online Class Sessions Congratulations to those who have successfully completed our Intensive Workshop on Power, Trauma, and Grading Congratulations to those who have successfully completed our Institute on Technical Skills for Online Event Production Congratulations to those who have successfully completed our Institute on Pedagogy and Technology for Online Courses <p>Archived trainings from previous years - Annual Online Faculty Development Series</p> <ul style="list-style-type: none"> Training & Meeting Materials and Recordings AY 2021-22 Training & Meeting Materials and Recordings AY 2020-21 Training & Meeting Materials and Recordings AY 2019-20 Training & Meeting Materials and Recordings AY 2018-19
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Fig. 5. A screengrab of the page where CSSW online campus community members can find recordings and materials from all years of the Annual Online Faculty Development series

Training & Meeting Materials and Recordings AY 2021-22 ▲*

CSSW AY 2021-22 Online Faculty Development Series

Completing this series by participating in all 5 sessions throughout the academic year will earn a digital badge (preview below), and you may also want to use this language on a resume/CV:

Columbia University School of Social Work Online Faculty Development Series, Academic Year 2021-22. Completed a 5-session, yearlong post-Master's professional development series for online faculty, covering inclusive & anti-racist teaching, examples of ways to be inclusive at the start of the semester, internalized racial oppression and intersectional identities, tips for planning ahead to be inclusive of students observing Ramadan during the spring semester, strategies for addressing microaggressions in online classrooms, strengths and experiences of Latinx social workers, strengths and experiences of social workers who are military veterans and active duty military, options for using LinkedIn for professional growth and development, competence with recent updates to the Adobe Connect online class platform, ways to combat ableism in online education, and interactive and innovative teaching and learning activities.



To make up a missed session to earn the badge:

Watch the recording and write a 2-page reflection on the recording, including your answers to any questions asked during the session and what you thought about/reflected on throughout the session. This can be stream-of-consciousness; no formal format required. Email your reflection to Josh Levine at jpl2158@columbia.edu --AND-- Matthea at msm2002@columbia.edu. If you have any questions, please email Josh.

Note: During AY2022-23, it is still possible to make up the AY2021-22 series to earn the badge (see make-up instructions above). The deadline to make this up for a badge is July 31, 2023.

Fig. 6. A screengrab of the top of a page with the recordings and materials from one year of the Annual Online Faculty Development Series. Each year of the series has a similar page

The Annual Online Faculty Development Series has become a popular event for the CSSW online campus community. This is evidenced by the attendance rates and the number of unique users who have participated in the meetings throughout the years. Many folks will try to attend all five of the live sessions so they can complete the series and earn the digital badge. However, there are some instances where someone cannot attend the session live due to other time commitments. In those cases, participants can complete an asynchronous reflection assignment. In lieu of a prescribed format, those completing this assignment are able to write with as much or as little structure as they find necessary. This allows participants to earn the digital badge if they are unable to attend the live session.

Some of the informal formats have consisted of bullet pointed thoughts and ideas that arose for the participant while they watched the recording. Others have been structured paragraphs that may have an APA writing style. One requirement of the reflection assignments is to include any answers to poll questions that were asked during the session. Since AY2019-2020, there have been a total of 108 reflection assignments completed (Table 1). After reviewing each of the submitted reflection assignments, one of the common themes is that participants reflect on the main topics/learning points that were discussed in the session. For example, if the topic was addressing microaggressions in online classrooms or strategies for inclusive and anti-racist teaching, participants will usually tailor their reflection assignments around those areas. Participants have expressed positive feedback on the reflection assignments as giving them an additional opportunity to participate in the series if they were unable to attend the synchronous session.

Each academic year, online campus members are given 3–4 personalized reminder emails that provide their progress toward completing the series and earning the digital badge. These emails contain a “Frequently Asked Questions” section, which provides instructions for participating asynchronously and completing the reflection assignments. The emails are a helpful way to foster participation, as they show each participant their individual progress, and they were implemented at the request of community members who wanted to know their progress toward the badges each year.

3 CHALLENGES

One challenge for this series each year is figuring out the best possible scheduling of the sessions in order to enable online faculty and staff located across time zones to be able to attend live if they wish. Another challenge has been faculty and staff availability for optional professional development opportunities during the COVID-19 pandemic and endemic. Attendance has dipped during this time, as folks deal with the demands on their time and energy. A third challenge is the inability to conduct a randomized controlled research experiment to evaluate the series, due to limited resources. We discuss the metrics and feedback we have collected over the years below.

4 BENEFITS

4.1 Benefits for participants

Attending the Annual Online Faculty Development Series has several benefits for the participants. In line with the primary goal of the series, the first benefit to

participants is learning new knowledge and skills. Each session contains a variety of topics that are presented and discussed. Small group breakout sessions are used to further discuss individual understanding and proposed application as well as identify barriers and areas for growth. As social work educators, there are two key areas in which we need to continuously expand our knowledge—topics related to social work/social justice and topics related to online teaching. Not only does the series address both of these areas, but it frequently brings forth topics that apply to both areas of interest. For example, learning about and how to apply inclusive and anti-racist teaching practices addresses participants' desire to learn ways to infuse their teaching practices with social work/social justice values. Similarly, learning strategies to create trauma-informed learning spaces also supports the dual focus, making these meaningful topics to learn about. Many of these topics have a practical component which can be put into practice right away or in preparation for the next semester.

The second benefit of the series, particularly when attended live, is the focus on community building. Firstly, participants connect casually during the meetings. For example, participants can use the chat feature to send messages to each other—either publicly (Table 1) or privately throughout the sessions. This is a great way to connect with faculty and staff whom the participant may have met during previous trainings, meetings, or while working together. Secondly, there are several instances during each session when the facilitators explicitly invite connection and community building. These include:

1. Giving time and space to icebreaker activities (enlarging the chat section, reading responses aloud, and not rushing through the activity);
2. Acknowledging and celebrating professional and personal accomplishments experienced by our faculty and staff (displaying accomplishments that have been communicated to the facilitators ahead of time including new jobs, promotions, publications, presentations, and more, and inviting attendees to share additional accomplishments and milestones in the chat during the meeting);
3. Meeting and interacting with invited guests from the CSSW administrative team (for those working online and out-of-state from the institution this is a primary way for meeting the administrators and learning about their various roles);
4. Being invited to engage in the chat throughout the lecture portion to ask questions, discuss the topic, and share personal connections to the topic;
5. Having time in small groups to meet or reconnect with co-workers (participants use the breakout sessions to discuss the topic of the day as well as learn about each other);
6. Invitations to present during the Teaching and Learning Showcase (instructors, associates, and LSS present on topics related to teaching strategies, classroom experiences, or another aspect related to their work in the social work industry; being a presenter contributes to gaining experience presenting, gathering feedback from peers, and building toward additional projects on the same topic such as writing articles and presenting at conferences; this is also a great way to learn about co-worker's interests and expertise and to network with them);
7. Invitations to post in the CSSW Online Campus writers bureau and speakers bureau discussion forums on Canvas (those posting to the writers bureau are looking to collaborate on written projects, while those posting to the speakers

- bureau are open to being a guest speaker or lecturer for someone else’s class); and
8. Invitations to share social media links and other contact information (to keep the discussion going between meetings).

Moreover, ritualizing the above steps as part of the flow of the sessions solidifies the importance placed on community building. Rather than having an icebreaker activity once, or bringing in an administrator once, or acknowledging the accomplishments of the faculty and staff once, these are features of the sessions to look forward to again and again. While those attending the sessions live can contribute to the discussion in real-time, those viewing the recordings are still drawn into the community by learning about their colleagues and the invitations to connect between meetings.

The next benefit is open to those who attend the session live, accessing two free continuing education units per session, for a total of 10 units if an individual attends all five sessions of the series. Many of the faculty and staff teaching for the school hold professional licenses which require ongoing continuing education. While the number of required credits varies by license rank and state [25], price and scheduling conflicts are common barriers when attempting to accumulate the needed continuing education units. Alongside learning about relevant topics and tapping into the other benefits, earning free continuing education units is a welcomed incentive.

The fourth benefit is digital badges. As already stated, a digital badge is earned for attending—live or asynchronously—all five of the sessions per series (Table 1, Figure 7). Not only is the digital badge a creative way to acknowledge the completion of the series, it is also a way for others to quickly verify the credential. For adjunct faculty who have full time faculty roles at other institutions, they can use the badges as proof of training completed, which in some instances can help towards promotion. Faculty and staff can digitally display their earned badges via email signatures, social media posts and profiles, and CVs as a way to communicate knowledge and skills. During the faculty development sessions, a leaderboard of sorts is displayed acknowledging individuals for earning multiple badges. The leaderboard is always met with enthusiasm, praise for earning multiple badges, and an expressed desire to earn more badges. Lastly, as part of their preparation for each session the facilitators craft session and series specific language describing the content. This language is provided to participants to use on CVs and other documents where they want to communicate the scope of the series without having to create their own summaries.



Fig. 7. The digital badges for those who completed this series each year, from AY2018–19 through AY2022–23. The badges were designed by CSSW Manager of Online Campus Technologies Kristin Garay

4.2 Benefits for the organization

For CSSW, it benefits the school and the students to have engaged and well trained educators providing online instruction. Research by Gallup found that when faculty

“feel cared for at work, and feel connected to their leaders and colleagues, they are able to invest discretionary effort that improves the student experience” [26].

4.3 Extending the value of the series via a mentoring group for staff who would like to develop into instructors

One example of how the value of the series extends past the individual sessions is a new program that began in AY2022–23. This new program is a mentoring group for staff who would like to develop into instructors. A couple weeks following each session of the series, Assistant Dean of Online Education Matthea Marquart hosts an informal group mentoring session for teaching associates and LSS who want to develop into future instructors. Participants in the group mentoring session may have attended the online faculty development series session live or made it up. During the mentoring session, the group debriefs the learning from the online faculty development series session, discusses questions about applying the learning to future teaching, and dives deeper into the concepts covered. In this way, the annual series has become a resource for identifying and developing candidates for future instructor roles.

5 RESULTS AND FEEDBACK

At the conclusion of each annual series, during the final session of the year, participants are asked to provide feedback on the series. They respond to three feedback poll questions: (1) “On a scale of 1-10, how valuable was the Online Faculty Development Series to your continuing development as an online educator?”; (2) “On a scale of 1–10, how valuable was the Online Faculty Development Series in feeling connected to the CSSW Online Campus Community?”; and (3) “What did you value most about the series?” Results from these feedback polls are shared in Table 2, Figure 8, and Table 3, below. The feedback has been consistently positive during all five years of this series.

Table 2. Responses over five years to the questions “On a scale of 1–10, how valuable was the Online Faculty Development Series to your continuing development as an online educator?” and “On a scale of 1–10, how valuable was the Online Faculty Development Series in feeling connected to the CSSW Online Campus Community?” These are two of the three feedback poll questions participants respond to during the final session of the series each year

Year	On a scale of 1–10, how valuable was the Online Faculty Development Series in feeling connected to the CSSW Online Campus Community? Mean	On a scale of 1–10, how valuable was the Online Faculty Development Series to your continuing development as an online educator? Mean
AY2018–19	8.80 (n = 45)	9.09 (n = 46)
AY2019–20	8.87 (n = 54)	9.05 (n = 59)
AY2020–21	9.04 (n = 63)	9.33 (n = 63)
AY2021–22	9.03 (n = 37)	9.59 (n = 37)
AY2022–23	9.74 (n = 38)	9.72 (n = 39)
Average	9.10 (n = 237)	9.36 (n = 244)

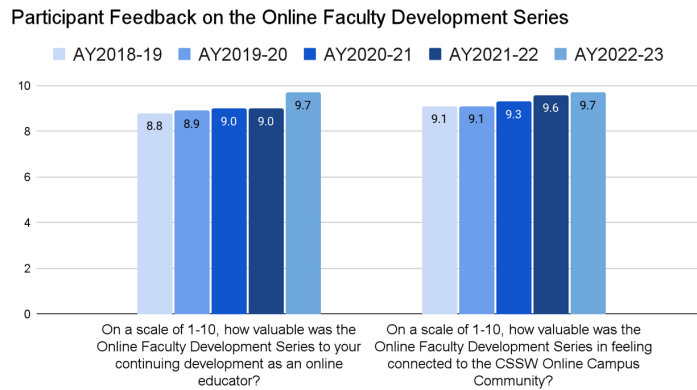


Fig. 8. Chart showing responses over five years to the questions “On a scale of 1–10, how valuable was the Online Faculty Development Series to your continuing development as an online educator?” and “On a scale of 1–10, how valuable was the Online Faculty Development Series in feeling connected to the CSSW Online Campus Community?” over five years. These are two of the three feedback poll questions participants respond to during the final session of the series each year

Table 3. The following are themes from the responses to the question “What did you value most about the series?” over five years. This is one of the three feedback poll questions participants respond to during the final session of the series each year

Themes	Example responses to the question “What did you value most about the series?” from AY2018–19, AY2019–20, AY2020–21, AY2021–22, & AY2022–23
<i>The series promotes community and collaboration</i>	“Sense of community/being kept abreast of what is happening in the CSSW community” (AY2018–19) “Hearing creative ideas from peers about what is working in the classroom to make learning more accessible” (AY2019–20) “The learning, the inspiration, the community, the ideas” (AY2020–21) “Connecting with colleagues and continue conversations on anti-racist, inclusive practice” (AY2021–22) “Community, connection, and all the resources/learning!” (AY2022–23)
<i>The series provides space for continuous growth and learning</i>	“The continual emphasis on quality - teaching, content, design, etc.” (AY2018–19) “The presentations were incredibly valuable and I appreciated having a space to share with everyone and other members of the community that I don’t normally see” (AY2019–20) “I appreciated the opportunity to learn more about my practice as a social worker and social work educator in a live, community setting that is dynamic and engaging” (AY2020–21) “I always appreciate the support and encouragement to write and seek out ways to be published!” (AY2021–22) “Time to connect and learning short bits of ways to incorporate pedagogy into our current curriculums” (AY2022–23)
<i>The series encourages innovation in teaching styles</i>	“Getting new ideas to incorporate into my classes” (AY2018–19) “I always appreciate hearing and learning from admins from other departments. It deepens out collaborations to ensure our students are well take care of” (AY2019–20) “The tips and tricks of the trade, how fellow colleagues are thinking creatively to meet students’ needs and deepen their own professional skills sets” (AY2020–21) “Anti-racism incorporated into every session, challenging us to look at our roles in the classroom regardless of whether we’re Lecturers/Professors, Associates, or LSS” (AY2021–22) “Community and connection to others in CSSW, celebrating accomplishments collectively, and the thread of anti-racist teaching and learning throughout each session” (AY2022–23)
<i>The series increases feelings of connection amongst staff</i>	“I really valued feeling connected, involved, and like a part of something. That’s a very important part of a job for me I’m realizing. It impacts my morale and motivation. And, I learned a lot! Super proud to be a part of what’s happening :)” (AY2018–19) “Opportunity to connect with others and build relationships” (AY2019–20) “I love hearing what other faculty are working on/towards or what has been achieved” (AY2020–21) “It creates community, it’s great to learn about what everyone is working on, listening and learning from the lightning round presentations, and celebrating everyone’s accomplishments. It’s a very positive space” (AY2021–22) “I love the guest speakers from CSSW and just hearing about other’s practices in their classes” (AY2022–23)

6 CONCLUSION

An ongoing virtual training series can benefit an organization and its employees in many ways. For those who would like to create a series, the authors recommend incentivizing the training with digital badges or other professionally beneficial rewards or credentials, intentionally devoting time to building community among the participants, selecting topics that are relevant to your audience, including opportunities for peer learning and networking, and collecting ongoing feedback to continuously improve and meet participants' needs. Over time, a series can contribute to a sense of workplace community and a culture of organizational learning.

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