Zakrajsek, T. D. (2021). The COVID-19 pandemic impact: Current changes in faculty development that have the potential to persist. *Journal on Centers for Teaching and Learning, 13*, 92-110.

The COVID-19 Pandemic Impact: Current Changes in Faculty Development That Have the Potential to Persist

Todd D. Zakrajsek

Dr. Todd D. Zakrajsek began his career as an adjunct professor, teaching at a small private college, a technical school, and distance education classes for a large university. Securing a tenure-track position at a small regional college in the Pacific Northwest in the fall of 1994, Todd started a center for teaching and learning in his third year at that institution. For his efforts, he received a budget of $50 his first year. The following year his budget went to $5,000 and a one-course release. In year three, the budget was $20,000 with additional release time. While at that small regional college, he was promoted to associate professor and tenured, partly for his campus-wide faculty development work. In 2001, Todd resigned tenure to accept a position as the founding director of a center for teaching and learning at a research university in the Midwest. With an office consisting of himself and an office professional, he began to develop resources for a campus with approximately 650 full-time faculty members. In 2003, the provost merged the faculty development center he was leading with the learning technologies group. Todd became the director of the combined office, with a large staff and a budget of approximately $800,000. He also served as Co-PI on a Fund for the Improvement of Postsecondary Education (FIPSE) grant to provide resources to distance and adjunct faculty. In 2008, Todd resigned from his job as faculty development director to become the Executive Director of a large research extensive university in the South. There, he successfully assisted with the transformation of a long-standing and successful teaching center into a center providing support in teaching, research, and leadership; he was responsible for hiring six positions and managed a budget of $1.2 million. In 2012, Todd began working in the School of Medicine at the University

of North Carolina, Chapel Hill, as an Associate Professor in the Department of Family Medicine and in the Academy of Educators to assist in building resources for faculty in the School of Medicine. He is still at the UNC School of Medicine. Concurrent with his institutional work, over the past 20 years, Todd has been directing Lilly Teaching Conferences and publishing extensively in the area of effective teaching and learning.

Given Todd's extensive experience in faculty development for 25 years in various types of institutions, regions, and faculty served, we have asked him to write a series on essential issues needed by directors of faculty development efforts. This series suggests areas for faculty developers to consider, along with tips and techniques Todd has found helpful along the way. In this issue, Todd focuses on areas in which faculty development efforts have already begun to change for the better and may well show persistent changes, given what we have learned during the pandemic. If there is a specific topic you would like Todd to address, contact the Editor-in-Chief at tassonjp@miamioh.edu.

Overview

Living through a pandemic is not something to take lightly. The COVID-19 pandemic uprooted how we lived, what we did, and how we did it. The pandemic impacted nearly every aspect of our lives. As of November 21, 2021, the CDC website indicates that the United States passed the grim mark of 770,000 deaths due to COVID-19. That is, approximately 1 in every 450 individuals in the US died from COVID-19. It is now common for our faculty and their students to know someone who has died from COVID-19. I include these numbers to acknowledge how extensive our loss has been. I also write this to remind us all that there is a human side to this pandemic. We are all in it—our faculty, their students, department colleagues, and support personnel throughout each campus. Death is not the only story with a challenging theme through this pandemic. Stress, anxiety, mental illness, and other health issues related to COVID-19 are showing numbers we have never seen before. This comes at a time when our mental health services on campuses throughout the country are already overwhelmed by student need. It has been a lot, and I believe, as depressing as all of this is, as educators, we must be ever mindful of the factors most impacting our learners, our colleagues,

and ourselves. We are, most of all, in the business of working with, and helping, our fellow humans.

COVID-19 has resulted in a plethora of changes to the concept of faculty and educational development. Although the move to emergency remote teaching was agonizingly fast and made with great concern about the impact on faculty and their students, faculty throughout the world made the "pivot." Along with them, we faculty developers made a pivot of our own. With next to no warning, we invented, developed, and deployed some pretty amazing support systems and resources. Higher education changed rapidly, as did the multitude of systems supporting it. We shifted to entirely remote teaching and for nearly a year did not know if classes each semester would be taught remotely or in-person. After we had been in the pandemic for just under six months, fall semester was set to begin. Universities began the semester in person and then shifted, once again, to remote instruction. At the writing of this article, we are all still riding out the pandemic, not knowing for certain when it will end. That said, it will end, and when it does, there are lessons we are learning day by day that I hope we take forward to make faculty and educational development stronger than ever. In the first section of this article, you will find five lessons learned in higher education because of the pandemic. The items presented are in no particular order, and there are certainly more than five to consider. If space were not an issue, the list would be longer. Each of the lessons noted have had a profound impact on faculty and educational developers.

The second section of this article provides a perspective on how the pandemic has fundamentally impacted many of the common offerings we deliver as faculty developers through our centers for teaching and learning (CTLs): both one-time offerings and ongoing programming. During the pandemic, we were forced to change how we offered workshops, classroom visits, book groups, faculty learning communities, consultations, and many other activities and resources. As we adapted during a pandemic, unexpected elements emerged. Those elements are presented along with a discussion of how pandemic experiences hold the potential to improve faculty development programming and resources for years to come.

General Lessons Learned

Following are five lessons I learned thus far through the COVID-19 pandemic. These lessons have already begun to change how I work as a faculty developer and I suspect will change what and how I think about faculty and

educational development for years to come. Each lesson describes relatively specific impacts on current practice within higher education. Future implications of potential spin-offs are dazzling in both number and scope.

Lesson 1: Higher Education Is Much Nimbler than We Ever Realized

Before the pandemic, those attempting innovation within higher education often met with resistance or hostility regarding:

- Creating a new program within the major,
- Moving a required course online,
- Merging departments, or
- Attending a faculty development workshop for an entire day.

I have no idea how many times I've heard, "That is not how we do things here," and "We tried that a few years ago, and it didn't work," or "We need more information and time to think about this issue before we can make any changes to the existing program."

The pandemic hit, and we made a universal change in higher education without notice. We did not change a program or a course; we changed all of higher education. And it was worldwide. Faculty were all told they were to take their courses online for an indefinite period. Many faculty had never previously taught online and were given as little as 24 hours to "pivot" to emergency remote teaching. "Pivot" was in nearly every sentence through much of this time, but pivot is a misnomer. From the beginning of the pandemic, I said that "pivot" was a terrible word to describe what we were doing in higher education. To change a course from problem-based learning to team-based learning is a pivot. To move from multiple-choice exams to essay exams is a pivot. To change an entire pedagogical approach of teaching a class from in-person to online, using systems that many faculty had never experienced previously, adjusting content on the fly, learning to interact with students in a new medium, and finding ways to assess student progress without proctors—that is not a pivot. That is a transformation.

To make that transformation within as little as 24 hours is nothing short of miraculous. We looked to those who had taught online for advice and to guide us as much as possible, but the first thing an online teacher will tell you is that you cannot begin thinking about teaching your online course a day or two before you begin to teach online. It is simply not possible to do

that and be successful. So, we were forced to redefine success. We didn't call it online teaching. It was *emergency remote teaching*.

With the transformation to emergency remote teaching, what was truly amazing was the skill shown by so many faculty, despite a steep learning curve. The faculty made the necessary changes the best they could, and students were amazingly kind in the process. *We learned that we could change our entire educational system (kindergarten through graduate school) with essentially no notice.* As faculty and educational developers, in the future, it is imperative that we remember that faculty are able to change the educational landscape at a moment's notice. Changes that include developing new curriculum, employing Universal Design principles, reimagining majors, and assessing student learning outcomes should seem, by comparison, relatively easy. I have noticed that the plethora of jokes about how slowly higher education changes have vanished.

Lesson 2: Teaching Strategies and Practices Can Be Radically Overhauled Specifically to Meet Our Studens Where They Are

Faculty quickly learned that lecturing for an entire class period in an online course would not work. For nearly 30 years, we worked diligently to convince faculty to give up lecturing for entire class periods. We've made modest gains over those three decades. However, within a few weeks of the pandemic, faculty were using breakout rooms, polls, and chats with learners in real time. Faculty who had resisted giving up full-class lectures began to see engaged learning as an essential part of the learning process, especially in the new classrooms of Zoom, Teams, and WebEx.

Another important consideration is that faculty were forced to learn something foreign to them. Faculty are not often in the role of learner. If it has been a while since venturing into unknown areas, one forgets that struggling while learning can be a humbling experience. In my first attempts at facilitating an online workshop near the start of the pandemic, I struggled mightily in learning to engage faculty in synchronous learning environments. Basic setups flummoxed me in my first Zoom workshop. Then, an amazing thing happened. In support of growth mindedness, I got better at breakout rooms, then polls, then additional educational technologies. Similarly, faculty throughout the world learned new educational technology strategies that likely would have never happened without the forced move of the pandemic. As faculty developers, we should be mindful that, to our

faculty, learning a new educational technology, or how to incorporate engaged learning with mini-lectures, will seem, by comparison, a relatively easy task.

Lesson Three: Higher Education Is Really, Really Biased, and in Many Ways

Throughout the pandemic we clearly saw that not everyone was impacted the same way or at the same level. Yes, many of us in higher education have known, spoken, advocated, and pleaded about disparities for years, but the pandemic cast an enormous light on these disparities. For example, emergency remote teaching (or online teaching in general) can be wildly accommodating for some students who no longer have to fight against traffic or for parking spots. In addition, it opens up accessibility both physically (think a lack of ramps for wheelchair users or navigating poorly laid out hallways for blind or visually impaired students) and psychologically (think of introverts who can take their time in crafting asynchronous responses). During the pandemic, many individuals who struggled in traditional classrooms could participate as they had never participated before. I know of students who had consistently poor grades, which both they and their instructors attributed to either lack of effort or educational shortcomings. I then saw, in the move to emergency remote teaching, some of these same academic strugglers began to shine. Similarly, faculty who are introverted and others who are shy told me that, at the end of each day, they were not exhausted from personal interactions. Many benefitted from the move from campus to remote instruction.

However, because higher education affects people differently, we also saw how remote teaching was inordinately challenging for some students. Students faced required online instruction with no Internet, with subpar devices for connectivity, or simply didn't want to bring their instructor and classmates into their homes through a Zoom window. And it wasn't only higher education that went remote. Parents of our students were working from home, and younger siblings were participating from home in K–12 classes. This caused competition for bandwidth, both technologically and mentally. Furthermore, unprecedented numbers of parents were suddenly unemployed, causing anxiety, frustration, and anger. For these, and many other reasons, we saw, and continue to see, large numbers of students with living conditions that are neither supportive nor conducive to online learning.

During the pandemic, faculty began to more clearly see the massive inequity in our society and our educational systems, and also that students do not learn or demonstrate learning in the same ways. In searching for ways to provide a bit more equity with respect to education, Universal Design for Learning has garnered increased attention. In 25 years as a faculty developer, I have never seen such a sudden increased in the number of faculty aware of, and therefore interested in, issues related equity in education. As faculty developers, we have an opportunity to significantly impact diversity, equity, and inclusion issues throughout the educational system.

Lesson Four: Assessment Does Not Easiliy Translate to Emergency Remote Teaching

Traditional assessments, such as exams and quizzes, do not translate well to an online course, with students taking an active part in discussions and engaged learning experiences. The more you assume students are cheating, the more you express that you don't trust them, and faculty quickly find out that using invasive proctoring systems isn't an answer either. In searching for ways to assess learning in emergency remote classes, many faculty found exceptionally creative and equitable strategies. Universal Design for Learning (UDL), something I have had difficulty getting many faculty to consider over the past two decades, suddenly became a viable option for providing alternative assessments. With UDL, assessment in online environments became more feasible *and* offered students multiple ways to demonstrate learning.

Moving in another intriguing and innovative direction, Jesse Stommel, Josh Eyler, Cathy Davidson, and many other notable educators and educational developers have built a strong case for eliminating grades altogether. As faculty struggled with meaningful ways to assess students in online environments during the pandemic, ways that were not overly obtrusive or that did not involve robotic proctors, many faculty began to question for the first time the need for those exams. Alternatives emerged that had students creating real-world products, developing instructional videos, and engaging in many activities that demonstrate learning without putting a letter grade on their efforts. Faculty developers have been pushing in the areas of UDL, authentic assessment, and "ungrading" for a very long time. There is now movement in all of these areas, and there is an opportunity to move the needle away from time-honored practices that are in need of innovation with respect to assessing student learning.

Lesson Five: We Saw the Human Side of Students and Colleagues More than Ever Before

There have always been a lot of *people* in our institutions, but individuality of those people was often missed. I always strive to get to know my students, learn their names, and find out something about them that they are willing to share. I encouraged them to come to office hours, and I attended many student events. Even with that effort, though, I failed to really think of all that impacted students (and colleagues), particularly outside of the college. Students, faculty, administrators, and everyone else who work within educational institutions were never in *their* environment when they were on campus. I saw students and faculty in lecture auditoriums, seminar rooms, the hallways, department meetings, and in my office. We saw each other in a neutral space. Suddenly, with remote instruction, we had the opportunity to see each other in different and meaningful ways. We saw our students' and colleagues' children, spouses, pets, plants, wallcoverings, and furniture. All of us were in our environments, and others had the opportunity to see that as well. One of the most popular activities during the pandemic was for faculty to ask students to introduce their pets. Some of the quietest students in the class lit up with their cherished dog or cat flopped across their lap. As much as I have always considered myself one of those teachers who really got to know their students, I was amazed at how much I learned about them, their hopes, and their struggles during Zoom calls (which, again, is a reason some students strongly prefer to not have their cameras on).

As I got to know my students even better, it became obvious that many were struggling, as were we. We were struggling together. We were constantly reading about the spike in individuals experiencing anxiety and depression or dealing with uncertain income, fear of eviction, finding food (and, for a long time, finding toilet paper on the shelf), isolation, being cooped up. Conversations with students and class sessions took on a new meaning during remote teaching. As faculty developers, we have the opportunity in the future to draw in more elements of individuality as it pertains to the educational system, both for students and for faculty.

Lesson Summary

Those are just five lessons we have learned. Of course, there are more. Readers have certainly experienced this pandemic in ways that I would

struggle to understand fully. Those struggles most certainly uncovered other valuable lessons. That said, I am hoping the list above will give you, as an educational developer, some additional considerations as you think about post-pandemic resources and services and ways that what we have learned will have a meaningful and lasting impact on what we do. Next, we will turn our attention to the ways in which specific offerings might be adapted to be even stronger than they were before.

Potential Post-Pandemic Changes to Center Offerings

When campuses closed throughout the world, the focus was on faculty members and students. A transformation required faculty to teach, and students to learn, in ways not familiar to them. What the world failed to see was that faculty developers, as the first line of support for faculty, had a transformation of our own. Our job is to be there for our faculty, so *their* swift change to emergency remote instruction meant that *we* had to "pivot" even faster than they did. And as our transformation to emergency remote faculty development for remote teaching settled in, we had reconsider how to do the rest of our work—work as center directors and faculty developers who were not allowed on campus, to provide assistance to faculty who were also not on campus. The challenge was to quickly identify ways to help faculty who were all around our campuses but not on any of them.

Being a particularly adaptive and innovative profession, we quickly made significant changes. In the process we learned even more about providing faculty support. We also began, almost immediately, to make faculty development better. Given what we found as we adapted, it would seem a large loss not to make some long-term changes to how we deliver faculty development resources and services. Below are a few elements noted in faculty development centers throughout higher education. The adaptations noted are from my own experience as a faculty developer, the published work I have read on this topic, and what I have heard from other faculty developers. The following is certainly not meant to be comprehensive but rather an opportunity to stimulate ideas for your own faculty development efforts and to start, or advance, conversations.

One-Time Events

This section pertains to workshops, institutes, conferences, and classroom visits, typical offerings from a CTL. Each of these are treated as independent events. In the next section, series of events will be discussed.

Workshops

The pandemic completely shut down face-to-face workshops. Faculty from many institutions moved off campus for nearly a year (spring 2020 through the end of fall 2020), and the idea of bringing individuals together in a room has remained a precarious one well into 2021. Faculty developers shifted quickly to online workshops. Webinars began to accelerate throughout higher education. In my experience, most of the very early web-based workshops were not exceptional. However, faculty developers (and workshop facilitators) began to understand better the value of tools like breakout rooms and how to use them effectively. Chat features allowed participants to make comments and ask questions in real time. It became easier to invite national experts to deliver a webinar as travel was removed. It's rarely explicitly voiced, but when we remove travel from the equation, we can accommodate and offer many more speakers from across the country and around the globe. For example, I delivered a workshop for a campus in Saudi Arabia one morning from 8:00 am to 9:00 am, and I was home for lunch! Without travel, workshop facilitators didn't need to block off an entire day, or even two days, depending on the travel. Facilitators needed only a one-hour slot in their calendar to deliver a webinar.

Once individuals became effective at delivering engaging and engaged sessions online, faculty often turned out (actually, tuned in) at higher rates than face-to-face sessions, and a large number watched the recordings later. Webinar recordings are exact replicas of what was experienced by participants during the workshop, not a recording filmed from the back corner of the room with bad audio.

Webinars are also often more equitable than on-site workshops. Individuals with travel challenges, childcare responsibilities, or work commitments at the time of the workshop can attend a webinar from home or watch the recording. Contingent faculty (adjuncts and faculty with short-term contracts of a year or so) in particular often find it difficult to attend on-campus workshops due to the time or comfort level of being among tenure-track fac-

ulty. Webinars, in many ways, helped to level the playing field for participants.

Many participants like the chat feature of webinars. Asking questions of a teacher or facilitator in real-time is helpful in understanding content and intent. Presenters and other participants can answer questions quickly, allowing the individual asking the question to understand the content on the spot, making it possible to continue to follow along. That said, it is important to note that some participants in webinars find the chat to be very distracting. It increases cognitive load for some and, if not properly used, can be extremely distracting. Many facilitators and participants have difficulty grasping that if you post a link to a "valuable" resource, almost no one will listen to the facilitator for the next few minutes.

Breakout rooms also quickly became a staple of webinars. Digitally reproducing the effect of small-group discussions, breakout rooms allowed participants to become highly engaged in the workshop. The added feature of having breakout rooms post their work in a common digital space, such as Jamboard, Conceptboard, or Padlet, allowed the facilitator to see what groups were doing in real time. The facilitator could drop in on a group that appeared to be misinterpreting the prompt or simply not doing what was requested.

Hyflex is another concept gaining much attention as a result of the pandemic. Hyflex provides an opportunity for participants to participate either online or in person. Hyflex is not new—some campuses with remote branch campuses have long offered courses that contained both in-person and online students simultaneously. In the past, the online students were at one or more specified remote locations, meaning they were together from a distance. The added aspect of new technology is that individuals can participate from their home, meaning a hyflex course or workshop will have several people participating online as individuals while an in-person group meets simultaneously. Now breakout rooms are not only distance students, but a mixture of online and on-site students who are using their laptops to participate in small-group work.

On several occasions, I have heard individuals say that hyflex is the best of both worlds. I do not agree on that one. Due to the length of this article, I cannot go into detail. I will say that I believe hyflex has very interesting benefits and also challenging obstacles. Overall, hyflex is a model that we, as faculty developers, should use in our offerings to help show faculty teaching in that format good practices. That topic alone would make a good workshop—a workshop, in hyflex format, about effective hyflex teaching.

There is relatively consistent evidence that single workshops typically do not lead to sustained change to faculty teaching. That said, workshops are an ideal way to lay the foundation of information pertaining to an innovative teaching strategy. Workshops are effective at bringing faculty together and sharing ideas. Additionally, workshops are an excellent start to a series of efforts aimed at a given teaching strategy, such as active and engaged teaching throughout the college.

I love the energy in a room full of participants who are engaged in the workshop and working at tables with one another. There is something special about bringing people together to learn. However, I hope we continue to find ways to push the envelope with web-based workshops. Let's not talk about whether on-site workshops are better than online workshops. Let's instead turn our professional discussion in the future to how best to offer both on-site workshops and online workshops.

Online Day-Long (or Multi-Day) Institutes

Allowing for a deeper dive into a specific topic, institutes are similar to an idea of a facilitated workshop that lasts a full day or even two full days. Institutes may be held for specific groups: faculty new to your campus, recently tenured faculty, contingent faculty, future faculty, health science faculty, etc. Institutes may also be held by topic: diversity, equity, and inclusion; integrating educational technologies into your course; balancing lectures with active and engaged teaching; mentoring; etc.

Many would question having an online institute over two full days. The idea of sitting in front of a computer screen for two full days seems unbearable to some. To me, it is the same issue as a face-to-face event. If not done well, it is certainly unbearable to sit in a live institute for two full days. When done well, however, the time goes by swiftly. The same is true for the online institute. I attended a diversity/equity/inclusion workshop that ran from 9 AM to 5 PM for two consecutive days. It was educational, actionable, and most importantly, engaging. It had breakout rooms, group work, discussion, and a heartfelt sharing of what was learned in the last session. I stayed engaged and learned a great deal. There were longer breaks, similar to that of an on-site event, including a full hour for lunch. There were also short breaks that are very difficult to have for live events. It is possible in a web-based event to have a true five-minute break and actually have participants return in five minutes. That is next to impossible with live events.

On a personal logistics note, I was very happy that it was a web-based institute. Due to some unforeseen circumstances and last-minute opportunities, I ended up attending the institute during two days of a weeklong trip I had planned with my family. For the two days of the online institute, my family did some sightseeing of things that were less interesting to me. Although I would have preferred not to have the two days of the institute fall during that trip, I had no choice. Most importantly, if the institute had been an in-person event, I would have had to stay back and miss out on the entire family trip.

Besides attending, I have facilitated lengthy online workshops. One was an online institute lasting two days on the topic of balancing active learning with lecturing. The evaluations for that session were almost identical to the evaluations from an on-site institute with nearly the same topic offered previously.

Online institutes offer the same advantages noted in the section on workshops. The chat feature and breakout rooms become even more important in the longer format of the institute. It is exceedingly difficult for those with small children, elderly parents, and pets to be gone for an entire day, let alone multiple days. As noted previously, facilitators are often easier to find due to removing the hassle of travel and being gone from home for two days. Participants are now able to attend one-day institutes in distant lands, such as the other coast in the United States or abroad. These would not be cost-effective to attend in-person, due to the expense and time to attend an event that is six to eight hours in length.

Post-pandemic, it would be a tremendous loss not to continue to build out the benefits of online and hybrid institutes. These alternative formats allow individuals who would not otherwise be able to attend and those who struggle in on-site events to learn in a more comfortable and effective environment.

Online Conferences

Just as classes transformed to emergency remote teaching, many conferences transformed to emergency remote conferencing. The move was incredibly challenging, as online conferences are fundamentally different than on-site conferences.

As conferences made the transformation to online events, some had more time to meet their goals than others, and some were much more successful than others. In short order, faculty presented online sessions and attended

online poster sessions, formats many had not experienced previously. I began to note something curious in online conferences and then began to notice it more and more in workshops, institutes, and other online events. Different participants appeared. It wasn't the same crowd I typically see at on-site events. There was overlap, but in the Online Lilly Conferences, which I direct, I began to see fabulous comments and contributions from individuals I had not before heard from or, in some cases, not even seen at on-site events. Taking conferences and other events online shifts a few fundamental aspects of the events. Introverts and shy participants were much more likely to make comments in the chat box than they would be to raise their hands in an on-site session. I spoke to a few very good friends of mine who are introverts, and they said online events do not exhaust them the same as face-to-face events. Several faculty members I spoke to indicated they didn't realize how much fun a conference could be, because their previous conferences had all been face-to-face.

All of the benefits of an on-site institute also apply to online conferences. Conversely, issues of equity, finances, homecare, and mobility are all present with online conferences. There are numerous considerations that many of us don't think about, as it has not been in our experiences. I am now much more sensitive to those who are nervous in crowds of strangers, those who fear flying, those with autoimmune concerns, those who are ill, and so many more factors. As with workshops and institutes, I deeply benefit from a gathering of like-minded individuals all physically in the same space learning from one another. Over the past year and a half, I have come to benefit from a similar gathering online. As is the common theme for this article, we don't need to concern ourselves with which is better, an on-site conference or an online conference. We need to keep working to make both types of events as effective as possible and work to make hyflex conferences effective.

Classroom Visits

Teaching observations did not stop during the pandemic, even though many faculty members had to, for the first time and within a short timeframe, shift to emergency remote teaching, online teaching, hybrid teaching, and hyflex teaching. As a faculty developer, I completed several observations for online classes. I really enjoyed the visits. For one thing, I felt it was a bit easier to observe without the faculty member being quite so focused on my presence. There were more than 20 learners in the class in both

cases, and the instructor shared the screen, which means my "box" disappeared. I am sure this made it easier for the faculty member than when I try my best to look supportive but am sitting in the room. Also, it is extremely easy to record the class session without setting up a tripod (or two) to get faculty and student reactions to the course.

The biggest advantages were consultative visits before and after the class session to be observed. There was no travel time involved, and with Zoom in one case and Teams in another, we had very nice meetings that felt very personal. During a meeting prior to the class session the faculty members were able to share screens and show me what was going to be used in class. I have worked in faculty development for over 25 years, and in all that time, I had never had online pre- and post-meetings for a class observation consultation.

As we advance, the meetings I have before and after a class period, online or on-site, will be better. For on-site courses, I will certainly be there in person. That said, there is no reason to have faculty come to my office or for me to go to their office. We can have very nice, personal, and completely confidential conversations through Zoom, Teams, or WebX.

Ongoing Programming

This section pertains to ongoing programs, such as book/journal/blog clubs, faculty learning communities, new faculty programs, curriculum (re)design, and mentoring/consultations, rather than one-off events. These are just a few of the typical faculty and educational offerings found at many CTLs. Each of these are treated as independent events. For example, your center may have several workshops each semester. If faculty may attend any one of the workshops and not the other, the workshops are considered independent. In the next section, series of events will be discussed.

Book/Journal/Blog Clubs

With the pandemic, gatherings to discuss books, articles, or blogs were forced to go online. I feared participation and discussion intensity would decrease. I found the exact opposite. It was much easier for faculty to participate. If a book club was wedged between two other meetings, it was suddenly possible to attend, as no time was needed to get from one meeting to another. It was also much easier for faculty to attend events in the early evening. As with online workshops, no childcare is needed, no pet sitters, no fighting traffic, no concern if another obligation took place at the same time,

and no searching for parking. A discussion planned for one hour took only that hour, without any additional time to get to and from the event. An online meeting also meant that faculty didn't have to hang around campus for a few hours, waiting for an evening event to start. Those who couldn't attend in real-time or hadn't done the reading could watch the recording and come caught up to the next session. I hope we will still gather in person for some evenings, but use these tools to keep us connected even then.

Faculty Learning Communities

Communities of practice were used in online environments years before the pandemic pushed higher education in that arena. As just two examples, around 2000, Randy Garrison and his colleagues developed the Communities of Inquiry framework to support online learning environments, and in 2016, faculty developers at Embry Riddle Aeronautical University were offering virtual faculty learning communities. These groups came together to support one another in e-learning and online environments well before in-person communities found the need to shift to a virtual environment during the pandemic.

There is much to be gained in coming together as faculty periodically. At times it is helpful for those gatherings to be in person. However, meeting virtually allows more opportunities to gather and includes wider and more diverse participants. For example, I met with a group of faculty members designing a writing program to support faculty. I am from North Carolina, one member is from Ohio, one is from Germany, and one person is from Scotland. Such a group of scholars offers a perspective that would not be possible if on-site were the only option.

There is no doubt that faculty learning communities, communities of practice, and other formats are designed to bring faculty together effectively to network, learn, enhance teaching, and produce scholarly work. Following the pandemic, I am hopeful that online communities will continue to grow, and new developments, both synchronous and asynchronous, will allow a greater number and diversity of faculty to participate in these valuable interactions.

Ongoing Programs for New Faculty

Dedicated days of programming for faculty new to campus are certainly valuable. However, new faculty already have a lot on their plate and likely experience cognitive overload shortly into a new faculty orientation program. In many respects, just before the first day of classes is not an ideal window for talking about pedagogical approaches, assessment, classroom challenges, or a host of other issues. We learned from the pandemic how exhausting it could be to be a faculty member. Throughout my life, I have noticed that is also true at just about any point in a faculty member's academic career. That said, there are times that tend to be more demanding than others.

Through the pandemic, we learned that programming for all participants needed to be short, be to the point, and address a current challenge. In addition, faculty were certainly not all available at all times. The pandemic highlighted how effectively high-quality, asynchronous materials could be at supporting members of higher education as they needed it, rolling it out "just-in-time" with the rhythm of the semester. Not including dates means we can reuse recordings and resources, keeping what works and fine-tuning what doesn't. It also means we can offer support to faculty across the globe, providing recordings to our counterparts worldwide who may not have a community in their own institution.

Mentoring and Consultations

Another area that changed how I functioned as a faculty developer through the pandemic was mentoring and faculty consultations. When the pandemic arrived, everything moved to Zoom, Teams, or WebX. Even those I spoke with on the phone early in the pandemic eventually moved to Zoom. Conversations with the camera on felt surprisingly similar to sitting right across the table from that person. At the end of some of the calls, I felt like I could almost reach out and shake their hand. But given we were in a pandemic, that would not have happened in person anyway.

I didn't expect to meet with more faculty members and a larger number of mentees/mentors when on Zoom calls. I became less and less concerned about whether meetings were too short. Before the pandemic, in-person discussions were always 30 minutes to one hour. It seemed reasonable, given the energy that went into just getting to the same space. Could you imagine finding someone to watch a child, fighting traffic, finding a parking spot,

walking to the office, and then having the meeting last seven minutes? Once we moved to online conversations, I had many in-depth, meaningful consultations that were 10 minutes or less.

We can only process about 10 to 15 minutes of new material before cognitive overload shuts down learning. Spending only 10 to 15 immediate, focused minutes with our "learners" (faculty members) means we can meet meaningfully with more faculty than ever before. Online, yet personal, exchanges have the opportunity to make mentoring and consultations better than they have ever been.

Resources

Well before the pandemic, most teaching and learning centers were supporting faculty efforts and posted resources on the web. They offered traditional print resources, such as newsletters, recorded resources (such as short teaching tips), and links to other resources. There are many ways I see our faculty support resources being even better after the pandemic. Faculty learned to teach, research, and consolidate their learning in entirely new ways.

For example, we have been advocating for active and engaged learning for nearly 30 years. The pandemic forced educators to adopt many of those strategies to meet individual needs of learners as they had never had to do previously. We, as educational developers, are poised to develop new, sophisticated resources to guide faculty through our new post-pandemic reality.

As the pandemic proceeded, we also realized the need for resources many didn't think of previously. For example, we know the pandemic has resulted in astronomical increases in depression, anxiety, suicide ideation and other psychological challenges. Resources in the future may more frequently include information and tools for faculty to screen for psychological and physical conditions that result in academic struggles and are even dangerous for students.

Conclusion

We have transformed higher education into something that only a few years ago we would have considered unimaginable. We reimagined courses, learned new technologies, launched more comprehensive and accessible re-

mote instruction, and made stronger connections with our students and colleagues despite our physical distance from them. As faculty developers, we moved swiftly to assist faculty in the midst of the biggest change of their professional lives. All in higher education moved so fast that there was no talk of early or late adopters. In fact, no one "adopted" anything. We all (faculty, students, and faculty developers, in particular) adapted--immediately.

Unfortunately, many of the challenges we have faced for years as faculty developers were made even more challenging by the pandemic. We know the pandemic affected women more than it did men. We know individuals in marginalized and underrepresented groups have been impacted to a greater extent than mainstream majority groups. There are more contingent faculty than ever before, a group that historically received less support than tenured and tenure-track faculty. Mental health, already increasing rapidly before the pandemic, shot up to unprecedented levels. Discussions of mental health struggles experienced by faculty are more prevalent than I have seen in nearly 40 years of teaching.

I believe the coming years will see a greater need for faculty developers than has been experienced in the past. I also think there will continue to be large changes in what we do and how we do it. The good news is that we are very good at what we do; we are voracious learners; and, since the pandemic arrived, we have been learning new ways to help faculty. At the beginning of the pandemic, and through the first year and a half, we were in firefighting mode, doing whatever we could to keep things moving forward. It was challenging to make adjustments, but many faculty developers have already begun to make changes on their campuses. As a result of the lessons noted in section one of this article and the adjustments noted in section two, the field of faculty development immediately began to improve. I have no doubt that we will continue to improve throughout the pandemic.

As the pandemic recedes, we will first get some rest, critical as everyone is exhausted. We will also find more time to gather data, search for additional lessons learned, and reflect on critical elements to make additional substantive changes. The challenge going forward is to continue to monitor what we are learning, work together, and implement what we have learned in new and innovative ways. In so doing, we will move faculty and educational development forward at a pace not seen before. With our combined efforts, faculty and educational developers will create systems and provide resources that a few years ago, few would have thought possible. With what we have been through thus far, and the amazing opportunities all around, now is the time for a true transformation of our profession.