Emergency Teaching

In the aftermath of a pandemic, catastrophic Los Angeles County fires, and anticipated earthquakes, we can expect that our classrooms will be disrupted again. Different disasters will impact people differently. How can we adapt —and prepare—in response? Think about the following ideas to ensure educational continuity and your own well-being.

Immediate Actions (during disaster)

- ❑ I take a quick inventory of my class: Who is impacted by this disaster? Me? All or some of my students?
- ❑ I take time to process the disruption as I am able and reach out if I need help.
- ❑ I keep up and keep it brief: I look for communications from my chair/department and the campus—and then filter, reiterate, and/or condense that for students.
- ❑ I communicate with my chair in cases where I cannot continue to teach my classes because of the disruption.
- ❑ I'll review the Emergency Remote Teaching resources to locate remote and asynchronous equivalents to in-person teaching. Note: Faculty may teach a traditional class online up to one quarter (25%) of the meeting schedule.
- ❑ I know many students may only access Canvas on the mobile phone app, so I'll use Canvas Announcements to amplify critical information and keep everyone on task.
- ❑ I'll revisit my course schedule/outline to adjust for what's realistically possible given the disruption.
- ❑ I'll simplify deadlines: maybe give students the same day of each week to turn in assignments, and stay away from weekends, e.g., making assignments due Tuesday evenings.
- ❑ I'll make sure the tone of my current syllabus is encouraging and welcoming.
- ❑ I'll direct students to Cal State LA's mental health resources in the syllabus and/or course Canvas site.
- ❑ I'm aware of the campus Educational Continuity policy that includes additional steps I can take now to support my students.

Intermediate Actions (after disaster)

- ❑ I can establish self-care routines, such as maintaining Outlook, informing students on the scope of my availability, and taking breaks for movement or diversion.
- ❑ I can find self-care resources and set up check-ins with colleagues.
- ❑ I can structure my Canvas course as a proxy for the classroom with weekly modules and assignments with instructions.
- ❑ I can revise my Canvas courses with a regular and consistent patterns of learning, with weekly modules, transparent assignment instructions, clear navigation, and accessible materials.

Thinking Ahead to the Next Emergency

- ❑ I can make a list of steps I can take to actively prepare for future disruptions.
- ❑ I'll try out tools now that I'll likely need later, avoiding learning something new during an emergency (e.g., Canvas, Zoom, Panopto).
- ❑ I can have a department discussion with colleagues on what we can all do to be ready for the next time.
- ❑ I can connect with the Cal State LA CARE team to take Mental Health First Aid programming.
- ❑ I can personally prepare myself and my family by creating a disaster preparedness plan.

Links to Resources

Resource	Link	QR Code
Emergency Remote Teaching webpage	https://www.calstatela.edu/cetl/edtech/keep-teaching	
Educational Continuity Policy	https://www.calstatela.edu/academicsenate/handbook/ch5#educont	
Educational Technology Support for Canvas, Zoom & Panopto	https://www.calstatela.edu/cetl/edtech	
Disaster Preparedness Planning	https://www.redcross.org/get-help/how-to-prepare-for-emergencies/make-a-plan.html	