Editor's Introduction

In early March 2020, a group of University System of Georgia (USG) faculty developers met at Valdosta State University for a bi-annual Regents Advisory Committee meeting. A tight-knit group, there would normally have been lots of hugging and hand-shaking, but with the first cases of the coronavirus spreading through the country we instead elbow-bumped and bathed ourselves in hand sanitizer.

Many of this volume's reviewers are directors and staff from centers for teaching and learning (CTLs) on our campuses. When I sent these essays out for review, literally the week after we were told that institutions would remain closed for the rest of the semester, many reviewers were extraordinarily busy preparing their campus faculties for the shift to remote instruction, helping to prepare continuity plans, and designing and delivering remote workshops to help faculty with everything from developing a plan to communicate with