

Dear Colleagues,

My most positive thoughts for your wellbeing, safety, health, and serenity go out to you.

In this time of tremendous anxiety and crisis, we represent hope and security for our students and their communities. There is much we have to be and do for them while attending to our own needs. This email is intended to guide you through the next week of making changes to your teaching as you prepare to teach through distance methods (or to modify those already in place).

Please be prepared for ongoing emails from me with resources, tips, and news related to YOUR teaching and the learning of YOUR students.

I invite you to consider this next week as your own personal teaching and learning “bootcamp” in which you focus intensively on the task and accept the need for rigorous, energetic, structured activities in order to achieve your goals. I encourage you to keep the principles of **Stability** (consistency, balance, groundedness) and **Community** (connections, interactions, shared goals) in mind as you approach this transition. As inspiration, I am outlining what you might do each day:

Day 1 (March 12): *Reflection and Harvesting*: Rather than dive right into moving your class to a distance format, use this day to reflect on your students and courses so far this term. Email your students and ask them what they are feeling and what they most want to stay consistent about the course. What do you know about your students? How are they responding to your course and each other? Any successes to build on or challenges to address? And *your* courses: what’s working? Any glitches? Are you on track with your syllabus and plans? Most importantly, what are the central, most consistent activity and objective in your courses? Take notes and look back at your materials to fill in details. Take a look at the [“Teach On!”](#) guide and the consultation options offered by [DOES](#), [TLC](#), and the CUNY Continuity Slack team.

Days 2 & 3 (March 13 & 14): *Prioritizing and Framing*: Now that you’ve reminded yourself of your students’ needs and your courses’ possibilities, spend these days prioritizing what you need to do to keep your courses consistent while they “live” online. Use these priorities to establish the frameworks for your remainder of the term courses, making sure to build around the central, most consistent activity and objective you identified on Day 1. Consult the [“Teach On!”](#) guide shared via email and social media for support in creating your frameworks. And join the [CUNY Continuity Slack](#) team to connect with faculty and faculty development experts across CUNY ready to assist you. Please remember that [DOES](#) and [TLC](#) are available for consultations.

Days 4 & 5 (March 15 & 16): *Building the Basics*: Now you can focus on building the basics into your courses: resources, activities, and pacing that aligns with your syllabi. Make sure your basics include information about accessibility and accommodations, language that reflects the wide range of student identities and needs present in your courses, and resource information should your students be food-dependent, housing-dependent, internet access-dependent, or

have other needs our Student Affairs offices can address. Again, please reach out for resources and consultations as needed, with [DOES](#), [TLC](#), and the [CUNY Continuity Slack team](#).

Day 6 (March 17): *Filling and Polishing*: You're making incredible progress! Day 6 gives you time to add more content, instructions, and tech tools to make communications and activities more engaging and consistent. Check that you have peer activities set up to keep students connected and interested and that you build flexibility in for missed assignments and technical difficulties. By the end of today, you may be close to completing your course transitions or have achieved this. And please, touch base with [DOES](#), [TLC](#), and the [CUNY Continuity Slack team](#) as needed.

Day 7 (March 18): *Proofing, Testing, and Sharing*: You've just completed or nearly completed a terrifically complex assignment. Proofread your work as if preparing for publication. Test the tools and mentally test the activities and instructions. Fix what needs fixing. Then share the course with your students, making sure to walk them through the course in an introductory email as well as through attaching a document to your course containing instructions or an introductory video (if you feel confident in creating this). Invite your students to offer feedback and point out any gaps or errors. Addressing these now will save you much time and frustration later.

That's it! If this is helpful, great. If not, I trust it will spark counter-plans to keep you motivated and moving in the time we have.

Please feel free to email me with questions and requests for consultations. I'll try to respond within half a day if not much, much sooner.

Be well. Be whole. Be safe.

Gina