For university faculty across the country, March, 2019 brought to the forefront words that took on increasing importance: pivot, new normal, and Zoom. Faced with unprecedented learning environments, teachers drew on resilience and pedagogical skills to ensure that students continued to progress and succeed in their educational goals.

A new book from USU’s Office of Empowering Teaching Excellence, *Resilient Pedagogy: Practical Teaching Strategies to Overcome Distance, Disruption, and Distraction*, gathers practical advice and theoretical wisdom on addressing the challenges that came with COVID-19. The editorial team included Christopher González, Professor of English and Associate Dean of the College of Humanities and Social Sciences. Other members of the English Department, including students, contributed chapters. Beth Buyserie, Rachel Welton Bryson, and Rachel Quistberg authored “Productive Disruptions: Resilient Pedagogies that Advocate for Equity.” Jared Colton co-authored “A New Normal in Inclusive, Usable Online Learning Experiences.” Jessica Rivera-Mueller and Kresten Erickson contributed “Designing Curriculum Collaboratively: A Practice for Learning Alongside Undergraduate Teaching Assistants During Uncertain Times.” Notably, Kresten was serving as an Undergraduate Teaching Fellow with Jessica when the COVID-19 crisis hit.

The book is the first in USU’s Empower Teaching Open Access Book Series. For more information on *Resilient Pedagogy* and the entire Open Access Book Series, visit http://resilientpedagogy.usu.edu.