Surveying Faculty Needs During a Pandemic:
Teaching, Research, and Self-Care while Working Remotely

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Abstract: The need to work remotely during the spring and summer of 2020 caused unprecedented changes to the way faculty members approached teaching, research, and self-care. In response, the University of Cincinnati conducted a university-wide survey to gauge the best ways to support faculty during the COVID-19 pandemic. Faculty reported that they felt successful transitioning their face-to-face course content online but saw a drop in student engagement. While almost all lab activity ceased, most faculty were able to sustain some aspects of their research but struggled to support student research assistants. Finally, faculty were able to find a good work/life balance while working remotely but had trouble maintaining community connection with colleagues in their department, college, and across the university. Using the results from this survey, staff members from the Center for the Enhancement of Teaching and Learning (CET&L) and the Faculty Enrichment Center (FEC) contributed to a Best Practices Guidebook to address the concerns faculty raised during the survey.

Keywords: COVID-19; Pandemic; Online; Remote; Teaching; Research; Self-care

When the Covid -19 Pandemic hit the country in early 2020, in the middle of spring semester, the University of Cincinnati made the decision to move all teaching and other university operations online. Though online instruction has been widely used across the university's various colleges, for many faculty at the University of Cincinnati teaching online was still a completely new experience. In addition to the challenge of teaching online, a majority of the faculty were also amid learning and adapting to Canvas the new Learning Management System (LMS) adopted by the university in the 2019-20 academic year after close to two decades of using Blackboard. Similarly, students too were adapting with the transition to Canvas. With the decision for instruction to go completely online just before spring break, faculty had only a limited time over the break to prepare their classes to go online. Based on the nature and size of their classes, instructors chose to offer synchronous or asynchronous classes and identify ways to teach labs online. Even as instructors prepared content to be presented online, they were also making choices regarding online platforms, which included WebEx, Microsoft Teams, Canvas and, initially, limited access to Zoom.

Faculty across the institution sought help with instructional technology to teach, maintain some level of research activity and to stay connected with their students and peers. Working from home, physically separated from students, colleagues and in some instances from family, faculty found their self-care and personal well-being impacted in ways never experienced before. Faculty members with young or school going children struggled to find balance between their own work, childcare responsibilities and facilitating the learning of their children. Others dealt with elder care, isolation, and health challenges. In the absence of social connection and clear boundaries between work and home life, faculty admitted to experiencing higher levels of stress, anxiety, and low levels of physical energy.

The university administration recognized the unprecedented challenges faced by the faculty. To provide support that best addressed their concerns, the administration requested that the Faculty Enrichment Center (FEC), in conjunction with the Center for the Enhancement of Teaching and Learning (CET&L), create a Best Practices Guide (University of Cincinnati, 2020). In response to this charge, the FEC and CET&L conducted a mixed-method study to see how faculty were fairing in the three areas of teaching, research, and self-care.

Literature Review

Because the impacts of COVID-19 are still being felt in higher education, no large study has looked at the effects this pandemic has had on a wide range of faculty at a large state institution. However, there have been multiple studies on the effects of COVID-19 for specific departments, disciplines, and stakeholders. For example, one line of investigation has focused on the effects of COVID-19 for university libraries. Some of these studies (Ma, 2020; Mehta and Wang, 2020) provide overviews and case studies on how specific university libraries addressed the needs of their university communities during the pandemic. Mehta and Wang (2020), for instance, illustrated how their library resources shifted to a digital format to provide access to faculty and students who were working from home. Temiz and Salelkar (2020), on the other hand, brought to light ways that university libraries could go beyond providing resources and support faculty through things like social online meetings.

Another strand of research focused on a broad overview of the impacts of COVID-19 on various stakeholders, institutions, and higher education policies. Some, such as Thomas and Foster (2020), look to higher education's response to the 1918 flu pandemic for examples on how to navigate a pandemic. Thomas and Foster suggest that administrations pay attention to student access to education, finances, and capacities of campus health providers, all of which were challenges for universities during previous pandemics. Others, such as Piotrowski and King (2020), investigate the scholarly literature on responding to crises to formulate potential strategies for crises management. To Piotrowski and King, communication during times of crises is key. They suggest universities use existing channels of communication, such as social media, to keep community members informed about best practices around social distancing and remote education. Additionally, Piotrowski and King believe that colleges and universities need contingency plans in the event of prolonged closures or disruptions to the campus community. Finally, studies such as the one carried out by Johnson et al. (2020) cast a much wider net by looking at faculty members from across a wide array of institutions. This study found a high degree of consistency across universities. Most responded to the pandemic by moving classes online, creating training opportunities

for instructors unfamiliar with remote teaching, and increasing student flexibility around grades by doing things like moving to a pass/fail grading scheme.

Many studies on the impact of COVID-19 on higher education focus more narrowly on specific colleges, departments, or disciplines. Nursing, for example, has numerous studies on the effects of COVID-19 (e.g., Keener et al., 2020; Mariani et al., 2020; and Allande-Cussó, 2020). Keener (2020) focuses on the factors that lead to a higher quality of life during the pandemic, concluding that there is a strong relationship between resilience and a high quality of life for nursing faculty. Mariani et al. (2020), on the other hand, gives a more general overview of how a specific college of nursing (The Villanova University Fitzpatrick College of Nursing) is dealing with the changes brought about by COVID-19. This university followed many of the same steps outlined by Johnson et al. (2020). Namely, Villanova responded by moving classes online, increasing the amount of communication to stakeholders, and implemented a pass/fail system of grading. Keener (2020) shifts his attention to how instructors are creating learning scenarios for nursing students in their final year.

Another branch of research on the fallout of the COVID-19 pandemic focuses on student perspectives. Some of these studies, such as Bahruddin and Febriani (2020), are concerned with student perspectives of online courses within a specific discipline, finding that most students believe online courses are less effective than traditional face-to-face courses. In a different vein, Asfaw et al. (2020) ask students in public health to look forward and gauge how the pandemic will impact the field they are about to enter. Finally, studies such as the one done by Aker and Mıdık take a broader approach and survey all students at a specific university about a broad range of non-academic issues related to COVID-19, such as where they receive most of the medical information and how concerned they were about the pandemic in general.

Other studies are concerned with how teaching changed amidst a shift online. Many of these studies (e.g., Kidd and Murray, 2020; Kelly et al., 2020; and Campari et al., 2020) take the form of case studies focusing on the experience departments, colleges, or universities had moving instruction online. Kidd and Murray (2020), for example, focused on teacher education. Kelly et al. (2020), on the other hand, chose to spotlight a whole university in their case study. Other studies, such as Hensley et al. (2020), took a different approach and highlighted the importance of compassion in teaching during the pandemic. Finally, studies, such as Campari et al. (2020), are concerned with the more practical question of moving physics labs online. These authors found success helping students use common household items to complete experiments remotely. They also suggested instructors find alternate methods for students who might not have access to the items necessary to complete experiments at home.

The experience of faculty at this Research 1 institution was similar to that of many other faculty members at other R1 institutions. However, what was distinctly unique about the faculty experiences included in this paper was that it included the experience of its two regional campuses faculty with one of them being the largest regional campus in Ohio. Both the regional campuses of the university are open access and offer Associate degrees, professional certificates, and some bachelor's degrees. The regional campuses are commuter campuses in contrast to the residential main campus. The FEC and CET&L began collecting

data across the university's fifteen colleges for the mixed method study in the summer of 2020.

Method

This mixed-method study implemented small focus groups, a faculty-wide survey, and one-on-one interviews to gather data on changes in faculty teaching practices, research, and self-care during the pandemic. Results from focus groups were used to develop an anonymous survey for faculty, and interviewees were chosen from a pool of survey respondents.

Participants

Focus group participants were recruited via email from the authors' own connections with faculty. 20 faculty representing different colleges and disciplines participated in 3 focus groups, with 5-7 faculty in each group. Survey participants were recruited via email through the full-time and part-time faculty list servs. 354 faculty across 15 colleges and 3 campuses (1 main campus and 2 regional campuses) participated in the survey. The charts below reflect the demographics of survey respondents in terms of college, faculty track, gender identity, and race. Survey respondents were given the option to opt-in to sharing their contact information if they were willing to participate in a one-on-one interview. Out of 36 faculty who volunteered to participate in an interview, 11 faculty were selected for interviews based on their responses and demographics, to ensure a representative pool. Figures 1, 2, 3, and 4 show the demographic profiles of the participants.

Figure 1
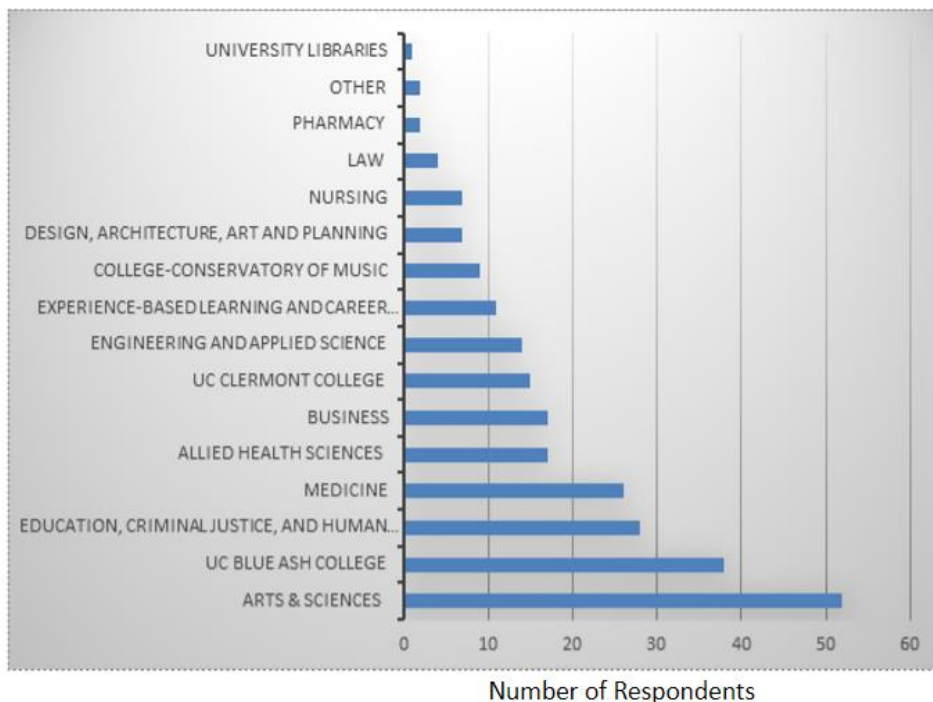
Survey Respondent Demographics by College

Figure 2

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Survey Respondent Demographics by Faculty Track
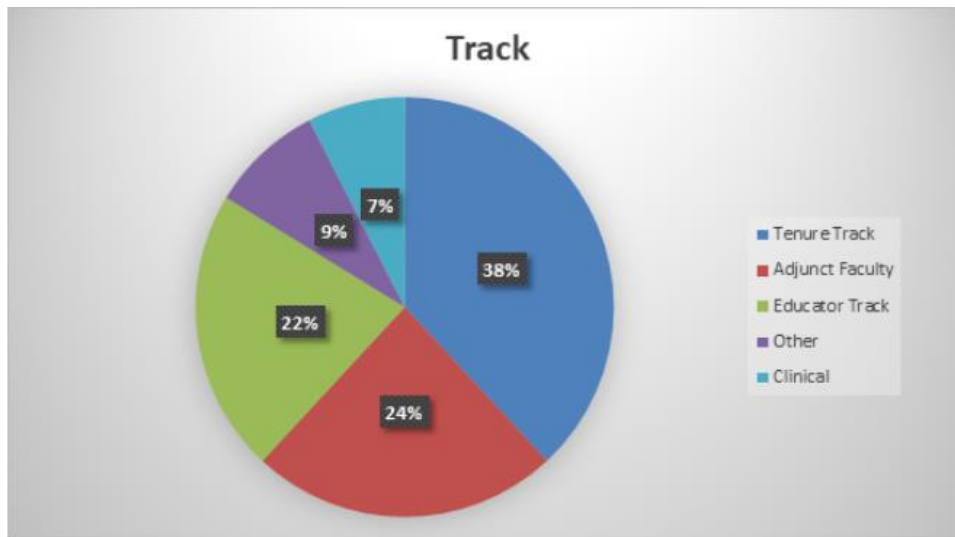

Figure 3

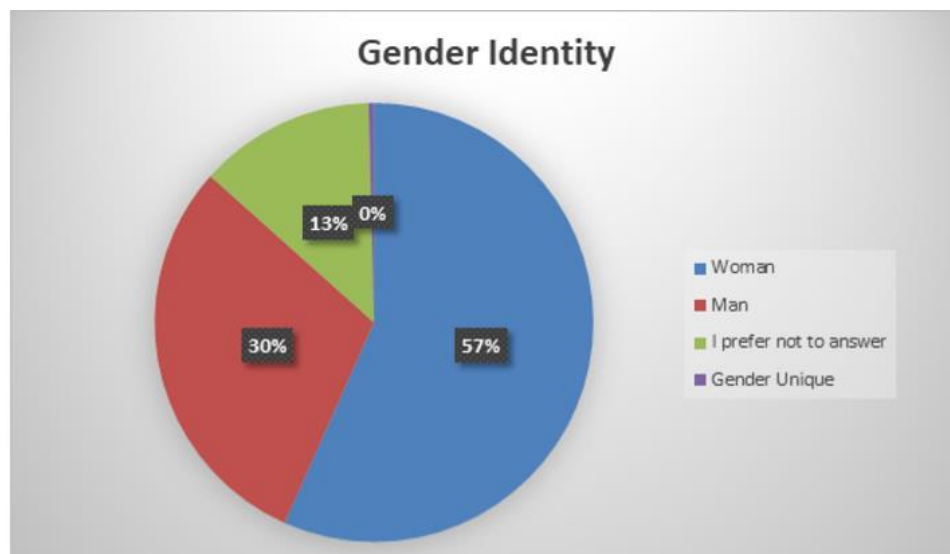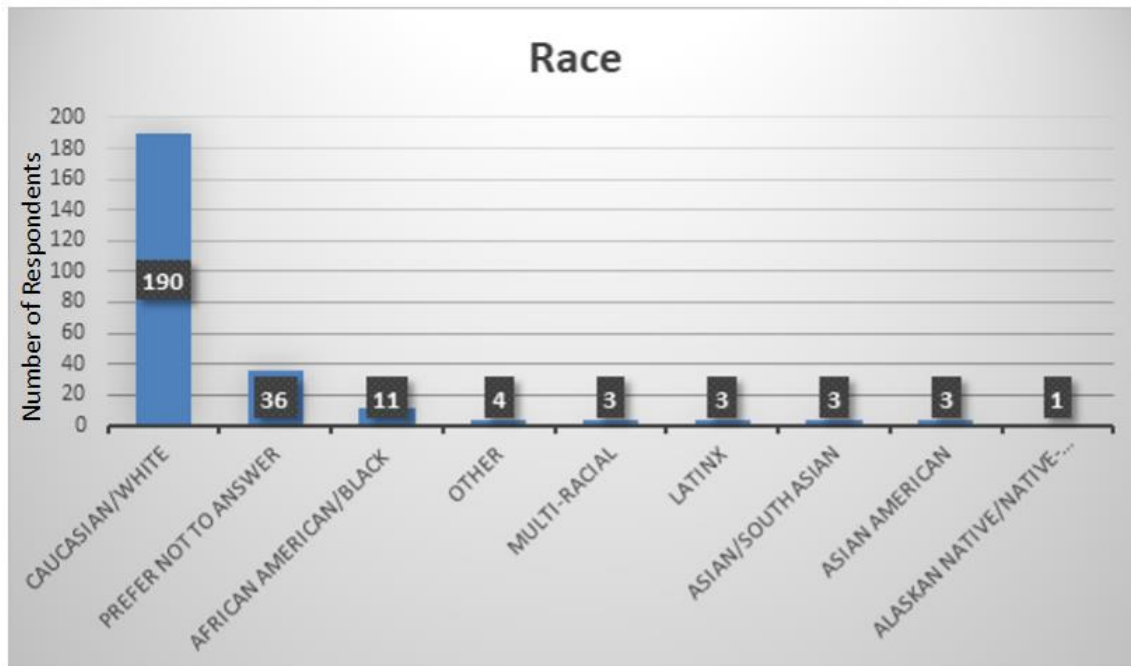*Survey Respondent Demographics by Gender Identity*

Figure 4

Survey Respondent Demographics by Race

Data Collection

Three focus groups were conducted with small groups of 5-7 via WebEx, an online video conferencing platform. Focus group questions were divided into three sections: (1) social/self-care, (2) research, and (3) teaching. Two questions were posed to the group within each section. Focus group facilitators asked follow-up questions as needed. Following introductions, questions were asked one-by-one, and each faculty member was given the opportunity to answer each question. The focus groups were recorded, and both transcripts and facilitator notes were compiled as qualitative data.

Following the focus groups and based on responses, a survey was created through Qualtrics and disseminated via the all-faculty e-mail list serv at the university. Similar to the focus groups, both Likert-scale and open-ended questions were divided into three sections: (1) self-care, (2) research, and (3) teaching. Within each category, two Likert-scale questions and one open-ended question were asked. In addition to responses to the three categorical survey questions, demographic data was also collected, including college, department, faculty track, faculty rank, gender identity, and race. Faculty were given the opportunity to share final comments as well as volunteer to be interviewed regarding their survey responses.

Eleven one-on-one faculty interviews were conducted based on a self-selection process in the survey responses. As with the focus groups, interviews were conducted remotely via WebEx. Three sets of interview questions were created—one that specifically covered teaching, another regarding research, and a third surrounding self-care. The type of

interview question set utilized for each interview was based on the individual faculty member's responses to the survey. Interviews were open-ended, in that we asked participants follow-up questions as appropriate. Interviews were recorded, and both interview transcripts as well as interviewer notes were collected as qualitative data for analysis.

Data Analysis

Qualitative data from the focus groups, survey responses, and interviews, were combined and triangulated. Questions were divided based on category—teaching, research, and self-care—and a thematic analysis was conducted within each category to determine themes and sub-themes. Figure 5 below includes the progression of data collection and indicates the data sources compiled for the thematic analysis.

Figure 5

Data Collection & Analysis

Results
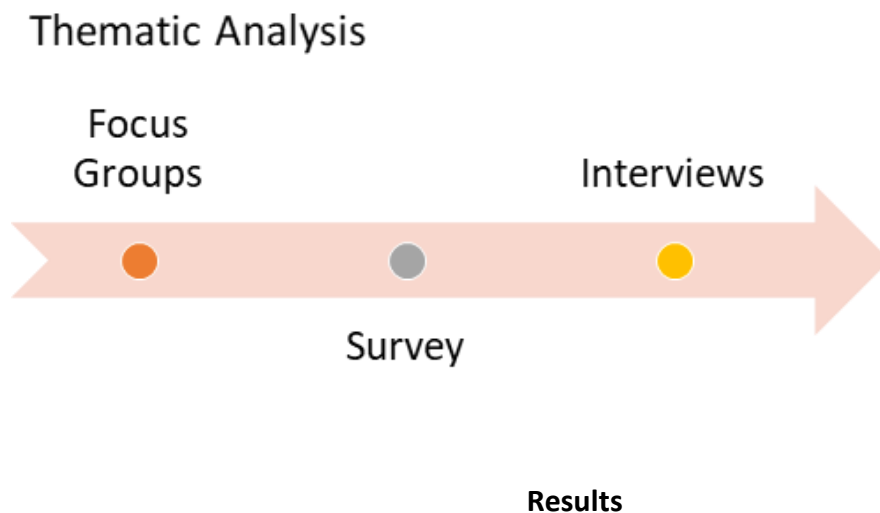
Teaching Themes

Within the teaching theme, four sub-themes were identified: (1) Transitioning Content to Online Delivery, (2) Maintaining Student Engagement, (3) Choosing the Correct Technology, (4) Adapting Assessments. Figures 6 and 7 show Likert-scale data from the survey's teaching questions.

Figure 6

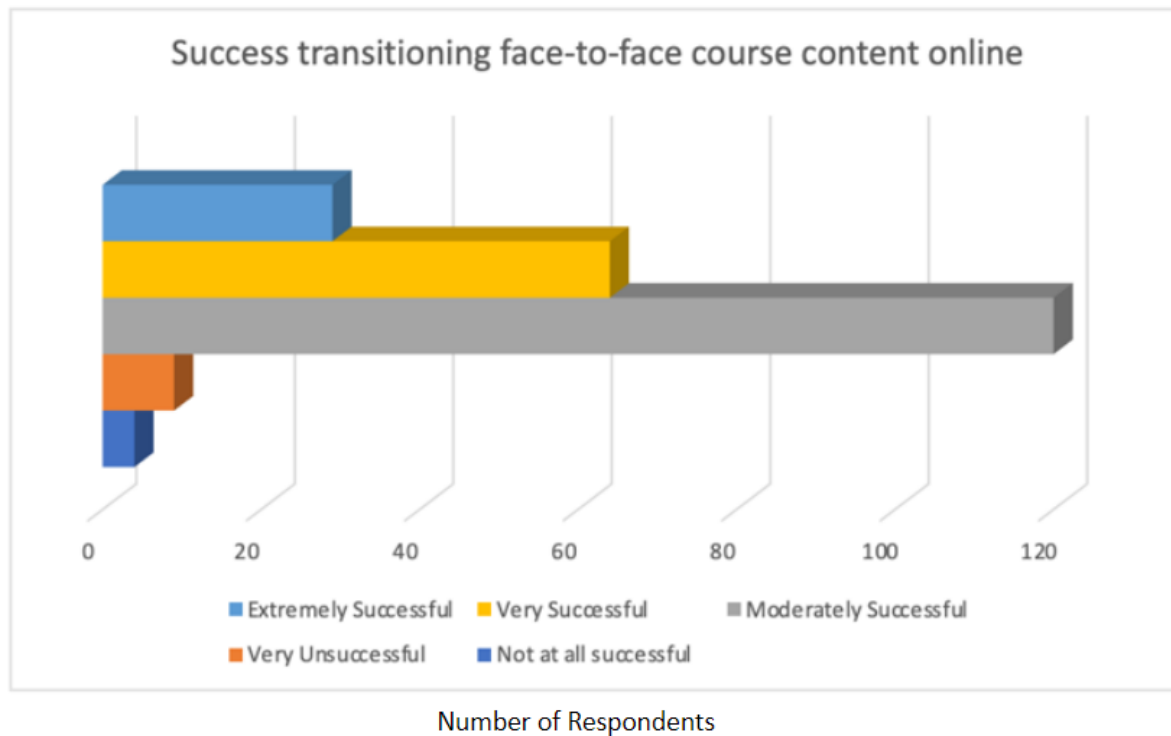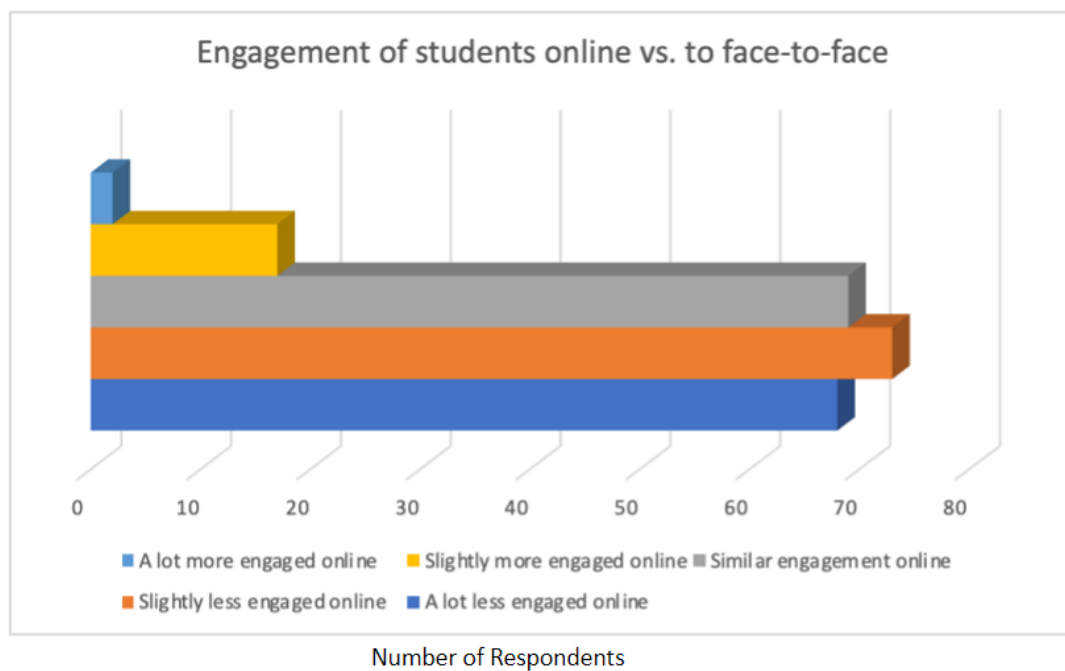*Success transitioning face-to-face course content online*

Figure 7

Engagement of students online vs. face-to-face

One of the most common teaching sub-themes throughout the data we collected was the difficulty transitioning face-to-face content to an online environment. Many instructors reported tailoring their course content and delivery specifically for a face-to-face environment, and lacking online teaching experience, they had trouble replicating this delivery online. While most instructors reported some degree of success with this transition, in the interviews and focus groups, many instructors emphasized how difficult it was. Specifically, many courses that require students to engage in hands-on learning (such as lab and practical courses) had to totally retool their classes. Other classes, such as music, drama, and art, require students have access to certain on-campus facilities or peer groups. In situations like these, instructors had to think of unique ways to meet the learning outcomes for their classes at a distance. Finally, instructors who hadn't taught online before reported being surprised at the amount of preparation online teaching required. However, instructors with online teaching experience were more prepared to make this transition, partly because many of these instructors had already created some materials for online teaching.

One of the other sub-themes faculty highlighted was the difficulty engaging students in an online environment. Respondents who taught courses that hinged on active learning and discussion found it particularly hard to replicate those kinds of class activities online. When transitioning to an online course on short notice in the spring of 2020, many faculty members reported that keeping the schedules and activities consistent with the in-person portion of the class helped drive engagement. Faculty members teaching on Zoom were able to take advantage of "breakout rooms" to encourage small group dialog, and many reported a positive experience. Nevertheless, the majority of faculty did note a drop in student engagement. As many faculty members noted, however, this drop in engagement could partly be attributed to the disruption and anxiety resulting from an unexpected move off campus and online.

Choosing the correct online platforms and tools was the third theme under teaching. Faculty without prior online teaching experienced a high degree of difficulty when confronted with the many tools available to them. For example, the University of Cincinnati uses both Teams and WebEx as video conferencing tools. Adding to the confusion, the university also added a Zoom option for certain instructors. Many faculty weren't sure of the differences between these platforms. Furthermore, faculty members without prior experience using these tools had the added difficulty of learning how to use them with large groups of students. Faculty were also concerned about students having access to the devices and reliable internet necessary to use these online tools.

Finally, concerns about assessment were a less prevalent, but still noticeable, theme that emerged from the teaching data. Many instructors that previously incorporated hands-on, performative, or lab practical assessments had trouble adapting those assessments to an online environment. Adding to these difficulties was the fact that some students lacked access to video or audio recording equipment that would allow instructors to incorporate student created media into their assessments. Faculty members were also concerned with academic integrity in assessment, so the university adapted the Honorlock online proctoring tool. While this eased some anxiety, the added trouble of learning the platform and ensuring students were familiar with it added more work to the transition.

In general, the four teaching themes focus on the best ways to create classes that engage students and help them reach their academic goals. While there are a wide range of teaching styles, kinds of classes, and levels of online teaching experience, almost all professors displayed a willingness to do what was necessary for their students. Implications for these findings in the future will be seen once classes transition back to a face-to-face model.

Research Themes

Embedded with the broader theme of research were three sub-themes: (1) Maintaining Research or Research Related Activities (2) Supporting Student Research (3) Inability to Pursue Research.

Figure 8
Research Survey Data
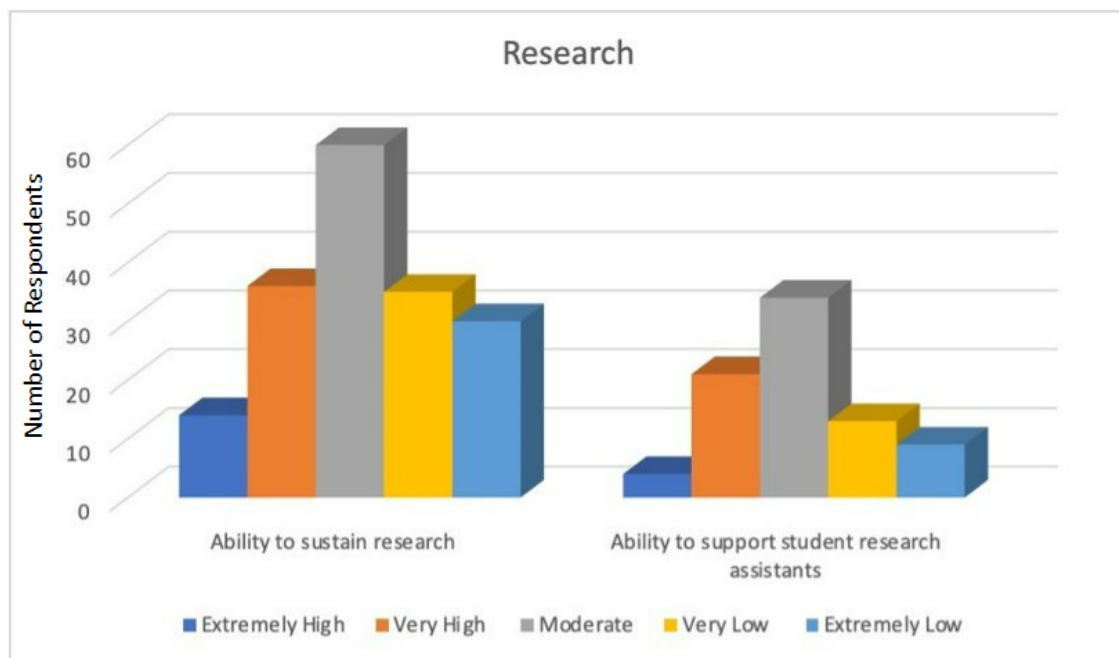
COVID-19 not only impacted instruction but also research activities. With all research halted, especially during the national lockdown period from March to May 2020, research faculty found their research severely impacted. Many in STEM and in Applied Research found themselves struggling to provide alternate research activities for their students, address interrupted data collection, and seek alternate ways to provide options for graduate students engaged in research. For many faculty members, the lack of access to archival materials, library holdings and research sites forced them to temporarily halt their research pursuits.

Due to the restrictions to traditional lab research created by COVID-19, faculty reported seeking alternate ways to maintain research and research related activities. Faculty reported turning to tools such as Redcap and Google Docs for surveys, collecting and coding data online while using platforms such as Zoom, Teams and WebEx to recruit subjects. Though not always effective since study enrolment in some cases decreased 50%, shared screens allowed for some successful collaborative data cleaning and coding. Some faculty switched to studies (if applicable) that only required chart reviews.

Faculty also shifted their focus to research related activities especially writing and engaging in free virtual webinars, conferences, courses, and webcasts. Some faculty unable to do lab research focused on grant writing, synthesizing, and writing up the existing backlog of manuscripts, editing, communicating with co-authors to set deadlines, and join writing groups to maintain momentum and accountability. By using designated writing time and research time, some faculty were successful in keeping up with their research agenda, though this varied across disciplines and the nature of research.

Regarding the (2) sub-theme of Supporting Student Research, faculty found keeping students engaged with research challenging and reported moderate success. With no face-to-face access, faculty engaged students through increased communication via email and weekly virtual meetings to address isolation and fear that were new barriers for the students' productivity during the pandemic. They asked students to complete trainings online for software used for data collection and analysis and conduct literature reviews. Some faculty offered a weekly journal club for students, time management tools, and virtual lab meetings. Other faculty reported forming a community of faculty researchers to throw ideas around what did and did not work to try to brainstorm ways for students to engage in research. In some rare situations, faculty even did some "porch drops" of equipment to help students continue research even as they increased focus on simulations.

In addition to the above two sub-themes that demonstrated moderate levels of faculty engagement with their own research and that of their students, faculty shared that they simply were unable to pursue any research activities due to several reasons. Lack of access to labs, books, archives, and limited online resources was a deterrent. Faculty, who were engaged in field work, needed to conduct in-person interviews, or required special equipment, were significantly impacted. Others claimed that adapting to teaching online gave them limited to no time to devote to their research or writing. Others reported that elevated levels of anxiety, limited access to quiet space, and lack of time were major barriers to pursuing research activities. Those conducting pedagogical research were limited by the inability to conduct in-class observations, surveys, and focus groups, unless they were in the context of online classes.

Self-Care Themes

Within the self-care theme, four sub-themes were identified: (1) Boundaries, (2) Physical Health, (3) Social Connection, and (4) Engagement. Figure 7 includes Likert-scale data from the self-care questions in the survey.

Figure 9

Self-Care Survey Data
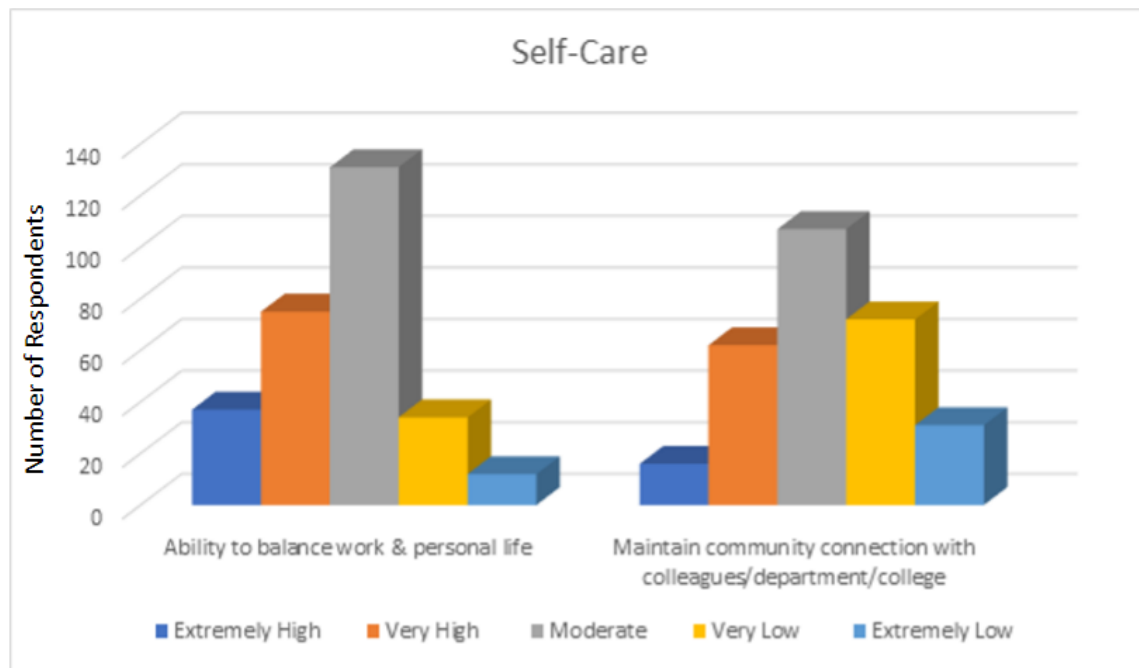
The first self-care theme, boundaries, involved what many faculty participant described as setting boundaries between work and personal life. Boundaries was the most common theme that fell under the self-care category. Multiple faculty members indicated the importance of maintaining a weekly & daily schedule. Participants asserted that if multiple people are working in the same home, it is crucial to create a shared household calendar, allowing all household members to be on the same page about meeting times and when quiet time is needed. Faculty also highlighted the importance of turning off their computer outside of regular work hours as well as setting clear boundaries in terms of how often and how quickly to respond to email communication. Having a dedicated, private workspace that is also organized, clutter-free, and distraction-free was also imperative when setting work-life boundaries while working from home during the pandemic.

Prioritizing physical health was another theme that came up consistently, with a variety of sub-themes in relation to physical activity, sleep, nutrition, and ergonomics. Faculty respondents stressed the importance of engaging in physical activity daily, which could take the form of simply taking breaks during the day to get up and be physical through activities like walking, yoga, running, and stretching, to name a few. Keeping a consistent sleep schedule was also highlighted by the faculty, who suggested shutting off screens before bedtime, engaging in meditation as part of a sleep routine, and utilizing sleep applications that can help users fall asleep and track their sleep. In terms of nutrition, participants shared their successes with keeping a water bottle at their desks to encourage drinking water during the day. In the same vein, many faculty members explained the importance of meal preparation and planning lunch and snacks during the day. Ergonomics was also within the realm of physical health, including items such as having the option to stand while working and assessing ergonomics of a workspace through the university's resources.

Maintaining social connection, the third theme under self-care, involved multiple ways that faculty strive to maintain connection both within and outside of their work communities. Regarding connecting with colleagues, engaging in and/or creating virtual coffee hours with colleagues and other departments to promote communication and connection while social distancing was frequently mentioned. Faculty also indicated the importance of connecting with friends and family daily through video or phone calls and spending free time with household members outside of work hours. Many faculty members shared that they have been participating in community groups and organizations remotely.

Engagement, particularly in a hobby or new skill, was the fourth and final theme in the self-care category. While each faculty member had different ideas and interests in terms of hobbies and skills, there was some overlap, including cooking or baking, gardening, learning a new musical instrument, and spending time with/adopting pets. That said, the concept of engaging in a new hobby, whatever that hobby may be, was a common thread.

In general, the four self-care themes involve taking care of oneself physically, socially, and mentally during the pandemic. While self-care may be different on an individual level, the general themes indicated an increased need for awareness of needs to maintain good physical and emotional health. Implications of these findings look toward a future in which universities begin to migrate work back on-campus. Self-care routines that have emerged as a result of working from home could have a positive impact in the office, with more faculty becoming aware of the importance of their own self-care as well as their students' self-care needs.

Discussion

Our findings, because of the mixed method study, helped us to identify specific topics of concern as they related to teaching, research, and self-care at our institution. Based on the analysis of the qualitative and quantitative data, the FEC and CET&L came together to develop a Best Practices Guide (University of Cincinnati, 2020) as a resource for faculty, a charge that had initiated the study in the first place. In the Guide, the CET&L included approaches and tips that faculty identified as helpful for them to navigate the challenges to their teaching while the FEC focused on helping faculty with barriers to research and self-care. In addition, we included pertinent campus-wide resources that could provide the needed assistance to faculty. The guide was not meant to be prescriptive but a supportive resource that demonstrated what benefited faculty at our institution.

In addition to developing a Best Practices Guide (University of Cincinnati, 2020) as a resource for faculty both the FEC and CET&L responded to the needs and concerns of faculty by tailoring their individual programming and resources. Guided by their respective mission and the needs expressed by the faculty in the survey, the FEC and CET&L developed and offered programs to help faculty with pedagogy and professional development in a virtual environment.

The Center for the Enhancement of Teaching and Learning (CET&L) supported faculty by transitioning large parts of its existing programming online, while also providing new workshops, consultation opportunities, and resources specifically for faculty teaching online

during the pandemic. As mentioned earlier, during 2020, the university was also moving from the Blackboard LMS to the Canvas LMS, which required faculty to learn the Canvas platform while also retooling their courses for online delivery. In order to provide a sense of continuity for faculty, existing program such as Faculty Learning Communities, and Course Design Institutes moved online. Additionally, many of the existing programs were re-envisioned using the feedback faculty provided during our research. For example, because faculty reported feeling more isolated during the pandemic, CET&L transitioned its Brown Bag Lunch Series to a more casual Coffee and Chat Series more focused on helping instructors navigate the unique teaching situation of the pandemic. By rebranding this existing set of programs, CET&L was able to draw attention to this opportunity to get support on things like building community in an online course, recreating assignments, and increasing engagement.

Along with modifying existing programming, CET&L also created new resources and workshops specifically for teaching during the pandemic. As already mentioned, the Best Practices Guidebook (University of Cincinnati, 2020) grew out of the feedback provided by faculty during the university survey. Additionally, CET&L designed new technology focused workshops for faculty who weren't comfortable teaching online. For example, CET&L created workshops on using video recording tools to increase instructor presence, using remote conferencing tools for office hours and class meetings, and managing a course on the Microsoft Teams platform. These workshops worked to both show the pedagogical value of using these tools in an online course and an overview on the various features of the different programs. Finally, CET&L created resources specifically for faculty teaching online for the first time. These resources included various resources designed to help faculty pick the best tools for their specific class needs.

The Faculty Enrichment Center provided support to faculty by offering virtual workshops and research consulting hours with the library and the Office of Research as partners. For those faculty focusing on writing, the FEC provided Writing Communities to help faculty stay accountable, motivated, and connected to a network of peers. To help faculty continue to collaborate and build community, the FEC offered training on the WebEx platform. The FEC provided faculty webinars on career advancement topics, panel discussions, and a virtual safe space to engage with their peers in conversations of mutual interest so faculty could continue to meet their professional development goals. Through weekly sessions like Mindful Movement and other topics related to mental and physical health, the FEC provided faculty a wide range of opportunities for social and personal well-being. By providing virtual yearlong mentoring programs for new faculty, mid-career faculty, women, and ongoing training for research mentors, the FEC continued to provide motivation, engagement, and support to faculty. Several sessions were offered in response to faculty needs as they combatted the challenge of teaching and researching during the pandemic. Opportunities for self-care included sessions on how to respond to students' need for support. Ways to connect were created through a virtual water cooler chat that allowed faculty to meet virtually and share their challenges in an informal environment. Faculty were invited to share their talent in biweekly half-hour fine arts sessions so they could perform live in a virtual environment and provide much needed respite to the campus community.

Limitations

Perhaps the biggest limitation of the current study is the small sample size. Out of the over 6,000 full- and part-time faculty across our university's three campuses, only 354 faculty responded to the survey. Because faculty were able to self-select and elect whether to take the survey or participate in an interview, faculty who responded may have had particularly strong opinions on the topic. Also, regarding the sample, the participant pool lacks diversity and does not proportionately represent our diverse faculty body. For example, most respondents were white women. While we were able to control the diversity of the focus group and interview participants, because faculty elected to participate in the survey, it was a challenge to recruit a diverse sample. In future studies, we will make a greater effort to attain a diverse sample, such as through targeting faculty affinity groups and reaching out to specific departments and colleges.

Future Directions

As we begin our journey to the uncertain post pandemic period and slowly begin to move back to campus, face-to-face teaching, and training, we need to prepare for a new normal. The role of education developers has evolved as a result of the pandemic. In addition to responding to assistance with pedagogy, education developers have embraced challenges as they relate to research, issues of diversity, equity and inclusion, and faculty well-being.

In addition to gathering data from a more diverse sample size, there are a few other future directions to the current study that have potential to benefit a larger faculty body at a variety of institutions. In the future, we could gather more data at similar institutions to develop best practices that could be generalizable to universities and institutions beyond our own. We also plan to explore more deeply the experiences of faculty at our university. We could begin by tracking how many people opened the best practices guidebook that we created, and survey those who opened and used it. We can use this information to further update and refine the guidebook, as well as assess its success thus far.

Furthermore, once faculty begin integrating back to campus and we move back to more in-person operations, we would like to assess how best practices in teaching, research, and self-care changed because of remote work during COVID-19. Many professors now have online teaching experience and a comfort level with technology they previously lacked. It would be interesting to track how technology and online tools are being used to enhance in-person teaching after the pandemic. We also plan to assess which practices faculty retained after returning to a more 'typical' post-pandemic routine. This could be achieved once again through surveys, focus groups, and one-on-one interviews.

Moving forward, the CET&L is exploring making some programming changes in response to some of the lessons learned during remote work. For example, the CET&L was mainly holding in-person workshops, consultations, and institutes before the pandemic. Having seen the success of virtual consultations, workshops, and asynchronous trainings, the CET&L is planning on integrating these kinds of opportunities into their regular program offerings. Additionally, the CET&L is hoping to capitalize on the new knowledge faculty

members have gained from teaching online by offering workshops on integrating online teaching pedagogy into the in-person class through things like the flipped classroom model.

The FEC plans to use the experience from this past year of virtual programming to inform its planning for programming in the post-Covid period. The FEC is considering hybrid models for faculty development programming based on the lessons learned from virtual programming. Faculty expectations about accessibility to programming have changed, which in turn will impact the nature of future programming and how it is delivered. Faculty expect virtual offerings and are also more likely to attend them. Topics for virtual and face-to face training vary but remote experience has demonstrated that online offerings are expected and do work well for certain types of training without negatively impacting engagement.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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