



RSPH COVID-19 Response Guidance for Continuity of Operations During Summer and Fall 2020

Last Updated August 21, 2020

This guidance was prepared by the RSPH COVID-19 Preparation and Response Team (see Appendix A). The Team was convened by Executive Associate Dean Jacob Arriola and charged by Dean Curran to serve as a central hub for information gathering related to COVID-19 and to coordinate activities related to COVID-19 preparation and response to maximize opportunities and meet the needs of RSPH. This includes making recommendations to the dean and RSPH Leadership Team regarding communications and needed actions, ensuring alignment with efforts being undertaken at the central level (including the [Emory Office of Critical Event Preparedness and Response](#)), and advocating for the dissemination of timely and accurate information to RSPH stakeholders (see Appendix B for a list of reputable information sources).

Underlying all aspects of this guidance aimed at optimizing the prevention and mitigation of SARS-CoV-2 transmission and illness (COVID-19) is a deep commitment to eliminating all stigma and discrimination related to COVID-19. Emory relies on ethical principles that seek to *“uphold the dignity and rights of all persons through fair treatment, honest dealing, and respect. Emory is committed to creating an environment of work, teaching, living, and learning that enables all persons to strive toward their highest potential”* (<http://president.emory.edu/vision.html#principles>).

RSPH also shares a goal to *“sustain an inclusive, diverse academic community that fosters excellence in instruction, research, and public health practice”* (<https://www.sph.emory.edu/about/overview/index.html>). Thus, the occurrence of the COVID-19 pandemic does not allow us to relax the pursuit of our ideals. Instead, it challenges us to make good on existing promises. Any stigmatizing or discriminatory behavior that is motivated by COVID-19 concerns are denounced. A statement on the importance of not engaging in stigmatizing or discriminatory behavior is forthcoming on the school’s Community and Diversity website. Individuals needing support services to manage experiences of distress may draw from any of the university-level resources listed in Appendix C, and situations of bias may be reported through a variety of mechanisms:

- [Bias Incident Reporting Team](#)
- [Office of Equity and Inclusion](#)
- [Emory Ombuds Office](#)
- [Division of Campus Life’s Office of Student Conduct](#)

Appendix C also provides mental health and coping resources designed to help us navigate the uncertainties associated with the changing landscape of COVID-19 in both professional and personal contexts.

This guidance is a living document that will evolve as new information becomes available. It has four sections that represent the major areas of consideration related to preparedness and response to COVID-19 for RSPH:

- [Section I](#): Guiding Principles for Return to Campus and Community
- [Section II](#): Academic Continuity for Fall 2020
- [Section III](#): Research Infrastructure
- [Section IV](#): Community Expectations, Building Operations and Events, Staff & Infrastructure Needs

It is also acknowledged that the four areas are very much interconnected and may be relevant to multiple types of stakeholders. Moreover, this guidance is intended to complement the existing Emory University “Fall 2020 Return to Campus Guidance” available at <https://www.emory.edu/forward/> and the “Laney Graduate School Return to Campus Guidance” available at <https://www.gs.emory.edu/fall2020/index.html>. Additional RSPH-related information can be found at the RSPH COVID-19 webpage: <https://www.sph.emory.edu/coronavirus/index.html>.

Section_I

Guiding Principles for Return to Campus and Community

A subgroup of the RSPH Preparation and Response Team contributed to this document comprising the following:

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The RSPH COVID-19 Preparation and Response Team has drawn from existing literature and the expertise of its members to develop the following guiding principles, strategies, and tactics. They are intended to supplement the guidance that is developed by the Emory Office of Critical Event Preparedness and Response and to inform how RSPH can resume face-to-face operations in a way that ensures the safety and health of the RSPH community. These principles, strategies, and tactics will evolve as the scientific evidence supporting them also evolves. Moreover, they were developed with full understanding that external resources (e.g., university-level support) are needed to put the principles into practice. Moreover, the guidance below was developed out of an understanding of the need to create an environment that offers additional protections for the most vulnerable (e.g., older adults and people with serious underlying medical conditions) or those who could be disproportionately impacted by coming to campus (e.g., custodial staff).

The school is using a risk-based framework ([Clasen and Freeman, 2020](#)) to identify and minimize likely sources of COVID-19 exposure, while facilitating our ability to continue core functions. In doing so, we seek to adhere to [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). We have also carefully considered additional guidance for colleges and universities:

- [Interim Guidance for Colleges & Universities](#)
- [Cleaning and Disinfecting your Facility](#)
- [Guidance for Student Foreign Travel](#)
- [FAQ for Administrators](#)
- [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#)

Guiding Principles

1. Ensure the health and safety of all members of the RSPH community while continuing to fulfill the tripartite mission of the school;
2. Maintain the highest standards of instructional quality regardless of modalities used for teaching and learning;
3. Provide flexibility for faculty, staff and students based on individual concerns and risk, including risk factor tolerance, caregiving responsibilities, health history and other relevant considerations;
4. Rapidly respond to illness by providing faculty, staff, and students access to university resources for testing for active SARS-CoV-2 infection and isolation of those who test positive, and contact tracing, investigation, testing and appropriate use of recommended quarantine measures.

Strategies and Tactics:

1. Decompress the density of the two buildings in order to minimize person-to-person and contact transmission;
 1. Encourage continuity of operations in a remote format to the extent possible;
 2. Create staggered work schedules for staff and those who share offices to ensure physical distancing
 3. Encourage faculty and students to limit the amount of time spent in the buildings to the extent possible
2. Facilitate physical distancing
 1. Reorganize work and instructional spaces to allow individuals to maintain the recommended six feet of distance amongst themselves
 2. Limit the number of individuals who participate in face-to-face meetings to the extent that there is appropriate spacing
3. Reduce contamination of surfaces
 1. Reduce the number of high touch surfaces, such as public computing stations
 2. Facilitate access to handwashing stations, use of alcohol-based hand sanitizer, and avoidance of face touching
 3. Create clear messages to support healthy behavior
 4. Provide additional access to sanitation and cleaning supplies (e.g., disinfectant wipes) so that individuals can regularly clean and disinfect the surfaces that they touch
4. Create a culture that supports individual agency to engage in protective behaviors
 1. Encourage symptom monitoring
 2. Provide clear guidance on testing resources
 3. Encourage students, faculty, and staff to cover coughs and sneezes, stay home when sick, and wear face coverings when in public spaces
 4. Use personal/individual, non-shared, computing systems

Section II

Academic Continuity for Fall 2020

A subgroup of the RSPH Preparation and Response Team contributed to this document comprising the following:

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RSPH is committed to providing *all* students with options to continue their studies both inside and outside of the classroom. Following the guiding principles described above, a detailed academic continuity plan follows that will elaborate on how on campus activities will shift so that roughly 80% of classroom-, laboratory-, and performance-based instruction occurs online and the requirements for in-person attendance are significantly reduced for faculty, staff, and students. Details about the delivery of student services, extracurricular, and experiential learning activities and opportunities, in addition to technology are also included.

This section of the document addresses the following areas:

- 1) Academic calendar and course scheduling
- 2) Planned instructional modalities for Fall 2020
- 3) Faculty preparation for online instruction
- 4) Guidelines for Academic Contingency Planning
- 5) Student Engagement
- 6) Academic Advising and Student Support
- 7) Career Services
- 8) Experiential Learning and Practice
- 9) Lab Based Research

10) Admissions and Recruitment

11) Network Access, Technology Support and Facilities

1. Academic Calendar and Course Scheduling

Fall classes will start on August 17 and end on November 20, 2020. Classes will be held on Labor Day and during Fall Break. Final exams will be held remotely for all classes (except the EMPH program) during the final exam period from November 30 through December 4, 2020. Preterm courses will be held from August 10-14, 2020.

2. Planned Instructional Modalities for Fall 2020

Upon careful consideration of many complex variables and consultation of available scientific public health data, Emory University released the [Emory Forward](#) plan outlining the return to campus in fall 2020. RSPH specific communication was released by school leadership to faculty, staff and students immediately after the Emory Forward plan became public. However, given the prevailing uncertainties and possible changes in COVID-19 epidemiologic trends (e.g., second wave of infections, illness, and deaths), any guidance must remain flexible. As Emory University continues to track epidemiologic data, we will communicate any further decisions should changes to the initial Emory Forward plan become necessary.

RSPH hosts classes for both MPH and MSPH students as well as doctoral students in Public Health Sciences. As of July 1, our fall teaching will include options for both in-person and online learning modalities. There are almost 400 class sections offered in the Fall 2020 semester. Of these sections, 81 (about 20% of total class sections offered by RSPH and Public Health Sciences Doctoral Programs) have a scheduled in-person meeting component. The in-person classes may meet in the following ways:

- In person meeting first half of semester and online synchronous second half of semester
- Portion of contact hours in person on a weekly basis and portion of contact hours online synchronously or asynchronously
- A/B pattern where a class with two meetings a week has half the class attend the first meeting of the week and the other half attends the second half of the week
- Traditional attendance on a weekly basis for particularly small classes
- In person hours as needed for research-related activities delivered in the context of instruction (i.e., delivered in the context of research credit hours)

In-person classes will be assigned to rooms that have no less than 6 foot distance among students and between students and instructors. Instructor desks/podiums will have acrylic barriers around them. Signage about room capacity and procedures for entering/exiting will appear outside classrooms. Ample sanitizer and cleaning wipes will be available throughout the buildings. Moreover, we have allowed 25 minutes between each class to allow sufficient time for faculty and students to “wipe-in”, “wipe-out”, and navigate points of entry and exit without violating expectations of social distancing. These expectations are communicated to faculty, staff, and students as part of the community/social compact as well via signage. Those who are

unable to wear face masks due to health reasons are expected to document this via the Department of Accessibility Services.

All in-person courses will be recorded to the extent feasible (given the course activities), and recordings will be available to students who may not be able to attend in person due to illness or needing to self-isolate. However, the expectation is that students who enroll in an in-person course attend all in-person course components, to the extent possible. Viewing the recordings from in-person class sessions does not equate to taking the course online as the recordings will not meet online teaching and learning standards. There has not yet been any determination regarding instructional modalities planned for Spring 2021; this information will be communicated as soon as it becomes available.

In keeping with the American College of Health Association's (ACHA) Considerations for reopening Institutions of Higher Education in the COVID-19 Era (May 2020), instructors of in-person courses are encouraged to implement close monitoring of in-person attendance seating arrangements to facilitate contact tracing in the event of an exposure. The teaching assistant may document attendance via Canvas while the faculty member delivers instruction. The school is not requiring this nor is it expected that faculty implement new measures to assess attendance as part of the course grade. Instead, following the ACHA guidelines it is expected that by monitoring attendance, faculty may be able to learn of illness and link students to available university supports more quickly. Instructors of on-line courses are expected to use other means to monitor student health and engagement in the course as described below.

3. Faculty Preparation for Online Instruction

RSPH seeks to support faculty/instructors in preparing to teach their courses fully online. This entails orienting faculty/instructors to ways in which they need to adapt their teaching style/behaviors for online teaching and learning. To that end, following the emergency remote teaching experience of instructors in the Spring 2020 semester, several resources were created to support a robust transition to online teaching for the fall semester including the ***RSPH Online Teaching Essentials (ROTE)*** course and ***Emory University's Flexible Course Design*** (<http://cfde.emory.edu/toolkit/>). These resources are grounded in evidence-based pedagogy and instructional design to ensure high-quality delivery of course content and adoption of student engagement approaches that are known to enhance students' online learning experience. A description and overview of the ROTE course is available below. RSPH faculty, instructors and TAs also have access to resources developed by the [Emory University](#) in collaboration with the [Center for Faculty Development and Excellence](#).

ROTE course description:

ROTE is designed to prepare faculty, instructors and teaching assistants to adapt fall 2020 courses for online delivery by employing evidence-based principles of online pedagogy supported by best practices in instructional course design. ROTE serves as a general template course designed to teach as well as to model principles of online course development that maximize student engagement with course content, student engagement with their peers, and

faculty/instructor engagement with students. In addition to the self-paced ROTE course modules, group- and individual synchronous sessions will be scheduled throughout the summer to offer pedagogical, course design, and technological support.

Course competencies:

1. Apply evidence based pedagogical and instructional design principles to online course development to maximize student learning.
2. Use appropriate educational technologies to deliver course content.
3. Develop course content that is flexible to delivery across modalities of (i.e., online, blended, face-to-face)

Course learning objectives:

1. Conceptualize key differences between developing and delivering a course for face-to-face and online delivery.
2. Identify when synchronous and asynchronous modalities are appropriate for your course content.
3. Apply pedagogical principles that maximize student motivation and engagement to course content.

Module 1: Develop your course outline

Learning objectives:

1. Conceptualize key differences between developing and delivering a course for face-to-face and online delivery.
2. Create a course outline using your syllabus.
3. Diversify the presentation modalities of your course content to increase student engagement (e.g. slides, text, video).
4. Align assessments with course content, competencies, and learning objectives.
5. Develop grading rubrics to ensure transparent assessment methods.

Overview:

This module addresses online course development with a strong focus on course alignment. Course alignment refers to the direct linkage between course competencies/learning objectives, content, learning activities and assessments. Alignment helps students to know precisely what is expected of them in the course. It also helps them engage and navigate course content efficiently. Using a Course Design Outline to develop your course BEFORE you start building your Canvas course site will help you to align your course components. Developing your Course Design Outline will be the most time-consuming aspect of transitioning your course online. However, the more complete your course outline is, the more efficient you will be in building a well-organized Canvas course site.

Module 2: Develop your course content

Learning objectives:

1. Build your Canvas course site using your course outline as a road map.

2. Develop course content that is flexible to delivery across modalities of (i.e., online and face-to-face)
3. Identify methods to implement each learning activity in your course outline (e.g. lecture, external videos, narrated slides)
4. Identify when synchronous and asynchronous modalities are appropriate for your course content.
5. Identify the educational technologies you need to implement the course elements outlined in your course outline.

Overview:

This module offers guidance on how to translate the Course Design Outline you developed into the Canvas course site. Consider the student experience as you build your course. Keep as much content as possible on the course site. Use links and embed external content into the course site rather than sending students to multiple websites to access information. You want students to stay focused on your course content and not get distracted.

Module 3: Maximize student engagement during course implementation

Learning objectives:

1. Apply principles of inclusive pedagogy to your course design.
2. Implement basic strategies to enhance course accessibility to students with diverse learning needs.
3. Apply communication strategies that maximize student motivation and engagement.

Overview:

The RSPH is committed to creating learning environments in which students from a variety of backgrounds and those with diverse learning preferences have access to course content and pedagogical practices that foster learning. In this final module, we offer basic guidance on how to maximize learning and student engagement through a) inclusive classrooms; b) course accessibility; and c) communication. We recognize that many faculty and instructors already incorporate several of these elements in their courses. At the same time, inclusive pedagogy involves continuous learning, self-reflection, and iterative adjustments to course content and teaching practices. The content presented in this module is intended to provide a broad overview as well as targeted resources for those who have the capacity to take a deeper dive into specific areas. You can access additional resources in the "Going Deeper" section of this module. There is no expectation that courses will align with all of the guidelines provided here; however, we hope you will strongly consider ways in which your students could benefit from upgrades to your course, particularly in a new online learning environment.

Instructional Design Support:

RSPH is currently supported by a permanent, full-time instructional designer (ID) as well as three additional IDs working on a temporary, consultant basis. IDs will assist faculty and instructors as they progress through the ROTE course. They will offer both pedagogical and

technological support. However, faculty and instructors will need to devote time to design and build their own courses.

Minimum standards for online course design:

To ensure that RSPH students continue to receive quality instruction regardless of course modality, we ask instructors to consider the following checklist to help determine the minimum components required in the design and implementation of an online course. Specifically, note that merely posting video recordings of in-person class lectures for students to view remotely does not meet the minimum standards of an online course. Faculty should augment recordings with other methods of engaging with students in the online environment which are outlined in ROTE and/or Emory Toolkit.

ROTE Checklist of Minimum Standards for Online Course Design

Canvas course home page includes the following key components:

- A welcome message.
- Self-introduction video of yourself.
- Link to a brief biography and contact information for yourself/your TAs/TA video.
- Course description.
- Competencies and learning objectives **for the course**.
- General directions on required steps to start the course.
- Link to syllabus.
- Link to course modules.
- Link to a generic question forum.

Getting Started Module or Module 1

- Link to activity that allows students to introduce themselves to the class. This may also be used to verify initial student engagement with the course.
- Description of communication methods with students throughout the course (e.g. remote office hours, email communication expectations).

Course Modules:

- Competencies and/or learning objectives are clearly stated **for each course module**.
- Instructional materials, learning activities and assessments are presented chronologically in Canvas modules.
- Upcoming activities/assignments/deadlines are listed at the end of each module.

Instructional Materials:

- Instructional materials align with competencies and/or learning objectives.
- Images and graphics are used to add visual appeal.
- A variety of instructional materials are used to keep students engaged with course content.

Learning Activities:

- Learning activities directly align with competencies and/or learning objectives.
- Learning activities provide opportunities for student-to-student and instructor-to-student interactions that support active learning.
- A master Assignments page provides an overview of all assignments for students.

Assessments:

- Assessments align with competencies and/or learning objectives.
- A mix of low- and high-stake assessments with frequent feedback is included.
- Grading rubrics are provided.

Student Support:

- Guides for helping students use course tools (e.g. Canvas, Zoom, library resources, Apporto).
- Course instructions articulate and/or link to Emory University's accessibility policies and services.
- Where possible the course provides accessible content for diverse learners (e.g. captioning/transcription).

4. Guidelines for Academic Contingency Planning

We deeply understand the substantial strain on teaching commitment for this fall. In addition to transitioning courses online and preparing for in-person fall teaching, we must also plan for the possibility that faculty may experience further constraints associated with possible illness and/or caretaking responsibilities due to COVID-19 that will preclude them from continuing with their scheduled teaching.

The following overall guidelines are intended to support departments and instructors as they prepare their own academic contingency plan that maximizes the need to ensure the continuity of high-quality instruction despite a range of unpredictable circumstances. At the minimum, important considerations include:

- Continuity of instruction in the case of instructor/TA illness
- Guiding assumptions for back-up instructor compensation
- Flexibility with attendance policies and other course requirements

1. Continuity of instruction in the case of instructor/TA illness:

- Faculty teaching an in-person course this fall should have a plan for transitioning to online teaching in case of a second shut down. The checklist above outlines minimum pedagogical standards that apply to both in-person and online course modalities. In fact, several checklist items are a carryover from the work our faculty already completed in their syllabus revisions for re-accreditation (e.g. alignment of course components with competencies and learning objectives). To minimize the time burden, faculty are encouraged to maximize Canvas utilization for in-person courses which will facilitate the transition to online teaching. Toward that end, faculty are encouraged to use this

checklist as a decision making guide in planning what course components they can already build out in Canvas, how they would transition other course components to an online environment, what technologies they would need for these transitions, and how they would maximizing student engagement.

- Departments should plan for the need for the replacement of instructors that considers the following:
 - Develop a list of back-up instructors and TAs for each course (e.g., other full-time faculty, adjunct faculty).
 - Develop a communication plan that will activate the back-up instructors/TAs
 - Ensure that back-up instructors/TAs have access to the primary instructor's Canvas course site
 - Identify other course sections that students may be able to merge into an online section if an instructor becomes too ill to teach.
- Faculty and instructors are encouraged to include the following statement on their syllabi:

"In the event of a disruption to the normal class schedule or planned activities for this course, the format of this course may be modified to enable completion of the course through other means, including other instructor, other locations, online work, etc. If this occurs, you will receive communication as soon as possible and will be provided with an addendum to the syllabus including full instructions."

2. Guiding assumptions for back-up instructor compensation:

We recognize that the need to activate your department's back-up instruction plan may arise from a range of circumstances that would be difficult to capture with a singular policy or set of guidelines. We offer here some general assumptions to guide departmental level decision-making around back-up instructor compensation.

- For short-term instructor absences due to illness, similar to what would fall under sick-leave (i.e. not more than 2-3 weeks), it is expected that the back-up instructor (e.g., faculty member, doctoral student, or adjunct faculty member) and the department chair will discuss whether to pursue some form of compensation. Faculty may be encouraged to offer short-term back-up instruction in service to the department (and document this on his/her CV).
- For longer-term instructor absences (e.g., 75% of class or more), department chairs may consider some form of compensation. Some options may include:
 - Reduced teaching load for back-up instructor in future semesters
 - Allocation of additional funds to discretionary/professional account
 - Coverage of effort commensurate with additional amount of teaching required to cover the primary instructor's absence
 - Allocation of additional funds to compensate adjunct faculty for teaching

- Department chairs are encouraged to provide transparency in communication with their faculty and to allow for maximum flexibility to accommodate a variety of scenarios.
- Faculty who anticipate needing to take a more extensive leave of absence should talk to their HR representative after consulting the Emory Family and Medical Leave Act and Salary Continuation Policies: <https://hr.emory.edu/eu/employee-relations/fmla.html>.

3. Flexibility with attendance policies and other course requirements:

The expectation of RSPH and Emory University is that students attend an in-person class in person. The expectation of synchronous online class is that students attend the synchronous online sessions. As described above, we hope instructors will consider adopting attendance policies that are maximally flexible, without compromising the quality of their course, to ensure that students who are unable to attend class due to illness are not unduly penalized. Similarly, we encourage instructors to remain reasonably flexible in cases when students may not meet the deadline for submitting assignments and other course requirements.

- Consider taking attendance (possibly with help from the teaching assistant) to signal that you care about student attendance but avoid assigning points to attendance to communicate your flexibility and understanding of current circumstance.
- Establish and maintain open communication with students from the beginning of the course so that they can feel comfortable reaching out when needed.
- Follow established communication guidelines (see Section IV below) to notify students of positive cases that may arise in in-person courses.
- All final exams and other final assessments will be online only – make sure you plan accordingly.
- Communicate with department ADAPs about students concerns as students may reach out to their ADAPs before reaching out to you.
- Note that despite its limitations, the school and university will continue the practice of monitoring Canvas log-in activity as an indicator of student engagement in class.

Appendix D offers suggested syllabus language developed by the Classrooms Logistics committee headed by Eric Weeks, Director of the Center for Faculty Development and Excellence with further support from the Office of the Provost. Feel free to adopt this language as is or modify to fit your needs.

5. Student Engagement

Orientation

Public Health Sciences doctoral students will attend the Laney Graduate School orientation, which will be completed fully online, described [here](#). In addition to Laney's orientation activities, we have planned additional RSPH-specific activities for Public Health Sciences Doctoral Students that will be completely virtual. This includes an RSPH synchronous virtual orientation event on Friday, August 14, 10:00AM-11:30AM EST, which will provide introductions to the RSPH administration and services available to doctoral students. We will also hold a virtual, synchronous session on cultural humility, on August 14, from 1:00PM-3:00PM EST. The six doctoral programs are generally planning for remote orientation activities,

though a few are planning for in-person orientation following established protocols to assure appropriate distancing.

Due to uncertainties around the COVID-19 Pandemic, the RSPH Office of Admission and Student Services shifted our five-day, in-person orientation schedule to a completely virtual experience that will serve over 600 master's students. The Rollins Together Orientation Experience is now a fully-online, engaging, multistep program that will provide incoming students with important information and opportunities to get to know the Rollins Community and prepare them for a career in public health.

Note: The EMPH program offers its own orientation program for its students and communicates directly with its students. Orientation information, specific to the EMPH program is not included in this document.

The virtual orientation experience includes:

- **Pre-Orientation Modules and Activities.** Students must complete a total of five required pre-orientation modules on Canvas by Tuesday, August 4 at 11:59 PM EST.
- **Required Readings.** Students must select one of three books to prepare them for conversations around diversity, equity and inclusion in public health.
- **Virtual Orientation Sessions.** Online synchronous sessions will be available for Wednesday, August 5 – Wednesday, August 12. All sessions will be recorded and available for all incoming students for those that are unable to attend.
- **Virtual CDC Day.** In collaboration with the Centers for Disease Control and Prevention and the Office of the President, the Rollins School of Public Health will host a livestreaming event for the Rollins Community on Friday, August 21 from 10:00 AM – 12:00 PM EST. A total of 9 guests and speakers have been approved to enter the CDC to host this livestream event. The theme for CDC Day is Endemic Racism During a Pandemic: Navigating the Intersection of Racism and COVID-19 in Atlanta.

Rollins LEAD – Student Leadership Programs

Rollins LEAD is a leadership collaborative that consists of the Rollins Student Government Association, 17 Student Organizations, Scholars in Action, and the Gates Millennium Scholars at Rollins (GMS@Rollins). During the COVID-19 Pandemic, the RSPH CROWN COVID-19 Task Force is an ad-hoc committee that falls under Rollins LEAD that consists of students interested in skills-based service to respond to the COVID-10 pandemic, which included a Community Outreach Team consisting of ten students. The CROWN Community Outreach Team assisted university and community partners in recruiting students for service and community-engaged learning opportunities, including the Georgia Department of Public Health Contact Tracing Internship,

To reduce density on-campus, it is expected that Rollins LEAD will follow guidelines outlined at the university level through the Emory University Office of Student Involvement, Leadership and Transitions (SILT Office). Guidelines include:

- Adopting a **harm-reduction philosophy** when developing student leadership programming, prioritizing students' safety, health and well-being. Therefore, Rollins LEAD must exhibit **reduced programming**, with both in-person and virtual event offerings.
- **Using CampusLabs and Tracking Attendance:** RSGA and Student Organizations (excluding GMS@Rollins and CROWN) must register and track attendance for all virtual and in-person events using CampusLabs, a system provided by the SILT Office. CampusLabs will be linked to university contact tracing. RSPH Student Services will require Scholars in Action, CROWN, and GMS@Rollins to track virtual and in-person attendees using Google Forms.
- **Virtual Program Requirements**
 - Organizations within Rollins LEAD will be encouraged to host virtual events as much as possible.
 - All Committee Meetings, General Body Meetings, and Executive Board Meetings must take place virtually.
- **In-Person Program Requirements**
 - As much as possible, leadership organizations should host virtual programs. Should an organization choose to host an in-person event, they are required to abide by the following rules outlined by the SILT Office:
 - **Capacity and Time-Limits:** In-person events may have no more than 30 people, for both indoor and outdoor events. Indoor events may take place for a maximum of 75 minutes. Outdoor events may take place for a maximum of 120 minutes.
 - **Health and Safety Protocol:** All event organizers are responsible for ensuring that attendees abide by 6' physical distancing (seated or standing) and must wear a mask. Event organizers must also ensure that they have cleaning supplies accessible to participants to sanitize the space before and after usage. The SILT Office is in the process of determining if they are able to provide student organizations with PPE to distribute to event attendees.
 - **Catering:** Student leadership organizations will be strongly discouraged from ordering food as an incentive for attendance; however, if they choose to provide food, the only preferred caterer for student leadership programs is Bon Appetit (Emory Dining), where students may order pre-packaged meals. Other vendors are not permitted.
 - **Alcohol:** Student leadership organizations are not permitted to purchase or have alcohol at any in-person event.
 - **Inclusion of Online Participants:** Event organizers must consider the inclusion of students that chose to take courses online, or students who may not feel comfortable attending an in-person event. It is highly recommended that event organizers record or provide a zoom link for any in-person event so students may choose to participate remotely.

- Additionally, leadership organizations should be required to abide by RSPH Room Reservation Procedures:
 - Rollins LEAD Organizations must complete the RSPH Room Reservation Form and obtain approval from the Assistant Director for Student Engagement, and denote how they will track registration/attendance. Events must be planned at least two weeks in advance.
 - The Assistant Director for Student Engagement will notify RSPH Fulfillment Services and the organization upon approval of the event.
 - The organization will use 25LivePro and submit a Tikkit to make a room reservation and any additional services through RSPH Fulfillment Services.
 - Following the in-person event, the organization must send a list of attendees to the Assistant Director for Student Engagement.
- **Chartering Organizations:** There will be a suspension in the Student Organization Chartering Process for the university; therefore, no new student organizations will be formed in Fall 2020.

6. Academic Advising and Student Support

Students are advised both by faculty members and their Assistant/Associate Director of Academic Programs (ADAPs) at the Masters level. Doctoral student advising occurs through the Director of Graduate Studies, Program Administrators and faculty advisors within the academic department.

Advising occurs both in groups and individually. Group advising typically occurs around program milestones or processes such as Spring pre-registration, and introduction to the Integrative Learning Experience or the Applied Practice Experience. Group advising in the Fall 2020 semester will continue, as it has this summer, with online presentations and question and answer. Individual advising may be done in person by appointment or remotely. We anticipate that the majority of individual advising will happen remotely, however ADAPs are likely to be on campus an average of 1-2 days/week for master's students and as needed for doctoral student advising based upon individual and academic department needs.

RSPH's Academic Resource Center (ARC) provides both writing and quantitative tutors for any RSPH student. These services are offered by appointment (writing and quantitative) and by drop in hours (quantitative). These appointments will primarily be online though some may occur in person by appointment in designated areas where six foot distancing is required. This Fall ARC will increase programming to include facilitating virtual peer writing groups and presentations/review of both writing and quantitative material.

The video capture of all in-person courses will allow quarantined/isolated students to access course content during short periods of illness. Students whose academic progress is jeopardized by more extensive periods of illness would draw from existing support systems

provided by the RSPH Office of Admissions and Student Services and Student Health Services. It is important that there be open communication among departments (i.e., ADAPs, program directors) and students regarding health status and any changes in students' ability to complete coursework and academic responsibilities (see Section IV for more information on this).

An additional support to student's academic success is teaching assistants. Most classes have one or more teaching assistants who host office hours on a weekly basis. We anticipate that most office hours will be online and at some peak times, prior to mid-term or final exams, larger spaces will be used for in-person meetings where 6 foot distancing is maintained.

Health Promotion and Well-Being Initiatives

We acknowledge that changes due to the COVID-19 and current events that stem from structural racism have caused and will continue to cause our students to experience stress and trauma. Additionally, according to Emory Counseling and Psychological Services (CAPS), RSPH is the #1 utilizer of individual services and outreach services at Emory University. While we have traditionally hosted our mental health promotion programs in-person, all of our mental health promotion programs now occur online. With the support of Student Engagement personnel in RSPH Student Services and in collaboration with the RSPH CROWN COVID-19 Task Force, the following initiatives are taking place this summer:

- **The CROWN Outreach and Well-Being Team** has been **piloting Virtual Peer Support Sessions** for returning and incoming students, with the support of Counseling and Psychological Services. Students have developed a protocol and CAPS is working with students to see how this model could be implemented at other graduate schools.
- CROWN will also start **Virtual Midweek Mindfulness Meditation Sessions**, which will take place for all returning and incoming students Wednesdays from 1:00-2:00PM. They are partnering with Emory Mental Health Alliance and SKY @ Emory (Faculty Advisor: Suprateek Kundu). Meditation Sessions will be built into the virtual orientation schedule.

Both mental health promotion initiatives will continue to take place virtually in the Fall.

7. Career Development

The Office of Career Development operates as full-service center, supporting, training and guiding students for careers in public health practice. Career Development offers events, such as Fall and Spring Career Fairs as well as professional development training, coaching, and mentoring. The only activity that the Office of Career Development will offer in-person, will be career coaching. Students will be required to sign up for appointments with the Career Coaches and there will only be 2-3 appointments per day, with a maximum of two professional staff present per day. The spaces where coaching will be conducted will comply with the 6-foot physical distancing guidance and both coaches and students will wear masks.

8. Experiential Learning and Practice

Student Engagement personnel help students navigate resources and opportunities for personal and professional growth at RSPH, at Emory, across Atlanta, and around the world. The current pandemic offers an unprecedented opportunity for students to gain hands-on experience in the application of key public health principles learned in class. Thus, we seek to facilitate an intentional, integrated student experience by fostering community engagement, leadership, cultural humility and well-being in response to the pandemic and other public health challenges our society currently faces.

We are preparing guidance now for our students and partners to convey our recommendations regarding safety during COVID-19 in the context of Applied Practice Experiences (required for graduation), student employment (including Rollins Earn and Learn [REAL]), community engaged learning and volunteer service. These vital components of students' preparation will continue in a blended environment either online or in-person when it is consistent with campus, local, state and federal guidance. Based on our experience in spring and summer 2020, we are confident we can fulfill our mission in a blended educational model.

In addition to sustaining and advancing these methods of online engagement with students who are not in-person on campus, we will offer services for those who are present.

- We will provide office hours for individual and small group student engagement advising both online and in-person (masked and physically-distanced). We will aim to balance offerings of our time and presence on campus based on the proportion of students on-campus and within RSPH guidelines.
- See also the sections on student support, orientation and Rollins LEAD.
- Public Health Sciences doctoral students will work with their faculty advisors to plan for either remote or in-person research experiences including research rotations for those programs which use these, pre-candidacy, and dissertation research experiences. These experiences will predominantly take place remotely, but may involve some in-person interaction to the extent allowed by the [Laney Graduate School Return to Campus guidelines](#) as described below.

9. Lab-Based Research

Laboratory based research has been implemented following the guidance provided by Emory Environmental Health and Safety Office (EHSO) and in line with the Emory University [Return to Campus Framework](#). Laboratory supervisors have developed work plans for all laboratory-based research that assure physical distancing, including re-configuration of workspace to ensure distance, plans for staggered schedules of laboratory personnel, calendar systems for small space usage, and planning for cleaning and disinfection of all work areas. We have worked with all lab researchers to assure that PPE needs are met. We also note that laboratory-based research compromises (comprises?), at most, 20% of the research portfolio at RSPH, and given our open floor plan laboratories, allows for ease of adherence to all space de-densification requirements.

The return of PhD students to in-person research on-campus or in other, non-remote, research settings will be performed in alignment with [guidelines](#) and approval of the Laney Graduate School and only if activities on-campus or in person are “critically necessary to maintain or establish research initiatives related to their academic progress”. PhD students follow the steps outlined in the Laney Return to Campus [website](#).

- This includes the submission of an email from the student’s advisor, CC’d to their Program DGS, affirming that the student’s access at this stage is critically necessary for academic progress
- The advisor email as well as the confirmation email demonstrating completion of the return process are uploaded to a [form](#) from Laney
- A student can only return to on-campus or in-person research activities after receiving the final approval email from Laney

RSPH MPH and MSPH students may participate in lab-based research supporting a Principal Investigator as part of their experiential learning activities. As outlined in the RSPH Research Re-engagement document (see Section III), RSPH masters students performing paid research activities at RSPH or elsewhere at Emory, or who are performing research activities as part of their Applied Practice Experience may engage in in-person/on-campus research activities per the guidance in the document and in line with the policies of their workplace to assure the safety of our students. These students are directed to contact both the Associate Dean for Research, [Carmen Marsit](#), and Director of RSPH HR, [Tiarra Lewis](#). These individuals will then complete the five step [process](#) outlined by Emory Human Resources and once complete, send the acknowledgment email to Carmen Marsit, who will approve their return to campus and allow for access to be grants. While the addition of access for individuals not already authorized has been halted as of July 8, we anticipate the process will entail different, more streamlined procedures as otherwise determined by Emory University when it resumes in the fall. Thus, we await additional guidance from the University on the Fall onboarding procedures.

10. Admissions and Recruitment

Fall recruitment will continue virtually. Prospective students will be invited to engage directly with current students through our Ambassador program. Student tours will be offered virtually with options for direct engagement with students. Fall travel will be replaced by individual engagement with feeder schools through virtual information sessions. In addition, we will continue to provide virtual Admissions Information Sessions hosted by Rollins. Finally, our signature recruitment event, Destination Public Health, will also be offered virtually. Prospective students will engage with academic departments, alumni, and faculty through a weeklong program of virtual events.

11. Network Access, Technology Support, and Facilities

RSPH’s Office of Information Technology will continue to offer both in person and online services to all students, faculty and staff. In addition, the IT team will hold a specific session to assist students with local SAS installation before the semester starts. Subsequently, additional appointments can be scheduled for additional support. While on campus, there will be multiple

areas that are available for students to study and work with a well-defined distanced layout while they access the computing environments through the wireless network. In some rooms, that can accommodate more than one student safely, a large monitor is also available . All desktop computers have been removed from public spaces and no touch monitors have been installed for students to have access to larger screens when working on the RSPH Network. These work stations are no less than 6 feet apart. Doctoral work stations have been assigned to students by doctoral programs following social distancing guidance around the use of office space.

Almost all software required for research and classes are available through Virtual Display Terminals (i.e., Apporto) that can be accessed through a browser and from any location. Technology support is provided through the ticket help system, Service Now, through one email address (help@sph.emory.edu). An on-premise location (GCR107) is setup for support when students , faculty, and staff are on campus. Online asynchronous support is available on almost every technology topic a student may encounter. RSPH IT will provide contactless curbside support for faculty, staff, and students. All devices can be picked up and dropped off by appointment by contacting RSPH IT via ServiceNow and Microsoft booking. RSPH Desktop support team will be wiping down all devices before and after use when supporting devices (ex: laptops) and following the CDC guidelines with wearing a mask and staying six feet apart when assisting the RSPH community in person.

Section III

Research Infrastructure

A subgroup of the RSPH Preparation and Response Team contributed to this document comprising the following:

Carmen Marsit, Associate Dean for Research

Kimberly Maune, Associate Dean for Administration and Finance

Rollins School of Public Health Research Re-Engagement

As described in the Emory University [Return to Campus Framework](#), Emory is engaging in a phased approach to re-engaging in on-campus and in-person research. Rollins School of Public Health (RSPH) is committed to following this framework and has developed a parallel [Phased Approach](#) for the return to research on-campus in RSPH buildings and spaces. As a guiding principle ***remote and telework from home should remain the default, and activities on-campus or in-person should be limited to an essential basis only.***

This document is meant as guidance for the RSPH research community as research activities become altered in order to continue our research mission while adhering to public health guidance on reducing risk of transmission and acquisition of COVID-19. This guidance is subject to government, university, and public health restrictions and policies, and may need to be revised. These guidelines are meant to govern the mode of interactions among faculty, staff, students and trainees in order to mitigate risk of viral transmission while resuming in-person research-related activities. The procedures for specific research activities will need to be considered at different locations and in the various research settings in which RSPH researchers operate, and this guidance is meant to set the major principles and precautions that should be considered. Responsible individual behavior will be essential, and we ask our community to engage in a *coaching culture of compliance, where group monitoring and group reinforcement of individual behaviors will be expected*. All members of the RSPH Community engaged in research, including faculty, trainees, and staff, should review these guidelines and be willing to comply. As additional guidance becomes available, we will update this document and make all researchers aware.

All research teams should develop plans to adhere to these guidelines in their research activities. These plans should, at a minimum, include (1) an understanding of who in their team needs to return to on-campus and in-person research activities, (2) where those activities will happen, (3) plans to assure physical distancing of research team members, (4) plans for providing appropriate hygiene supplies, and personal protective equipment, and (5) needs for enhanced personal protective equipment and plans to obtain those supplies.

Starting in mid-May the university initiated a 3-phase process for research engagement with each phase increasing in density (up to 30%) as additional individuals are given permission to come to campus:

Phase I	Planning and Initial Preparation for On-Campus Research Prior to May 28 (Density at <5%); Limited Card Access Only
Phase II	May 28-June 20 (Density at 5-10%) Initial Implementation and Evaluation of On-Campus/In-Person Research Faculty, Lab Staff, Trainees Requiring On-Campus work for Research Purposes; Limited Card Access Only
Phase III	Mid-scale Research Re-engagement June 21 and Beyond (Density <30%) Staff and Trainees Can Return to work for Research Purposes Buildings Remain Card Access, but Access Granted for full RSPH Community

However, on July 8, Phase III activities were suspended due to the recent surge in cases in Georgia and throughout the country. Information is expected after July 21 regarding the resumption of on-campus research activities.

Major Principles and Precautions

Guidelines on Personnel

- Faculty, staff, and postdoctoral fellows can, as needed, return to in-person/on-campus research activities per the guidance in this document and in line with the phased re-engagement of on-campus research activities
- Based on [guidance](#) of the American College Health Association, we have set a goal of for on-campus activities of less than 30% of the workforce at any time
- Anyone who will be returning to in-person/on-campus research will be required to complete an online training module that will be provided through either the Environmental Health and Safety Office (for laboratory-based research) or through HR (for non-laboratory-based research).
- The return of PhD students to in-person research on-campus or in other, non-remote, research settings will be performed in alignment with guidance and approval of the Laney Graduate School
<https://www.emory.edu/coronavirus/emory/messages/index.html?m=message-laney-may-29>
- RSPH Masters students performing paid research activities at RSPH or elsewhere at Emory, or who are performing research activities as part of their APE may engage in in-person/on-campus research activities per the guidance in this document and in line with the policies of their workplace to assure the safety of our students.
- Emory College of Arts and Sciences Undergraduates will be prohibited from RSPH on-campus/in-person research activities until guidance is provided by Emory College of Arts and Sciences.
- Transient visitors, volunteers, high school students, unpaid interns, and observers for research should be prohibited during this period. Any need for such individuals will need to be approved by the Provost's Office and so should work with RSPH Associate Dean for Research, Carmen Marsit (carmen.j.marsit@emory.edu) to apply for an exception.

- Individuals who express health or other concerns about required on-campus activities must follow guidance developed by Emory Human Resources <https://www.emory.edu/coronavirus/emory/index.html> and can contact RSPH HR Director Tiarra Lewis (tiarra.m.lewis@emory.edu) with questions or concerns.

Health Monitoring

- All faculty, staff, and trainees returning to on-campus or in-person research activities as well as those that are currently engaged in on-campus or in-person research activities will be subject to **initial health screening**.
- **Monitoring:** All faculty, staff, students, and trainees returning to as well as those currently engaged in on-campus and community-based research activities will participate in routine **health monitoring**.

Physical Social Distancing

- Physical Social Distancing will be required in accordance with [CDC guidelines](#)
- **Working on campus should be on an as necessary basis, and remote and telework from home should remain the default**
- Social distancing with 6-foot distance between individuals should be maintained
- Limitations will be enacted on the number of individuals within specific spaces in order to maintain distancing
- In-person meetings requiring conference room space should be limited to 10 individuals or less and be done with appropriate spacing
- Research groups meetings should continue to occur using remote methods
- Seminars and other public events must be held remotely
- If necessary multiple work shifts per day or alternate on-campus days (Monday-Wednesday-Friday vs. Tues-Thurs, etc) for research group members can be implemented and should be encouraged.

Personal Protective Equipment (PPE), Hygiene, and Building Operations

- Entry into RSPH buildings will remain through card access only until further notice
- To manage and control access into the RSPH buildings, employees can enter the following doors: CNR front entry door (slider), GCR front entry door (slider) and the Clifton Road entry into GCR. All other entry doors will remain locked and access control temporarily deactivated
- Emory has developed a decision matrix regarding hygiene, personal protective equipment, and disinfection guidance which can be found on the [Office of Research Website](#)
- All individuals on campus in shared spaces and common areas are required to wear a face covering in accordance with the Emory University Return to Campus guidelines.
- Engineering controls and considerations will be implemented in concert with University Facilities Management and best practices
- Individuals will be responsible for disinfection and cleaning of individual workspaces, while RSPH and University facilities will provide supplies (disinfectant wipes, etc).

Guidance on disinfection of workspaces and laboratories can be found on the [Office of Research Website](#)

- Individuals are encouraged to [wash hands frequently](#) using soap and water. Alcohol-based hand sanitizers and wipes will also be available throughout shared spaces.
- Please alert Fulfillment Services, Vanda Hudson (vhudso2@emory.edu) to any needs for refills or additional hygiene supplies.
- If strict six-foot social distancing cannot be maintained, then enhanced PPE should be implemented (including enhanced masking, disposable gowns, masks and face shields).
- University procurement will be responsible for providing access to necessary PPE, and for PPE beyond what is normally used, the Emory ORA will cover the costs through December 31, 2020. These supplies can be ordered through Emory Express. Any questions should be directed to Rhonda Burke (rburke@emory.edu).
- Additional information on [Building and University Operations](#) is provided later in this document

Responding to Cases and Potential Exposures

- Responding to individuals experiencing symptoms, confirmed cases, and potential exposures will be in accordance with [CDC guidance](#) and following the [Framework](#) outlined by Emory University
- Personnel who are confirmed cases, or have confirmed COVID exposures, will be quarantined immediately, and subjected to testing, contact tracing, and contacts will be recommended for testing and follow-up as appropriate
- Return to work for those with diagnosed COVID-19 will follow Emory University guidance for clearance to return to work
<https://www.emory.edu/coronavirus/emory/return-to-campus/employees-return.html>

Laboratory Facilities Plan

- All laboratory planning should keep in mind the general principles, as well as principles of general laboratory safety, including safe operational environments, safe practices, and safety protocols
- Laboratories should plan for operation at least 2 weeks prior to initiation of on-campus activities by developing plans for research re-engagement. Plans should include
 - Ordering appropriate PPE supplies so that they are available at the time of on-campus initiation. Those supplies are available through Emory Express.
 - Planning PPE needs through the fall in order to assure adequate supply is available
 - Developing work plans to assure appropriate distancing of staff within the laboratory
 - Re-configuration of workspace to assure distancing
 - Planning for staggered on-campus work days
 - Planning for cleaning and disinfection
 - Making use of calendars or other systems for planning to assure appropriate distancing for workspaces and equipment
 - Development of a contingency plan, and making decisions, in the case a situation arises that would result in returning to a required remote environment

- Each floor of the Claudia Nance Rollins Building laboratory occupants should communicate across laboratories in order to assure planning and distancing guidelines are in place for shared spaces such as cold rooms, equipment rooms, etc.
- Shared equipment within closed rooms should utilize a scheduling system (posted daily calendars) to limit occupancy to one-person at a time
- Non-RSPH vendors, equipment maintenance and delivery services must adhere to University policy requiring a mask and other appropriate PPE, and social distancing should be employed to the extent possible. Delivery or installation of large equipment should be approved by and coordinated with the Associate Dean for Research, Carmen Marsit (carmen.j.marsit@emory.edu), and the Director of Fulfillment Services, Vanda Hudson (vhudso2@emory.edu).
- Individuals are reminded to continue to observe appropriate laboratory safety protocols, including appropriate, laboratory-specific PPE, including protective eyewear, laboratory coats, no open toed shoes, clothing covering the arms and legs, and appropriate use of gloves. EHSO will be enhancing scrutiny, and so all policies should be observed consistently.
- Individuals with laboratory facilities in the Claudia Nance Rollins Building, but with appointments outside of RSPH, should follow RSPH guidance on laboratory operations.

Guidance for Human Subjects Research on Campus or in the Community

- Emory IRB has developed a [website](#) with all guidance regarding human participant research during the COVID-19 pandemic
- The need to appropriately consider balance of risks (both to participants as well as researchers/staff) to benefits of the research must be the paramount consideration.
- The Risk Assessment Table on the [Office of Research Website](#) may be useful to help investigators consider the risk of different research activity.
- PIs of projects should consider discussions with Institutional Review Board or Data and Safety Monitoring Board (if available) to make determinations of when research with participants should be reinstated, in-person.
- Continue studies, when possible, with remote interactions.
- When doing in-person work, precautions that are guided by prevailing public health principles regarding social distancing, PPE, etc., should be applied rigorously, and plans for research activities should consider these precautions.
- All in-person research requires COVID-19 pre-screening of both researchers and participants.
 - Researchers must complete and document a symptom screen and temperature check on each day that in-person contact is planned with one or more research participants.
 - The symptom screen and temperature check must be completed prior to in-person contact with a research participant.
 - The participant screening questionnaire must include information about risk factors for severe illness to allow participants to evaluate their individual risk.
 - An example questionnaire is provided in the [IRB Guidance](#) in Appendix 2
- Investigators may implement changes to approved research prior to IRB review and approval, if the changes are necessary to eliminate apparent immediate hazards to the subject (45 CFR 46.108(a)(3)(iii) under the 2018 Requirements and 45 CFR 46.103(b)(4)(iii) under the pre-2018 Requirements). For example, we expect that

investigators are cancelling or postponing non-essential study visits or conducting phone visits instead of in-person visits to reduce COVID-19 transmission risks. In these situations, investigators may make such changes to the research to reduce risks without prior IRB approval, but they should report those changes to the IRB when possible. Additional guidance available at the HHS Office of Human Research Protections Website (<https://www.hhs.gov/ohrp/regulations-and-policy/guidance/ohrp-guidance-on-covid-19/index.html>)

Guidance for Research in International Locations

- Research in international locations will be performed in alignment with the U.S. government's and individual countries' policies and guidance for safety of researchers and participants.
- While international travel is suspended, Emory personnel may petition for an exception through the Executive Travel Safety Committee, <https://global.emory.edu/support/services/news/general/coronavirus-resources-ETSCrequest.html>.
- The Office of Global Strategies and Initiatives should be consulted for the current COVID-19 status of foreign countries prior to any international travel by Emory personnel and prior to any invitations to international visitors coming to Emory.

Research Administrative Functions

- All services of the Emory Offices of Research Administration remain fully functional and ready to assist investigators in assuring research support functions
- ORA has also implemented a rapid mechanism for facilitating grant set-up for faculty whose research support

Section_IV

Community Expectations, Building Operations and Events, Staff and Infrastructure Needs

A subgroup of the RSPH Preparation and Response Team contributed to this document comprising the following:

Vanda Palmer Hudson, Director, Fulfillment Services Department
 Joanne Williams, Assistant Director for Student Engagement
 Mark Conde, Assistant Dean for Information Technology
 Kelly Jordan, Director of Strategic Content and Communications
 Tiarra Lewis, Division Director, Human Resources
 Kimberly Maune, Associate Dean for Administration and Finance
 Shannon Vassell, Assistant Director for Community-Engaged Learning and Cultural Humility
 Ashaki Williams, Director of Marketing and Communications
 Heather Zesiger, Senior Director for Student Engagement

This section includes information about community expectations while on campus, building operations and events, and relevant considerations for staff and infrastructure.

1. Community Expectations

Despite the best of efforts on the part of the university, school, and individuals, COVID-19 cases are likely to occur in the school. Our largely online instructional modalities seek to minimize this threat, but it would be impossible to completely eliminate. The *COVID-19 2020-2021 Emory Community Compact* outlines behavioral expectations for members of our community for the 2020-2021 academic year. All faculty, staff and students who return to campus are expected to sign and adhere to a Community Compact that declares their commitment to engaging in community health behaviors that minimize transmission of the virus. [Faculty/staff](#) and [student](#) versions of the Compact are available. The expectations are built on our collective responsibility to maintain a safe, educational and vibrant living and learning environment for all.

Students, faculty, and staff are **required to adhere** to the Emory University Community Compact. Failure to do so puts the entire community at risk and may result in disciplinary action. These guidelines include:

- Self-monitoring of symptoms
- Temperature checks
- Participation in the case investigation and contact tracing program
- Physical distancing
- Face covering
- Covering coughs and sneezes
- Enhanced hand washing
- Enhanced cleaning and disinfecting of work spaces

Following these guidelines will help prevent spread of the virus for those who are positive (and may not know) and prevent contracting the virus among those who want to remain negative. However, aside from the Community Compact, there are additional expectations of members of the RSPH community who choose to physically come to campus. These expectations seek to operationalize and expand upon guidance included in the Compact:

- **Experience of COVID-19 Symptoms:** The university has developed clear guidelines for how to respond if an [Emory faculty, staff](#), or [student](#) experiences symptoms related to COVID-19. The positive case would trigger the case investigation and contact tracing program if testing occurs within the Emory University system. However, it is still important for those who utilize testing from outside of the university and test positive to still notify the university. This will facilitate contact tracing efforts within the university and allow for more accurate tracking of cases. Thus, faculty/staff who are confirmed positive are still expected to notify the Office of Injury Management. Students would still notify Student Health Services. The Contact Tracing Program will handle contacting close cases of all known positive cases on campus.
- **In the event of exposure:** Those who have been in close contact with an individual who is confirmed to be COVID-19 positive will be notified via the existing Contact Tracing Program. Depending on the nature of that contact, they may be advised to quarantine for 14 days at home after exposure per current CDC Guidelines. There will not be mass emails sent to entire classes and/or departments in the event of positive cases because of reliance on the Contact Tracing Program described above (see the COVID-19 Health and Safety Response Toolkit referenced below for details).
- **Understanding what constitutes an exposure:** Perceptions of exposure to COVID-19 will vary. Thus, it is important for individuals to use the latest information to determine their exposure to COVID-19. The [CDC Guidelines](#) define “exposure” as anyone who has been in close contact with someone who has COVID-19. A close contact” is defined as:
 - You were within 6 feet of someone who has COVID-19 for at least 15 minutes
 - You provided care at home to someone who is sick with COVID-19
 - You had direct physical contact with the person (touched, hugged, or kissed them)
 - You shared eating or drinking utensils
 - They sneezed, coughed, or somehow got respiratory droplets on you
 Thus, one may learn of COVID-19 cases on campus, but it will be important to make an educated determination of whether an interaction meets the bar for an exposure based on these guidelines.
- **Use of common spaces:** RSPH community members are expected to adhere to expectations that prohibit congregating in common spaces. Furniture has been removed and repositioned to discourage congregating. Moving furniture is disallowed if it is done in service to congregating.

- **Meetings by appointment only:** Drop-in appointments are prohibited. It is expected that meetings will occur by appointment only in order to decompress building density and ensure proper spacing.
- **Everyone is accountable:** Faculty (including administrators), staff, and students are fully accountable for meeting the Emory Community Compact and the RSPH Community Expectations. Anyone failing to comply with these requirements will be reminded of their need to comply in order to remain on campus.

The University has developed a **COVID-19 Health and Safety Response Toolkit**. This toolkit provides actionable information, processes and protocols, and quick links to important information that will help guide your response to COVID positive (COVID+) cases that impact your schools and units. Please see below for specific information:

[Policies and guidelines](#) contains information about policies that have been approved by Emory's executive leadership, including:

- Notification hierarchy for those who have contact with a community member who has tested COVID+,
- [Academic Continuity Policy](#),
- [New and Modified Academic Policies and Guidance](#),
- [COVID+ Notification Policy](#)
- [Face covering guidelines](#)
- [Link to the Student of Concern Referral Form](#)
- [Student Community Compact](#)
- [Faculty and Staff Community Compact](#)

The [Positive Notification Policy page](#) provides policy details, privacy information and links to:

- [Instructional Guides](#)
- [Notification and Communications Workflow PDFs](#)
- A downloadable illness template letter
- A downloadable COVID-19 Positive Template Letter

The [COVID-19 Positive Instructional Guide](#) provides an overview of the responsibilities related to notification and communication to the community when a student, faculty member or staff member tests positive for COVID-19. This overview includes privacy and compliance information, and links to detailed process and protocols:

- [Employees webpage](#) and [downloadable PDF](#)
- [Faculty webpage](#) and [downloadable PDF](#)
- [Supervisors webpage](#) and [downloadable PDF](#)
- [Schools and business units](#) and [downloadable PDF](#)
- [Students webpage](#) and [downloadable PDF](#)
- [Residence Life webpage](#) and [downloadable PDF](#)
- [Student Health Services webpage](#) and [downloadable PDF](#)

2. Building Operations and Events

Safety Measures that have been Implemented

- Furniture that facilitates congregating in large spaces has been removed.
- All extracurricular group activities that require face-to-face interaction are suspended through October 1, 2020. Guidance for making these events virtual is forthcoming.
- All external non-RSPH events have been discontinued from occupying physical space in the buildings.
- Communal computing terminals are not allowed.
- Buffet-style food services (i.e., the salad bar) are temporarily suspended.
- A rigorous protocol for regular cleaning and disinfecting objects and surfaces in both public and private spaces has been implemented.
- Automate and prop doors where possible.
- Make adequate PPE available to faculty, staff, and students
- Reducing the amount of air that returns to the supply fan to 10% (from 80%), which is one of the university level HVAC system modification measures

Building Access and Security

- Card access will be required at all times until further notice.
- To manage and control access into the RSPH buildings, employees can enter the following doors: CNR front entry door (slider) and GCR front entry door (slider).
- All other entry doors will remain locked and access control temporarily deactivated.
- The building will be closed at 10:00 pm each night for cleaning and will reopen at 6:30 am each morning.

Classroom and Meeting Spaces

- Classroom and conference room setups will follow the CDC recommended social distancing protocol that require everyone to be 6 feet apart.
- Room capacity signage has been installed and furniture has been arranged to ensure compliance. Additional signage will be included with the message, "Please do not rearrange the furniture in RSPH spaces."

Cleaning Services

- In an effort to be as safe as possible, Building and Residential Services will implement new cleaning and sanitizing protocols for the buildings.
- New measures have been implemented to allow for cleaning and coordination of academic spaces to ensure health and safety. These measures are described [here](#).
- Individuals are still encouraged to wipe down work areas before and after use. This includes any shared-space location or equipment.

Dining Options

- Rollins Café will open Monday-Friday starting on Monday August 17. Current hours of operation are from 7:30 am to 12:30 pm.

- An increase or decrease in services will depend on volume and sales. This will be closely monitored during the first two weeks.
- Starbucks will be the only area open. Services will include coffee, pastries, grab & go items, coke products and impulse items (snacks, candy, fruit, etc.)
- Other campus dining options are described [here](#).

Elevators

- Signage has been included to allow only two people per elevator.
- Face covering is required to ride the elevators – Signage is posted as a reminder.
- Take the stairs or wait for the next elevator.
- Cover your cough.
- Avoid touching your face after pushing the button.
- Use hand sanitizer dispensers located in each elevator as you enter and leave the car.

Hallways and Corridors

- The University has installed universal signage/decals that will direct traffic flow and encourage social distancing in the hallways and corridors.

Lactation Room:

- Only one person at a time allowed in lactation room.
- In an effort to monitor usage, please schedule a time to use lactation space through the Fulfillment Services Department Tikkit System: <https://rsph.tikkit.us/requests>.
- Wipe down all surfaces before and after use.

Mailroom

- The RSPH Mailroom is now located in the CNR Lower Level.
- Summer hours, Monday through Thursday – 7:00 am – 4:00 pm, Fridays – 7am – 12noon. Fall hours – Monday – Friday – 7:00 am – 5:00 pm.
- Appointments to pick up mail or packages can be scheduled by submitting a request to <https://rsph.tikkit.us/requests>.
- Employees will receive a “You Got Mail” notification when packages are available for pickup.
- During summer COVID-19 shutdown, there will be no FedEx pickups from RSPH. Routine carrier pickups and deliveries will resume August 17, 2020.
- Schedule all major lab deliveries in advance with the Fulfillment Services Department Mailroom.
- Schedule all major shipments in advance with the Fulfillment Services Department Mailroom.

Restrooms

- Limit the number of employees based on the size of the restroom to ensure at least 6 feet distance between individuals.
- The following signage has been placed inside all restrooms: *Please use paper towels/tissue to open all doors, stay healthy, remember to wash hands, wear masks, and social distance reminders.*

Sanitizers and Wipe Dispensers

- Hand sanitizers dispensens and wipes are strategically placed throughout the CNR and GCR buildings to encourage employees to sanitize often, and wipe down surfaces before and after use. This includes door handles, copiers, etc.
- Spray bottles filled with disinfecting solution have been placed in the departments for employees to clean their individual offices/workstations.

Transportation and Parking

- **Emory Shuttle/CTTMA**
 - Passengers will be required to wear a mask before entering the bus and are encouraged to avoid touching surfaces with your hands.
 - Passengers are encouraged wash their hands or use hand sanitizer as soon as possible and before removing face masks.
 - Shuttle entry/exit – all passengers will be required to enter/exit from the rear.
 - The seats near the shuttle drivers will not be available for use.
 - Maximum capacity – 10 passengers per shuttle.
- **Parking**
 - Emory Transportation and Parking Services is shifting to a new parking pricing structure. This new structure is based on usage that better accommodates the various ways our community will now commute to campus, which may result in cost-saving alternatives. Fees will be based on daily use with monthly/semester caps, which align to the previous fee structure for annual permit holders. This new pricing structure begins on September 1st and is described [here](#).
- **Building Access and Security**
 - To manage and control access into the RSPH buildings, RSPH faculty, staff, and students will be directed to enter the following doors: CNR front entry door (slider) and GCR front entry door (slider). All other entry doors will remain locked and access control temporarily deactivated.
 - Building Hours will depend on classes
 - Current Fall hours 6:30AM – 10:00PM M – F
 - Building closed on the weekends; this will change based on class schedules.
 - Card access required at all times? (Summer, card access only; for the fall, we need to update).
 - Visitor permissions
 - No visitors allowed at this time.

Events

Student organizations within Rollins LEAD, including the Rollins Student Government Association, Scholars in Action, and the Gates Millennium Scholars, are not permitted to host any in-person meetings, programs, or events. Additional guidance for student organizations and hosting effective virtual events found in Appendix E.

- **Large-scale events** (Defined as more than 30 attendees) are not permitted. Examples of large-scale events include Destination Public Health, Fall Career Fair, Networking Nights, Convos on Tap, Fall Fling, etc. All events will be conducted virtually.
 - Destination Public Health
 - Fall Career Fair
 - Networking Nights
 - **Convos on Tap** will take place virtually 2-3 times per semester (dates to be announced), and will be hosted by the Rollins Student Government Association.
 - **Fall Fling** will be cancelled. The Rollins Student Government Association is working with the Emory University Office of Student Involvement, Leadership & Transition to revise the existing contract to a new date in 2021.
 - *For cancellation or revisions of large-scale event contracts for student organizations, please contact Joanne Williams at jampost@emory.edu.*
- **Small-scale events** (Defined as 40 or fewer attendees) hosted by RSPH Departments are permitted on a case-by-case basis. The department is responsible for abiding by the Guiding Principles and health & safety procedures outlined in this document (PPE and physical distancing mandatory).
 - University partners (Emory, non-RSPH affiliated) permitted?
 - Community partners invited (non-Emory affiliated; visitor) permitted?
 - Departments may use 25Live Pro and Tikkit to request space and services from Fulfillment.
 - RSPH Spaces are not available for rent in Fall 2020.
 - Food and Catering Orders should be boxed meals only

3. Staff & Infrastructure Needs

Phased in Staffing

- Before staff and faculty are to return to the buildings; need to make sure there is sufficient PPE equipment is provided.
- Those who are exhibiting symptoms should not return to the office until they quarantined for 14 days and are symptom free.
- Determine initially what staff and/or faculty need to be in the buildings. All employees must complete the Return To Work onboarding process before coming into any buildings on campus.
- Using a phased approach to bringing back in staff and other faculty, but observing the need to reduce density.
 - Determine by department or essential position.
 - Department or area (i.e. Dean's office) to determine staggered and alternative schedules.
- Staff and faculty who are not able to return due to family obligations or own health concerns.
 - Continue to telecommute, alternative work schedules or put on a leave of absence.

On Campus Practices for Guests and Visitors

- Guests and visitors should not allowed in the building during this time.
- Document verification and handling (I-9, other) – REAL Students, New Hires, etc. Should be done on limited and as needed basis.
- Require those individuals needing to meet with a specific department to adhere to safe distancing and face covering practices.
- Departments should look at establishing specific office hours/days for people to come in and complete necessary paperwork, in order for a department to prepare for safe and adequate safe spacing and practices.

COVID Positive or Symptomatic Employees

- Symptomatic and/or COVID positive employees should avoid coming to work during this time:
 - Immediately inform your supervisor, dean, program head, or department chair.
 - Please contact your doctor or primary care giver.
 - In addition, call the Emory Healthcare COVID Information & Nurses line at 404-71-COVID (404-712-6843) for consultation. They will instruct you on your next steps which may require testing.
 - If you test positive for COVID-19 from another testing facility (i.e. public health facility, doctor's office, etc.), you are required to report the positive test result by calling the Office of Injury Management (OIM) at 404-686-8587 where you will receive further instructions about next steps.
- If you are instructed to isolate or quarantine, you must stay home.
 - Staff may use sick leave for this purpose (please refer to sick time below)
 - If your sick leave is exhausted, additional sick leave will be provided. If you feel well enough and are able to do so, you may work remotely.

Sick Time COVID-19 Emory Paid Leave

- Emory will provide benefits-eligible staff members a one-time bank of up to 4 weeks of COVID-19 Emory-Paid Leave. This leave can be used if you cannot work on campus or from home because of any of the following reasons:
 - You are diagnosed with the COVID-19 virus;
 - You are subject to a federal, state, or local quarantine or isolation order related to COVID-19;
 - You have been advised by your medical provider to self-quarantine due to concerns related to COVID-19;
 - You are caring for immediate family members who are subject to a federal, state, or local quarantine or isolation order related to COVID-19;
 - You are caring for immediate family members who are experiencing the symptoms of COVID-19 or who have been advised by your family members' medical provider to self-quarantine due to concerns related to COVID-19.

- To use this leave, you must provide documentation supporting your request. For details, please refer to: <https://hr.emory.edu/eu/rewards/time-away/covid-leave.html>
- Prepare for resurge of COVID related cases and potential of having to return to telecommuting full-time for everyone.

Childcare COVID-19 Emory Paid Leave

- To assist staff with childcare related to school age students “returning” to school in the fall either in the classroom and/or through Digital Learning Days.
 - Employees must notify their supervisor as soon as feasible, when/if they will need to take time off to care for their child(ren).
 - Hourly paid employees are able to take the time off either in terms of hours or days.
 - More information to come on how monthly paid employees will be handled.
 - There are also resources for in-home care, homeschooling, tutoring and virtual programs. <https://www.hr.emory.edu/eu/working-covid-19/childcare.html>

Appendix A: Members of the RSPH COVID-19 Preparation and Response Team

Name	Department	Sub-committee
1. Alperin, Moose	EMPH	Instruction
2. Arriola, Kimberly Jacob*	Dean's Office	Principles
3. Bednarczyk, Bob	GH	Principles
4. Black, Jena	Student Services	Instruction
5. Blake, Sarah	HPM	Instruction
6. Castro, Kenneth	GH	Principles
7. Chamberlain, Allison	EPI	Principles
8. Conde, Mark	Information Technology	Building, Community, Events
9. Evans, Dabney	GH	Instruction
10. Freeman, Matthew	EH	Principles
11. Goss, Prudence	Student Services	Instruction
12. Harton, Paige	EPI	Instruction
13. Hudson, Vanda Palmer*	Fulfillment Services	Building, Community, Events
14. Jordan, Kelly	Student Services	Building, Community, Events
15. Lang, Delia*	Dean's Office	Instruction
16. Lau, Max	BIOS	Principles
17. Levano, Samantha	EPI	Instruction
18. Lewis, Tierra	HR	Building, Community, Events
19. Maune, Kim	Dean's Office	Research
20. Marshall, Janese	BSHES	Instruction
21. Marsit, Carmen*	Dean's Office	Research
22. Reishus, Katelin	GLEPI	Instruction
23. Robinson, Kara Brown*	Student Services	Instruction
24. Vassell, Shannon	Student Services	Building, Community, Events
25. Williams, Ashaki	Student Services	Building, Community, Events
26. Williams, Joanne Amposta*	Student Services	Building, Community, Events
27. Zesiger, Heather	Student Services	Building, Community, Events

*Sub-group Leaders

Appendix B: Reputable Resources for COVID-19 Updates

World Health Organization

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

US Centers for Disease Control and Prevention

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

US Centers for Disease Control and Prevention Resources for Institutes of Higher Education

<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities.html>

Georgia Department of Public Health

<https://dph.georgia.gov/novelcoronavirus>

Coronavirus Updates for the Emory Community

<https://www.emory.edu/coronavirus/>

Coronavirus updates for the RSPH Community

<https://www.sph.emory.edu/coronavirus/index.html>

Appendix C: Support Services for Faculty, Staff and Students

University-level Resources

Counseling and Psychological Services (CAPS)

<http://counseling.emory.edu/>

Center for Faculty Development and Excellence (CFDE)

<http://cfde.emory.edu/>

<http://college.emory.edu/oisp/remoteteaching/index.html>

Division of Campus Life's Office of Student Conduct

<http://conduct.emory.edu/reporting/index.html>

Office of Equity and Inclusion

<http://equityandinclusion.emory.edu/index.html>

Faculty Staff Assistance Program

<http://www.fsap.emory.edu>

Mental Health and Coping Resources

American Psychological Association - Keeping Your Distance to Stay Safe

<https://www.apa.org/practice/programs/dmhi/research-information/social-distancing>

Centers for Disease Control and Prevention, 2020 - Mental Health and Coping During COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/about/coping.html>

National Child Traumatic Stress Network, 2020 - Parent/Caregiver Guide to Helping Families Cope with the Coronavirus Disease 2019

<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>

Substance Abuse and Mental Health Services Administration, 2014 - Taking Care of Your Behavioral Health: Tips for Social Distancing, Quarantine, and Isolation During an Infectious Disease Outbreak

<https://store.samhsa.gov/system/files/sma14-4894.pdf>

Brooks, S.K., et al. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet*.

[https://doi.org/10.1016/S0140-6736\(20\)30460-8](https://doi.org/10.1016/S0140-6736(20)30460-8)

Appendix D: Suggested Syllabus Language

This document was prepared to help faculty as they prepare to teach under Covid_19 conditions. It arose from work in the ad hoc Classrooms Logistics committee headed by Eric Weeks, Director of the Center for Faculty Development and Excellence with further support from the Office of the Provost. We thought it might be helpful to provide suggested language that instructors can include in their syllabi. This is taken from the larger Faculty Toolkit which will be available through the CFDE website. We suggest instructors add these sections to their syllabus, modifying as needed to suit the details of your class and your style.

Teaching and Learning during the Pandemic

I want our classroom community to thrive no matter the classroom delivery method or your individual methods of participating in class. I cannot guarantee an identical experience for students who cannot be physically in the classroom or an experience that is identical to pre-pandemic semesters, but my goal is to treat all students equitably and to ensure grading is clear, consistent, and fair for all of you.

[Instructor to edit this paragraph to be relevant for the desired instructional method.] This semester is unusual in that there is a pandemic. This class is being remotely taught / This class has remotely taught components / This class may have to shift from in-person to remotely taught at some point this semester [edit as relevant]. Additionally, some students in this class may need to be off campus for some portion of the semester. My goal is for all students to receive a high-quality experience to the extent possible. To that end, during the summer I participated in Emory University's workshops on online teaching methods, and I am prepared to teach this class remotely as needed.

Due to the unusual nature of the semester, communication is important. I commit to responding to emails within 48 hours of receipt, and my intention to respond faster than that most of the time. I will likely be slower on weekends. Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed in this course.

Attendance Policies

This semester due to the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance. Please make sure to email me so that we can discuss your individual circumstances. For students in quarantine who are well, we have provided ways that you can keep up with your schoolwork, whether our class is delivered online or in person. Please also contact me via email if you are in quarantine.

Accessibility and Accommodations

As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at <http://accessibility.emory.edu/students/> . Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations. For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or accessibility@emory.edu.

Health Considerations

At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. [Please consult the campus FAQ for how to get the health consultation](#). As you know, Emory does contact tracing if someone has been diagnosed with COVID-19. A close contact is defined as someone you spend more than 15 minutes with, at a distance less than 6 feet, not wearing facial coverings. This typically means your roommates, for example. However, your classmates are *not* close contacts as long as we are following the personal protective equipment protocols in the classroom: wearing facial coverings, staying six feet apart. (As your instructor, I may be following different PPE guidelines which have been judged to be equally safe by Emory's Environmental Health and Safety Office [describe according to your classroom: for example, face shield + acrylic barrier]. Due to the necessity of keeping your PPE on, eating and drinking is strictly forbidden in the classroom.

Class session recording

Our class sessions on Zoom / our in-person class sessions will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live.

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise.

Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Please read the [Rules of Zoom Engagement](#) for further advice on participating in our Zoom class sessions.

This Suggested Syllabus Language document was prepared by:

- Pamela Scully (Vice Provost, Undergraduate Affairs)
- Eric Weeks (Director, Center for Faculty Development and Excellence)
- Paul Welty (Associate Vice Provost, Academic Innovation and Faculty Affairs)

Parts of this document are based on earlier work done this summer by the ad hoc Classroom Logistics Committee. In addition to Eric Weeks and Paul Welty, that group includes:

- Ken Anderson (Dean of Academic Affairs & Professor of Philosophy, Oxford)
- Nancy Bliwise (VP of Academic Planning, Office of the Provost)
- Kim Braxton (Associate Dean & Director of Academic Technology Services, LITS)
- Paul Byrnes (AVP, Office of the Provost)
- Lauren Christiansen-Lindquist (Research Assistant Professor and Director of MPH & MSPH programs in Epidemiology, RSPH)
- George Easton (Associate Professor of Information Systems & Operations Management, GBS)
- Kristen Frenzel (Senior Lecturer and Associate Director of Neuroscience and Behavioral Biology, ECAS)
- Kevin Karnes (VP, Chair, & Professor of Music, ECAS)
- Cora MacBeth (Assistant Dean, Office of Undergraduate Education, ECAS)
- JoAnn McKenzie (AVP and University Registrar)
- Lisa Tedesco (VP & Dean, LGS)

The suggested syllabus language for classroom recording has been vetted by Emory's Office of General Counsel.

Appendix E: Fall 2020 Guidance for Rollins LEAD

Rollins Student Organizations, Scholars in Action, Gates Millennium Scholars

Leadership Advising

The Student Engagement Team will continue to provide office hours for individual and small-group student engagement advising both online and in-person (masked and physically-distanced) by appointment only. Please e-mail the Student Engagement Team if you would like to set up an appointment.

<p>Joanne Williams, MPH, CHES Assistant Director for Student Engagement</p>	<p>Contact for: Virtual Events, Meetings, Programs Scholars in Action RSPH Student Organizations International Student Life</p>	<p>To make an in-person, phone, or virtual appointment: E-mail jampost@emory.edu “Walk-In” appointments to take place over phone: Call or text 404-683-5404</p>
<p>Shannon Vassell Assistant Director for Community-Engaged Learning and Cultural Humility</p>	<p>Contact for: Gates Millennium Scholars Coverdell Fellowship Requirements Community and Belonging Student Organizations Community-Engaged Learning and Service Diversity, Equity, and Inclusion</p>	<p>E-mail shannon.vassell@emory.edu <i>During fall term 2020, Dr. Heather Zesiger will be covering duties for Shannon Vassell. When Shannon is on leave, please e-mail Heather at heather.zesiger@emory.edu</i></p>

Events, Meetings, & Programs

To ensure the health and safety of the Rollins Community, all events, meetings, & programs conducted by Rollins Student Organizations, Scholars in Action, and the Gates Millennium Scholars must take place virtually. In-person events, executive board meetings, and general body meetings will not be permitted in Fall 2020.

Planning Your Virtual Event

Save the Date for Virtual Programs and Events Training – Monday, August 17th from 12:15 – 12:50PM; Training Topics Below. To create a virtual event, we encourage all student organizations to use Zoom. Below are recommendations for hosting a virtual event:

- **Plan ahead:** Go ahead and plan your events for the entire semester and complete the [Student Organization Registration Form](#) for every event. Please note that dates and times may change due to the new course schedule. Below are dates and times in which there are fewer courses taking place:
 - **Monday – Friday: 12:15PM – 12:50PM EST**

- **Saturdays and Sundays:** Anytime
- **Below are things to consider as you are planning your events:**
 - **Inclusion of Students in Other Time Zones:** Consider having live events on a variety of dates and times. We recommend that students record all of their events ([If you are using Zoom, click here](#)) to accommodate students in different time zones.
 - [Religious Holidays](#)
- **Best Practices for Planning a Virtual Program – Materials to be Posted on the RSPH Student Organizations Canvas Page**
 - Having an agenda and organize your links
 - Having a facilitator and a producer
 - Determining tools you want to use for your platform
 - Communicating with all participants and panelists
 - Slides / Displays
 - **Zoom Tips and Tricks**
 - Virtual Panels
 - Breakout Rooms
 - Zoom Polls or Poll Everywhere
 - Recording Your Event
 - IT Support

Registering and Advertising Your Virtual Event

- **All student organizations are still required to submit the *new and improved* [Student Organization Registration Form](#) for every virtual event.** Filling out this form will give your organization the opportunity to receive additional assistance in advertising your event. See the form for more details!

Virtual Event Ideas: Contact Joanne Williams if you want to brainstorm, or if you need any additional assistance.

- Online Panel Presentation / Q&A Sessions
- Trivia Nights (e.g. Using Kahoot)
- Virtual Open Mic Nights (e.g. spoken word or talent show, students sign-up beforehand)
- Virtual Happy Hours (e.g. using breakout rooms)
- Netflix Watch Parties or Documentary Nights
- Virtual Journal Club or Book Discussion
- *...and more!*

Virtual Event Resources

- [The Virtual Event Ideas Community](#) (Facebook Group)
- *More to come!*

Service Guidance

If your organization is interested in pursuing in-person or virtual service opportunities in Fall 2020, you are required to notify the Student Engagement Team. As much as possible, service opportunities should remain virtual and skills-based (e.g. designing materials, conducting data collection and analysis, program evaluations, community assessments, virtual programming). In-person service opportunities may be considered on a case-by-case basis, as long as the health and safety of the community and the student(s) are prioritized.

If your organization is interested in virtual or in-person service opportunities, please contact Dr. Heather Zesiger at heather.zesiger@emory.edu.

RSPH Student Organization Guidance

Organization Re-registration (August – September)

All divisions (RSGA) and student organizations are required to re-register each year to affirm their status on-campus. All student organizations must re-register their organization on OrgSync/CampusLabs by **September 20th**.

To register your organization:

- Log onto orgsync.emory.edu using your NetID and Password
- From your home screen, select “organizations”
- Find your organization and click “re-register.”
 - The individual re-registering must be a member of the organization’s portal
 - 10 members currently enrolled as a student at Emory
 - President, Treasurer, and one other officer
 - Constitution (with a non-discrimination Clause)
 - Advisor (Joanne Williams and/or Faculty Advisor)

Failure to re-register your organization will result in your accounts being frozen, and your student organization being declared inactive.

Officer Compliance Training (August – September)

Student Organization Compliance Training will now take place online via Canvas in August (Exact Date TBD), and is required for all Presidents and Treasurers, even if you have completed the training in January. You must have re-registered your organization to receive an invitation from the Office of Student Involvement, Leadership and Transitions (SILT Office) to join the SILT Canvas Page.

Failure to complete Officer Compliance Training will result in your accounts being frozen, and your student organization being declared inactive.

Your Organization’s Budget

In Summer 2020, the Graduate Student Government Association voted to reduce the Student Activity Fee by 50% for all graduate students. Please expect a reduction in your student

organization budget for Fall 2020. Should you need additional funds, you may e-mail the RSGA Vice President and Treasurer, to request supplemental funding from the RSGA Council.

Purchasing

The Office of Student, Involvement, Leadership & Transitions is currently working on guidance for student organization purchases. Preliminary guidance includes:

- As much as possible, student organizations are not encouraged to purchase or disseminate physical items in Fall 2020. If you place orders for physical items, it must be shipped to your advisor (Joanne Williams or Faculty Advisor) and not your home address.
- Student organizations will not be permitted to purchase food, beverages, or e-certificates/coupons for food and/or food delivery.
- Student organizations may purchase tech subscriptions (i.e. technology applications or programs for virtual events, rights for movie screenings, etc.).
- *More guidance to be announced...*

Election and Transitions

Leadership transitions will take place after RSGA Elections in **October** (Exact Dates TBD). Per the RSGA Constitution, student organizations may not transition their organizations until after RSGA elections (e.g. an RSGA Executive Board Member may not be an Executive Board Member of another student organization). To prepare for leadership transitions:

- Determine how you will select new members (e.g. election process, application process, and/or interview process). Prepare materials as necessary and determine a timeline for selecting new members after RSGA Elections.
- Recruit new members for your student organization (e.g. Virtual Student Engagement Fair and hosting virtual events for the Rollins Community)
- Update or prepare transition documents for your executive board position (e.g. Position Guidebook or Checklist, Program Calendar).
- Organize your files (e.g. Google Drive or Emory Box)
- Begin meeting with students who are interested in your position; empower students who you think would do a wonderful job in your position.
- After you select your new executive board, inform Joanne Williams and the RSGA Vice President. Begin having transition meetings with new board members to train them on organization policies and procedures. It is recommended that you have at least transition meetings (e.g. full-board or position-specific).