

Good morning, my resilient colleagues,

The worlds we know are rapidly changing. We are adapting and resisting. We are creating new futures. However you define your roles in the coronavirus crisis and the upheaval to our personal and professional lives, these roles matter. Students are responding to our outreach. Our families and friends are inventing new routines and connections. Our peers in and across departments are sharing resources and strategies. These are signs of resilience.

Let's build on this. Have you heard of the term "ambiguous loss"? Pauline Boss (1999) describes this concept in her book of the same name as the grief and ambivalence we feel when someone is either physically present and psychologically absent (such as a person with advanced Alzheimer's) or psychologically present and physically absent (such as someone incarcerated). Ambiguous loss is difficult to hold and to resolve.

The resilient response to ambiguous loss is developing a sense of "both/and." Both/and means that these seemingly irreconcilable positions can be acknowledged as real and deserving attention. Both/and allows us to live with John Keats' sense of "negative capability," knowing that not knowing the answers is okay, that we live our lives in and through developing acceptance and innovation.

This week our ambiguous losses have expanded. The coronavirus spreads, with associated threats to health and employment, home and hunger. Our efforts to continue educating, mentoring, and stabilizing have been interrupted and redirected. We have a need to embrace a mindset of "both/and."

During the recalibration pause that starts tomorrow, DOES and the TLC are offering several open conversation sessions (details below). Judy and I invite you to participate in those that meet your needs. Friday's open conversation, co-facilitated with Matt Perry and Gabrielle Salfati, makes time for us to share thoughts, feelings, suggestions, and questions about our post 3/11 experiences. Monday through Wednesday of next week, DOES has put together a recurring set of conversations on asynchronous learning with our instructional designers.

Please continue to provide your students with affirmations, information, and assurances that we will resume and will co-design meaningful learning experiences. Please keep in touch with each other, and please reach out to all of us here at the college who support you.

Friday, March 27, 3-4pm EST

Pausing: A Time for Conversation

Facilitated by:

TLC Director Gina Rae Foster

Associate to the Provost Matthew Perry
Professor of Psychology Gabrielle Salfati

Zoom link: <https://tinyurl.com/sfp8yzv>
Zoom phone: 16465588656,,982014306# US
Meeting ID: 982 014 306
Password: 428194

Monday, March 30-Wednesday, April 1 (all three days)

Asynchronous Learning on Blackboard: Open Conversations

The hour-long sessions are available 3x each day, offered at 10:00am, 1:00pm, and 4:30pm, featuring different topics.

To Join: <https://jjay-cuny.zoom.us/j/2124841193>

Monday Topic: Uploading Documents, Activities, Course Materials and Setting up Discussions

Tuesday Topic: Assessments and Checks for Understanding

Wednesday Topic: Grading and Feedback

Be well. Be safe. Be both/and.

Warmly,

Gina and Judy

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