

2020-21 Annual Report

I. Annual Report for the Lucas Center for Faculty Development

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- b. Submitted on July 2, 2021 to Associate Provost, Associate VP, Dr. Tony Barringer

II. Unit Purpose

The Lucas Center for Faculty Development promotes excellence and innovation in higher education pedagogy, supports the reflection on teaching, and cultivates the exploration of the science of learning to ensure accomplished teaching, learning and assessment across the institution. The activities supported by the Center facilitate, promote and advance best practices within our learner-centered campus community.

III. Executive Summary of the Annual Report

The report that follows provides an account of the activities undertaken by the Lucas Center for Faculty Development and its affiliated faculty and staff during AY 2020-21. After transitioning to remote working conditions in March, 2020 and using the summer months to reorient our programming to remote delivery for the fall, we were well-prepared to engage faculty in high-quality professional enrichment experiences. Major annual fall events include the one-day New Faculty Orientation that kicks off the academic year, followed by the year-long New Faculty Academy (formerly one semester of programming but expanded to a full year in 2020-21). A significant achievement during July, 2020 was the creation of a fully remote New Faculty Orientation (in collaboration with University Marketing and other units) that included both asynchronous (i.e., video greetings from key personnel and other online resources available on-demand) and synchronous components (a full day of interactive meetings using the Zoom remote meeting platform). Thirty-five new faculty participated in orientation, and feedback from the group indicated that they found the activities welcoming and informative. In addition, we redesigned our biannual New Adjunct Orientation so that it could be conducted entirely remotely, and 58 new adjunct instructors attended in AY 2020-21.

Twenty of the new full-time faculty members hired for fall 2020 had minimal teaching experience, which qualified them for our redesigned New Faculty Academy (NFA). Formerly, NFA met weekly through the fall semester for 2.5 hours each Friday and included a semester-long mentoring experience with a seasoned faculty mentor. In response to feedback from prior NFA groups and in an effort to extend services to new faculty beyond the fall, we divided NFA participants into two cohorts, each of which attended a bi-weekly remote two-hour workshop with Lucas Center and Digital Learning staff. In addition, we extended the mentoring relationship through the spring 2021 semester so that NFA participants receive the formal support of a senior colleague for their entire first year at FGCU. Feedback from the 2020-21 cohort of new faculty and their mentors suggests that the overall NFA experience provided participants with a strong foundation for success in both teaching and scholarly activity, and we plan to maintain this year-long model when we return to in-person activities in fall 2021.

The Center also adapted programming and distributed resources in the following ways:

- We changed our Travel Grant program to a Professional Development Grant Program, which enabled us to support 38 faculty to attend and present papers at virtual conferences and to pursue other professional development activities intended to enhance their teaching and scholarship.
- We increased the stipends for the four Lucas Faculty Fellows so that we could augment the intensity of the services they provided to their colleagues. The current Fellows cohort includes John Roth, Adjunct Instructor in Communications and Philosophy (focusing on enhancing support for adjunct faculty); Megan McShane, Art History (focusing on supporting faculty in applying for external scholarships like the Fulbright Award); Charles Wang, Educational Technology (focusing on promoting strategies for active learning in synchronous virtual environments); and Burcu Izci, Teacher Education (focusing on supporting faculty in their scholarly writing). In spite of remote conditions, the Fellows were able to facilitate a wide range of workshops and other activities for faculty, and we are especially proud that the Fellows program has enabled us to greatly expand our services to adjunct instructors at FGCU. (More information about Fellows' projects is available at <https://www.fgcu.edu/lucascenter/programs#LucasFacultyFellows>.)
- We utilized resources to hire a temporary, part-time office assistant who has been instrumental in helping us manage the variety of remote programs we have offered this year, as well as overseeing a reorganization of the Lucas Center physical space, and we recently hired a full-time replacement for this temporary position.
- We redesigned the Lucas Center physical space to optimize the training space in anticipation of a return to in-person activities. We upgraded the furniture so that we can easily rearrange tables and chairs to accommodate a variety of training methods used in workshops and other meetings. (See Appendix A for photos.)

Overall, during the 2020-2021 academic year, the Lucas Center hosted 122 events, in which a total of 489 individuals, including FGCU faculty, staff, and administrators, as well as invited members of the community, participated. Although we hosted fewer events than in 2019-20 due to the pandemic, we experienced increased faculty participation in the events we did hold, such that attendance increased by 22 percent in 2020-21 over the previous year. Popular events included a workshop on creating engaging videos for teaching and learning with author Karen Costa; a dialogue with author and founder of the Democracy Café and Socrates Café, Chris Phillips; and an international webinar hosted by the University of Siena, featuring a presentation on the Student Faculty Partnership Program by the Lucas Center Director and Assistant Director. (For details about program attendance please see Appendix A.)

IV. Achievements and Accomplishments

- **Course Design Academy:** Historically, Course Design Academy is one of the Center's premier professional development opportunities. COVID 19 challenged us to adapt, transform, and continue to deliver quality experiences in course development. Following our successful delivery of 3 virtual Course Design Academies in the summer of 2020, we offered a virtual opportunity in December of 2020 and again in Summer 2021. We continue to use the 3-day, self-directed format developed by CDA facilitators Dr. Reynolds and Dr. Greene for efficient delivery under remote conditions. Drs. Reynolds and Greene developed a self-directed CDA Handbook based on the work of Dr. Dee Fink, and utilized the Zoom meeting platform for synchronous meetings. The feedback from participants in the virtual academies has been extremely positive. Although we recognize the value of meeting

face to face with our participants, we also recognize the practical applications a virtual format offers attendees. As we look towards the future, we are increasingly aware that flexibility in our delivery modes must be a top priority.

- **The annual 2021 Academic Portfolio Workshop:** Over the past 4 years we have offered a virtual component to a small number of workshop participants. However, due to the continuing issues revolving around COVID 19, we offered the experience fully virtually with hopes of returning to a face-to-face format in 2022. Summer 2021 found us using a combination of delivery methods. Synchronous meetings for the entire group were held using Zoom, mentors and their mentees used a variety of meeting platforms to hold their individual consultation sessions, and written guidance and feedback were delivered using Canvas. Our attendance remains strong (N = 18 faculty assisted by nine mentors), and faculty appreciate the flexibility of the format and continue to find their experiences to be overwhelmingly positive. While it remains difficult to predict what 2022 might bring, we have learned valuable lessons about how to adapt most of our professional development opportunities to fit the needs of our stakeholders. Participants value flexibility in delivery modes and adapt quite readily to new virtual platforms.
- **Celebrating Beautiful Teaching:** In order to recognize the myriad ways that faculty adapted to adverse circumstances during the pandemic, we piloted a program in which we gave students the opportunity to “celebrate beautiful teaching.” We created a form that students could complete online and leave a message of appreciation for a teacher who made a meaningful impact on them during this academic year. We then created a letter that included the students’ notes along with a message of thanks from the Lucas Center, and we sent letters to the faculty members who were identified by students. Most of the faculty responded by email, saying what a wonderful experience it was to receive this kind of recognition from their students and the Lucas Center.
- **Response and Continued Support of Teaching During COVID 19:** The staff of the Lucas Center recognized very quickly that faculty members would be challenged in multiple ways during AY 20-21 due to the multifaceted ways COVID 19 impacted teaching and learning. Some of those challenges continued to coalesce around remote teaching methods and course design; some challenges emerged from dealing with the complex nature of quarantine. To address the issues and to support faculty members’ needs, both professional and personal, the Lucas Center staff initiated a series of drop-in sessions beginning on March 9, 2020, continuing throughout the 2020-2021 Academic Year. The sessions used the Zoom meeting platform with open discourse encouraged. Each week one drop-in session was offered. Some sessions were devoted to a specific topic suggested by faculty members. For example, student mental health counselors from CAPS presented two virtual sessions on *Responding to Student Mental Health Concerns During Challenging Times* and the Assistant Dean of Student Care Services presented a session *Putting Together the Puzzle Pieces-Student Care*. Other drop-in sessions were open roundtables where faculty members shared concerns and successes. Detailed information about the drop- in sessions can be found on the Lucas Center Blog (<https://www.fgcu.edu/lucascenter/blog/>).
- Assistant Director, Jackie Greene, worked with Dr. Laura Frost, Associate Dean of the College of Arts and Sciences, to analyze the data from the Faculty Survey on Emergency Remote Teaching. The data were presented to the President’s Cabinet; combined with the Student Survey, they provided a valuable picture of the challenges faculty and students faced during Emergency Remote Teaching. Both Dr. Reynolds and Dr. Greene were participants in the Provost Conversations with each college dean and college chairs. We used the data gleaned from the provost meetings to make changes in

our summer programing, offer advice to attendees on teaching, and we will continue to use both sets of data to adjust as we move forward. In addition, Dr. Reynolds was the primary survey designer and led a team that analyzed data collected from faculty, staff, and students on readiness to return to in-person teaching and learning in fall 2021. Results were presented to the Covid Response Team and the Provost's Leadership Council in June 2021.

- The Lucas Center held the fifth annual teaching and learning symposium (now the Southwest Florida Symposium on Teaching and Learning, in collaboration with FSW) on the theme of "Building Connections in Virtual Environments in February 2021. The symposium featured opening remarks by Provost Rieger from FGCU and Provost DeLuca from FSW. All presentations were conducted virtually using the Zoom platform. Staff members from the Lucas Center and FSW Teaching and Learning Center monitored each Zoom session with fluidity and expertise. Sixty-three faculty and staff from FGCU and FSW (up from 50 in 2019) presented in 35 sessions. A total of 199 people attended the symposium. Opening remarks were delivered by Provost Rieger from FGCU and Provost DeLuca from FSW.
- Professional Development Grants: Thirty-eight faculty members were awarded Professional Development Grants to enhance their professional skills this year. Formerly, these grants were awarded so that faculty could travel to conferences, and priority was given to the applications of those faculty who were presenting papers. However, when travel was restricted due to the pandemic we revised the parameters fo this grant program to include all aspects of faculty professional development. Most faculty in 2020-21 used these awards to participate in remote conferences, but others identified additional professional development needs that were deemed worthy of support, such as the pursuit of new credentials that would enhance their teaching and research skills.
- **Faculty Fellows:** We began the first year of a two-year cycle for four new Lucas Faculty Fellows, the second cohort in the Fellows program. These faculty members are John Roth, Adjunct (focusing on documenting ways the FGCU community can support adjunct faculty); Megan McShane, Art History (focusing on supporting faculty in applying for external scholarships like the Fulbright Award); Charles Wang, Educational Technology (focusing on promoting strategies for active learning in virtual environments); and Burcu Izci, Teacher Education (focusing on supporting faculty in their efforts to publish their research). This group of Faculty Fellows has been tremendously successful in implementing their individual programs and they look forward to expanding their programs through AY 2021-2022. To explore their projects in detail, follow the link below (<https://www.fgcu.edu/lucascenter/programs#LucasFacultyFellows>).
- **FGCU Complete and Prior Learning Assessment** are two new initiatives that support former FGCU students in their efforts to return to FGCU to complete their degree requirements. Returning students are offered a variety of course and assessment options depending upon their degree requirements. Because these programs are new efforts at supporting student success, they also require faculty members to explore new ways of teaching and assessing student progress. Dr. Greene worked with the FGCU Complete and Prior Learning Assessment Leadership Team to initiate opportunities for faculty development. For details about both programs explore (<https://www.fgcu.edu/complete/>).
- The **Student Faculty Partnership Program** has rapidly developed into one of our "flagship" professional development opportunities that supports both FGCU faculty and students toward success in teaching and learning. We supported 10 partnerships in fall 2020 and 16 partnerships in

spring 2021, for a total of 25 faculty and 18 student participants in AY 2020-21. Students served as teaching and learning consultants to their faculty partners, which faculty participants found extremely valuable this year, given that many were teaching in new modalities due to the pandemic.

APPENDIX A

Lucas Center 2020-2021 Programs

During the 2020-2021 academic year, the Lucas Center offered 122 events. A total of 489 individuals, including FGCU faculty, staff, administrators, students, as well as members of the community, participated in the events listed below.

Academies

The Lucas Center offered five different Academies between July 2020 and June 2021. Academies are defined as extensive, multiple-day workshops that require a minimum of 15 hours of participation.

Academy Name	Number of Meeting Hours/Days	Number of Participants
New Faculty Academy	30 Hours/15 Days in Fall	20
Self-Directed Course Design Academy – July Offering	24 Hours/3 Days in Summer	13
Self-Directed Course Design Academy – December	24 Hours/3 Days in Winter	15
Self-Directed Course Design Academy – May Offering	24 Hours/3 Days in Summer	12
Academic Portfolio Workshop	Min. 20 hours/5 Days in Summer	20

Student-Faculty Partnership Program

The Student-Faculty Partnership Program pairs a student consultant with a faculty member to serve as a pedagogical consultant. The pair works in a semester long partnership to analyze, affirm and revise the teaching approaches employed in a particular course. Partnerships require students to observe one hour of class and meet with the Lucas Center once per week, and faculty to meet with the Lucas Center once per month.

Event Name	Number of Partnerships
Fall 2020 Partnerships	10
Spring 2021 Partnerships	16
Summer 2021 Partnerships	3

Orientations

The Lucas Center organized and facilitated a remote orientation for all new faculty in August 2020 and all new adjunct faculty in August and December 2020.

Event Name	Number of Participants
New Faculty Orientation (August 10, 2020)	35
New Adjunct Faculty Orientation (August 11 & December 15, 2020)	58

The Southwest Florida Symposium on Teaching and Learning

This year's Symposium was hosted remotely by the Lucas Center and Florida Southwestern State College's Teaching and Learning Center. The theme was *Building Connections in Virtual Environments*.

Analysis of Total Number of Participants			
Total Session Participants	501	FGCU	222
		FSW	271
		External	5
Median Per Session	12	FGCU	6
		FSW	6
Total Unique Participants	211	FGCU	94
		FSW	113
		External	3
		FGCU/FSW	1

Book Clubs

The Lucas Center hosted **10** different book clubs over the fall and spring semesters. Each group meets 3 times throughout one semester.

Book Club	Semester Offered	Number of Participants
Digital Minimalism: Choosing a Focused Life in a Noisy World	Fall	10
Moving Up Without Losing Your Way	Fall	4
A Concise Guide to Teaching with Desirable Difficulties	Fall	9
Getting Started with Team-Based Learning	Fall	10
Dare to Lead	Spring	10
Teaching about Race and Racism	Spring	10
Sentipensante	Spring	11

A Concise Guide to Improving Student Learning	Spring	10
Grading for Equity	Spring	5
The Distance Learning Playbook	Spring	7

Faculty Fellows

Lucas faculty fellows are faculty members who have been chosen to pursue projects that support the mission of the Lucas Center. They are selected through a competitive application process, and they receive a stipend to engage in activities that enrich the professional skills and knowledge of their peers. The current Fellows cohort includes John Roth, Adjunct Instructor in Communications and Philosophy (focusing on enhancing support for adjunct faculty); Megan McShane, Art History (focusing on supporting faculty in applying for external scholarships like the Fulbright Award); Charles Wang, Educational Technology (focusing on promoting strategies for active learning in synchronous virtual environments); and Burcu Izci, Teacher Education (focusing on supporting faculty in their scholarly writing).

Lucas Faculty Fellows Activities	Number of Participants
Charles Wang	86
Megan McShane	33
John Roth	54
Burcu Izci	15

Lucas Fellows are responsible for assessing the impact of the services they provide to their participants, and three of the fellows designed and administered surveys, data from which are analyzed in their annual reports submitted to the Lucas Center.

Faculty Fellows' Surveys	Number of Responses
Wang: <i>Exploring Synchronous Communication Technology Interest Survey</i>	25
Roth: <i>Adjunct Faculty Survey</i>	151
Burcu: <i>Accountability Partner Interest Survey</i>	11

Miscellaneous Events

Event	Estimated Participants
Adding Custom Questions to the SPoI	15
CAPS Event: Stress Management and Self-Care	13
COIL Discussion	26
Combining Nuts and Bolts: A Make and Take Session	19
Conversation: Portfolio Development	28
Instructional Approaches for Individuals with Intellectual Disabilities	28

New Faculty Mentors (met monthly for a total of eight sessions)	23
Professional Development Grants	38
Remote Drop-in Sessions (offered weekly for 1.5 hours)	220
Responding to Student Mental Health Concerns During Challenging Times	18
SFPP Panel and Q&A	14
Specifications Grading	16
SPoI Conversation	14
Starting Strong: Building Community in Challenging Times	6
Stress Management Workshop Part 2	5
Supporting Students of Concern	10
The Honors College's Faculty Fellows Program	5
The Rationale for Inclusionary Post-Secondary Education	15
Virtual Study Abroad at FGCU in 2021	6

Consultations

The Lucas Center also provides peer observations of teaching, mid-semester student feedback sessions, and consultations to faculty. In addition, in order to learn how faculty and other FGCU community members were responding and adapting to teaching and learning during the pandemic, the Lucas Center alone and in collaboration with other university units created and administered three major surveys throughout AY 2020-21. Drs. Reynolds and Greene were instrumental in the design and analysis of these surveys. The time committed to all consultation and survey management amounted to **122 hours**.

Center Staff	Hours Provided
Bill Reynolds	43 Total Hours <ul style="list-style-type: none"> • 19 Hours Consultations • 24 Survey Creation and Data Analysis
Jackie Greene	75 Total Hours <ul style="list-style-type: none"> • 17 Hours Observations and Feedback • 32 Hours Consultations • 21 Hours FGCU Completes/PLA • 5 Data Analysis
General Center Staff	4 Hours of Faculty Training Sessions

COVID Survey

One of the important surveys for which Lucas Center personnel were instrumental in design and data analysis was a university-wide survey about readiness to return to in-person teaching, learning, and other university business for fall 2021. Dr. Reynolds was the primary author of the readiness survey report that was sent to the President's Covid Response Team and presented at a meeting of the Provost's Leadership Team.

Position	Responses	Total
Adjunct Faculty	100	2,166
Full-time Faculty	354	
Staff	547	
Students	1,165	

Siena Webinar

The Director and Assistant Director of the Lucas Center, along with participants in the Student Faculty Partnership Program, were invited to be the featured speakers at an annual Webinar hosted by the University of Siena in Italy. The theme of the half-day, online event was Multiculturalism and Innovation in Higher Education, and 79 faculty and students from both universities attended. The FGCU Office of Global Initiatives and International Services facilitated the relationship between the Lucas Center and the University of Siena teaching and learning center, and there is great potential for future collaborations between faculty development professionals at our two universities.