



RSPH COVID-19 Preparation and Response

Guidance for Faculty, Staff, and Students

Last Updated March 19, 2020

This guidance was prepared by the RSPH Preparation and Response Team (see Appendix A). The Team was convened with the charge 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 is a deep commitment to eliminating all stigma and discrimination related to COVID-19 transmission. 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 introduction of COVID-19 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](#): Continuity of Teaching, Research, and Practice during COVID-19: A toolkit and guidance for faculty and Instructors
- [Section II](#): Guide for Prospective and Current Students
- [Section III](#): Staff and Infrastructure Needs
- [Section IV](#): Communications Strategy

However, it is acknowledged that the four areas are very much interconnected and may be relevant to multiple types of stakeholders. This guidance is intended to complement existing university-level resources available at <https://www.emory.edu/coronavirus/>.

Additional RSPH-related information can be found at the RSPH COVID-19 webpage: <https://www.sph.emory.edu/coronavirus/index.html>.

This is a large document with a lot of information. There are, however, ***“5 things to know”*** that serve as key take away points for how to manage the pandemic in the context of RSPH-related work:

1. Protect yourself and prevent illness by washing your hands frequently for at least 20 seconds with soap and water. Hand sanitizer stations and wipes will also be available soon in locations throughout Rollins. Avoid touching your face, cover your coughs, and stay home when you are sick.
2. Classes are re-starting online March 23, 2020, and will be held remotely through the end of the semester.
3. Faculty and staff should consult with their supervisors regarding teleworking options, per the [HR guidance](#).
4. For the time being, both buildings will remain open but require card access for faculty, staff, and students to access resources.
5. All non-essential travel, conferences, and meetings should be held remotely if possible or otherwise rescheduled.

Section_I

Continuity of Teaching, Research and Practice during COVID-19: A Toolkit and Guidance for Faculty and Instructors

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

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In response to the emerging outbreak of COVID-19, RSPH is prioritizing efforts to ensure continuity of teaching, research and service while ensuring the health and safety of our faculty, staff, students, and the entire Emory community. To ensure the physical health and safety of our community, RSPH supports faculty, students and staff who choose to self-isolate if they are symptomatic and suspect they may have been exposed to the virus. This includes, but is not limited to, individuals who have recently traveled to one of the countries designated with a Level 3 travel advisory as of March 6, 2020 (i.e. China, Iran, Italy, South Korea). Faculty, staff, and students who have traveled to or through Level-3 countries should call the [Office of Occupational Injury Management](#): (OIM) at 404-686-8587 to receive a questionnaire. For those experiencing symptoms, call Emory Operational Injury Management (OIM) (404-686-8587) for a health assessment and further instruction. Please continue to monitor the [Emory COVID-19](#) updates as well.

In light of the university's decision to transition to remote instruction effective March 23 and through the end of the semester, RSPH is poised to provide the necessary technical support to mitigate the added burden that this causes to ongoing activities. The purpose of this document is to provide tools and guidance for faculty and instructors engaged with Masters and Doctoral students as well as those supervising staff. Specifically, these guidelines are prepared for faculty, instructors and others who:

- teach traditional, face-to-face courses in the Spring 2020 semester
- serve as APE, ILE (capstone/thesis), and dissertation advisors and mentors
- supervise graduate research assistants, research staff, and/or administrative support staff

Available support for transitioning to remote teaching:

Below we outline the various levels of support available to assist faculty and instructors to transition courses to remote teaching and learning environments. Given the very short time frame we have to accomplish this transition with limited existing resources, it is important that you identify your technological need in light of your experience with online platforms and engage with the correct level of support.

Level 1: Self-help option

- This guiding document includes links to step-by-step instructions (including screen shots) associated with frequently utilized functions in Zoom, Canvas, Studio, Panopto, and Apporto (see Table A below).
- If you are already a user of any one of these platforms, but need to transition a few components of a course to an online modality, you may be able to follow these instructions on your own. If not, see Level 2.

Level 2: Online group trainings

- Emory University's Teaching and Learning Technologies offers the following real-time trainings (approximately 60 min) <https://canvas-support.emory.edu/training/workshops.html>
- Links to archived RSPH webinars that you can access and view on your own time (approximately 60 min) are available here for Zoom <https://rsph.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=3bddfec5-7e21-4aec-b9fc-ab53011d114a>; and for Canvas Studio <https://rsph.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0f1326b7-b47d-43e5-b794-ab60014534a1>
- Additional live webinars are being created that will feature a presentation, but will also allow for time to ask the RSPH instructional designers general questions. Listed below are various webinars scheduled for the week of March 16-20. Additional sessions will be added as needed in subsequent weeks. Please check this document for an updated schedule on Friday, March 20. You can join via Zoom (link provided below) any of the following sessions:

Canvas Webinar

Monday - Friday (week of 3/16) 9am-10am daily

<https://zoom.us/j/763597260>

**Offered by Julia Phillips, EMPH Instructional Designer*

Zoom Webinar

Monday - Friday (week of 3/16) 9am-10am daily

<https://zoom.us/s/767307212>

**Offered by Aimee Cabrera, EMPH Instructional Designer*

Studio Webinar (Studio is a Canvas tool used to record videos)

Monday 3/16, Wednesday 3/18, Friday 3/20 3:30-4:30pm

<https://zoom.us/j/864949031>

**Offered by Susan Detrie, RSPH Instructional Designer*

How to Transition a Computer Lab-Based Class Online Webinar

Tuesday 3/17, Thursday 3/19 12:00-1:00pm

<https://zoom.us/j/562663751>

**Offered by Manish Tripathi, EMPH Instructional Designer*

Level 3: Peer remote one-on-one assistance

- Appendix D lists faculty across multiple departments who have some level of expertise with one or more online platforms and have agreed to assist others with questions during designated online office hours. Note that all faculty and instructors teaching this semester are working to transition their own courses online. Therefore, please respect their time availability.

Level 4: Instructional designer and/or IT support

- Faculty and instructors will be able to join online drop-in office hours via Zoom sessions to receive support from instructional design staff during the time frames listed below for the week of March 16 (additional sessions will be offered if needed; check back on March 20 for updated schedule). Participants will be able to ask questions and interact with everyone joining the Zoom session.

General Office Hours (any topic)

Monday - Friday (week of 3/16) 10am-11am and 2pm-3pm Daily

<https://zoom.us/j/876082705>

**Staffed by the entire instructional design team*

Office Hours Specific to Transitioning a Computer Lab-Based Course Online

Monday 3/16, Wednesday 3/18, Friday 3/20 12:00-1:00pm

<https://zoom.us/j/947174402>

**Offered by Manish Tripathi, EMPH Instructional Designer*

- One-on-one consultations are also available if needed. You can schedule a 15 or 30 minute consultation with one of the instructional designers by following [this link](#). Once you select an appointment slot, you will be prompted to answer a few questions that will help the instructional design team serve you better. You will receive an automated schedule confirmation and a Zoom link. Please note that if an instructional designer believes you can be better served with other resources or individuals, such as someone from the RSPH IT team, he/she may reach out to you to suggest that.

Finally, we would like to (virtually) introduce the instructional designers to you so that you know who you may be working with.



Susan Detrie Ed.S., RSPH School Instructional Designer



Julia Phillips RN, MPH, CHES, Lead Instructional Designer, EMPH Team



Aimee Cabrera, MLIS, Instructional Designer, EMPH Team



Manish Tripathi, BSED, MLMT, EdS, Instructional Designer, EMPH Team

This section of the guidance document provides the following resources:

- A. A checklist to explore readiness to transition to remote technologies for faculty and instructors engaged in teaching Masters and Doctoral students
- B. A table outlining suggested translations of face-to-face pedagogical approaches to remote learning environments
- C. A checklist to explore readiness to transition to remote technologies for faculty supervising research and administrative support staff
- D. Additional considerations (e.g., managing APE/ILE and dissertation advising)
- E. Department of Accessibility Services Frequently Asked Questions

There is, understandably, much concern surrounding the impact of the coronavirus outbreak. We are working to monitor this rapidly changing situation and quickly adapt our operations accordingly. Thank you for your help in addressing the needs of our RSPH community.

Two checklists are provided below to help you assess your readiness to transition to remote technologies including links to available resources designed to teach you basic skills in utilizing various online systems. The first checklist is designed for faculty and instructors who are teaching Masters and Doctoral students; the second checklist is for faculty engaged in supervision of research staff and/or administrative support staff.

A. Readiness Self-Assessment for Faculty and Instructors Engaged in Teaching

Yes	No	Questions	Considerations and resources if you answered 'No'
Have you and your TAs set up adequate remote access to important resources needed to work remotely?			
		I have a computer or laptop at home that has the Internet connectivity and software (e.g. SAS, MaxQDA) so I can teach my students remotely.	Visit software.emory.edu to download needed software to your home computer/ laptop.
		I verified with my TAs that they have the knowledge and capability (e.g. access to computer/laptop and software) to continue their work remotely.	Check in with your TAs and make online resources and training information available.
		<p>I have an active Canvas course for each of my courses that contains the most current course information (e.g. syllabus, course schedule, lectures, assignments, exams, reading materials, audio/visual content)</p> <p>Note: if you do not currently utilize Canvas, note that you do not have to create a Canvas course site; rather, it is automatically created for your course at the beginning of each semester. Students officially enrolled in your course are</p>	<p>See links below for basic level of teaching with Canvas including posting power point slides, recording lectures, creating assignment tabs, discussion groups, quizzes/exams and grading.</p> <p>For a more extensive list of Canvas functions review these resources:</p> <p>Canvas Guides</p> <p>Canvas Resources for Faculty</p> <p>Canvas Videos</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
		automatically added to the course site.	
Have you considered ways to transition your teaching exclusively to a distance-learning environment?			
		I will transition to an online <i>synchronous</i> course (real-time). Make sure you keep the originally scheduled time frame for the course.	The next section provides instructions for <u>specific functions</u> you may utilize to teach a course in Canvas (appropriate for asynchronous courses), Zoom (appropriate for synchronous courses), and Panopto (appropriate for hybrid courses). For more extensive guidance on the broad range of functions, you can log in and access the Remote Work Guidance tab in MyHub .
		I will transition to an online <i>asynchronous</i> course (non-real time).	
		I will transition to a hybrid online course that combines synchronous and asynchronous sessions.	
Are you able to perform the following functions within the online technology(ies) you anticipate using?			
		<p>Canvas:</p> <p>Log into Canvas and access course</p> <p>Post course materials (e.g. PPT slides)</p> <p>Post a lecture created in Panopto</p>	<p>Login to Canvas with your NET ID and Password https://canvas-support.emory.edu/index.html</p> <p>Upload a file to Canvas https://community.canvaslms.com/docs/DOC-13033-415241383</p> <p>Post a file on a page in Canvas https://community.canvaslms.com/docs/DOC-12724-415287672</p> <p>Add assignment types, pages and files to a Module in Canvas https://community.canvaslms.com/docs/DOC-12689-415241427</p> <p>How to Embed Panopto Videos in a Canvas Course https://support.panopto.com/s/article/Embed-a-Video</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
		<p>Narrate PPT slides in Power Point and upload to Canvas</p> <p>Use Studio to record a video/presentation (faculty & students have access)</p> <p>Create assignment in Canvas</p> <p>Create a discussion board for the class or break out groups</p> <p>Use assessment features for quizzes/exams</p>	<p>Record a PowerPoint with Narration https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c</p> <p>Upload a Narrated PowerPoint to Studio in Canvas https://community.canvaslms.com/docs/DOC-9671-50736467901</p> <p>Record a Video with a Webcam in Studio in Canvas https://community.canvaslms.com/docs/DOC-14265-50736850213</p> <p>Record a video with Screen Capture in Studio in Canvas https://community.canvaslms.com/docs/DOC-14585-50736858114</p> <p>How do I Create an Assignment https://community.canvaslms.com/docs/DOC-9873-415267003</p> <p>How do I create a Discussion? https://community.canvaslms.com/docs/DOC-13016-4152724374</p> <p>How do I create a Group Discussion? https://community.canvaslms.com/docs/DOC-13039-415264224</p> <p>How do I create a quiz with individual questions? https://community.canvaslms.com/docs/DOC-13039-415264224</p> <p>What options can I set in a quiz? https://community.canvaslms.com/docs/DOC-10152-415241475</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
		Posting grades	<p>How do I use the Gradebook? https://community.canvaslms.com/docs/DOC-16554-4152813659</p> <p>How do I create a column in the Gradebook for Non-Submission Assignments https://community.canvaslms.com/docs/DOC-16561-4152813664</p> <p>How do I post grades for an assignment in the Gradebook? https://community.canvaslms.com/docs/DOC-17330-41521116619</p> <p>How do I select a Grade posting policy for an assignment in the Gradebook? https://community.canvaslms.com/docs/DOC-17329-41521116618</p>
		<p>Zoom:</p> <p>Login to your Emory account</p> <p>Set up a meeting</p> <p>Start a meeting as a host</p>	<p>https://emory.zoom.us</p> <p>You can use Zoom functions either through your browser or through Zoom Client. The links below provide step-by-step instructions for frequent functions utilizing a browser. If you wish to use Zoom Client, select 'Download Client' at the bottom of the web page (emory.zoom.us). Click on download Zoom Client and Microsoft Outlook Add-in (in Mac) or Zoom Plugin for Microsoft Outlook (in Windows).</p> <p>Click on the Windows Mac icon on this page to set up a meeting https://support.zoom.us/hc/en-us/articles/201362413-How-Do-I-Schedule-Meetings-#collapseWeb</p> <p>Click on the Windows Mac icon on this page to start a meeting as a Host https://support.zoom.us/hc/en-us/articles/201362423-How-do-I-Start-or-Join-a-Scheduled-Meeting-as-the-Host-</p> <p>Note: In Zoom Meetings attendees should turn off their microphone and cameras unless speaking and should wear headsets. When using Breakout Rooms, login through the Zoom Client not through your web browser for optimum performance.</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
		<p>Share your screen/desktop for presenting (faculty and students)</p> <p>Create up to 50 breakout rooms for small group discussions</p> <p>Use the chat feature</p> <p>Record a meeting and save to your computer</p> <p>Upload a recording of a Zoom meeting to Canvas</p>	<p>Click on the Windows Mac icon on this page to see how to share the screen https://support.zoom.us/hc/en-us/articles/201362153-Sharing-your-screen</p> <p>Working with Breakout rooms for discussions https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms</p> <p>In-Meeting Chat https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat</p> <p>Record a Meeting https://support.zoom.us/hc/en-us/articles/201362473-Local-Recording</p> <p>Upload media into Canvas https://community.canvaslms.com/docs/DOC-13055-how-do-i-upload-a-video-using-the-rich-content-editor-as-an-instructor Note: You need to first create a new page in Canvas, then click to edit that page before using the Rich Media Uploader.</p> <p>Upload a recording into Studio in Canvas https://community.canvaslms.com/docs/DOC-9671-50736467901</p>
		<p>Panopto:</p> <p>Create an account via RSPH IT and log in</p>	<p>If you don't have a Panopto account contact: help@sph.emory.edu</p> <p>Access Rollins Panopto: https://rsph.hosted.panopto.com/Panopto/Pages/Home.aspx</p> <p>Install Panopto for Windows: https://support.panopto.com/s/article/Install-Panopto-for-Windows</p> <p>Install Panopto for Mac https://support.panopto.com/s/article/Install-Panopto-for-Mac</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
		<p>Record a Lecture or presentation for viewing later (faculty access only)</p> <p>Live stream a lecture for immediate viewing</p> <p>Embed your lecture on a Canvas page</p>	<p>Record a lecture with Windows https://support.panopto.com/s/article/basic-recording-1</p> <p>Record a lecture with Mac https://support.panopto.com/s/article/Recording-with-Panopto-for-Mac</p> <p>Create a live webcast with Windows https://support.panopto.com/s/article/Live-Webcast</p> <p>Create a live webcast with Mac https://support.panopto.com/s/article/Live-Webcasting-with-Panopto-for-Mac</p> <p>How to embed you lecture in Canvas https://support.panopto.com/s/article/Embed-a-Video</p>
		<p>Apporto: Log into Apporto</p>	<p>http://rsphemory.apporto.com</p>
		<p>Audio Conferencing (e.g. Skype, Zoom):</p> <p>Set up conference call</p> <p>Record conference call</p>	<p>Set up a conference call in Skype https://support.office.com/en-us/article/start-a-skype-for-business-conference-call-8dc8ac52-91ac-4db9-8672-11551fdaf997</p> <p>Record and Playback a Meeting on Skype</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
			https://support.office.com/en-US/article/Record-and-play-back-a-Skype-for-Business-meeting-6d1dd3c5-ded7-4935-8db0-d6d7173c482f
		<p>Poll Everywhere: Allows for up to 1200 responses per poll. You must request an account by emailing sph.emory.edu.</p> <p>General Information Tutorial (no cost involved through RSPH account) Get started tutorial How to add to Power Point slide</p>	<p>www.polleverywhere.com https://youtu.be/469WNkd_BqY https://youtu.be/NgaxBH4FnMs https://youtu.be/QzX2ZtjhSwY</p>
Have you communicated new expectations and established alternate channels of communication with your students/advises?			
		I have communicated with my students about how teaching/advising will continue in a distance-learning environment.	Ask students to reach out to you if they do not have access to a computer/laptop/internet connectivity outside of RSPH (i.e., above and beyond their iPads and smartphones).
		Students have been informed about the work they need to do to complete their course(s)/APE/ILE (thesis/capstone)/research (particularly if requirements vary from what was expected in the face-to-face environment)	Share in general terms your contingency plans for remote teaching. Reassure students that you will work with them regarding completion of course assignments, especially for those who may be ill or may be involved in response activities. Consider where you can adjust assignment due dates if needed and try to add flexibility where you can. Consider how students' OAS-approved accommodations may need to be adapted to the new learning environment. Emphasize the importance of Student Honor Code and be very explicit about what is (and is not) allowed. Provide overall reassurance to students.

Yes	No	Questions	Considerations and resources if you answered 'No'
		Students know my expectations for how to interact with me and with each other in the online environment.	
		My students know how to contact me remotely if they have a question.	
		Students know the frequency with which I will be present online.	
		Students have a way to contact each other and collaborate online for group work.	
		Students will be reminded that the honor code of conduct applies to the online learning environment.	

The table below outlines how various face-to-face pedagogical approaches could translate to online environments. We hope this information can help you decide what technology options are best for transitioning your course(s).

B. Translation of Face-to-Face Pedagogical Approaches to Distance Learning Environments

Pedagogical approach	What it might look like in a distance environment	Technology(ies) that could be used	Additional Considerations
Lecture	Hold virtual class during regular class time and use Zoom to lecture to class (synchronous).	Plan A: Zoom (because of bidirectional communication) Plan B: Use powerpoint to narrate slides and upload to Canvas Plan C: Panopto (student comments and questions can be handled via chat)	You can record lecture and post to Canvas site which will allow those who cannot login to watch in real time, to view later. Also allows students to review lecture.
	Pre-record lecture and post in Canvas for students to watch. Student can post questions or have discussion via Canvas discussion board. (asynchronous)	Studio (in Canvas) or Panopto	
Small group discussion	Hold during regular virtual class time and use breakout rooms via Zoom. Students can participate in big group, small groups and come back to big group (synchronous).	Zoom	
	Have students virtually meet outside of class time and report back to big class at appointed time and/or prepare a summary of group discussion and post on Canvas discussion board (asynchronous).	Zoom or other technology of their choice (e.g. Skype) Canvas for discussion summaries	
Problem-based learning	See "small group discussion"		
Student presentations	Hold during regular virtual class time and use Zoom. Students will share screen and present to class (synchronous).	Plan A: Zoom (because of bidirectional communication and ability of students to share screen) Plan B: Canvas Studio Plan C: Panopto	Can record presentations and post to Canvas site for later viewing.
	Pre-recorded. Students prepare presentation in advance and submit to faculty via Canvas. If appropriate to have Q&A this can happen on Canvas discussion board (asynchronous).	Narrate slides in PPT and upload to Canvas Studio.	Presentations can be submitted via Assignments in Canvas or can be posted to Canvas discussion board.

Pedagogical approach	What it might look like in a distance environment	Technology(ies) that could be used	Additional Considerations
Guest lectures	Hold during regular virtual class time and use Zoom. Guest presenter will share screen and present to class (synchronous).	Plan A: Zoom (because of bidirectional communication and ability of guest lecturer to share screen) Plan B: Narrate slides in PPT and upload to Canvas Studio.	Can record presentations and post to Canvas site for later viewing.
	Pre-recorded. Faculty member works with guest speaker to record lecture through Zoom. Presentation is posted to Canvas (asynchronous).	Zoom	
Assignments, quizzes, exams	Use Canvas assessment functionality to allow students to submit assignments via Canvas. With Canvas assessments, faculty have the ability to: <ul style="list-style-type: none"> • Set time limits • Set number of attempts • See where students have gone (e.g. order of questions, time spent on questions) • Randomize questions and/or answer choices <p>Note: A lower tech option is to email an assignment/quiz/exam to students and have them email completed documents back to you by a certain time.</p>	Canvas	TurnItIn is a Canvas function that allows you to assess for plagiarism.
Group assignments	Students collaborate with each other using the tools of their choice.	Multiple possibilities: <ul style="list-style-type: none"> • Synchronous: Zoom, Google Docs • Asynchronous: Google Docs, Word in Box, Canvas discussion board or Pages in Canvas, Canvas group tools 	
Computer lab instruction, software demos	Hold virtual class during regular class time and use combination of Zoom and Apporto to teach. Students can be logged into Apporto simultaneously	Zoom and Apporto	Faculty can also use Panopto or Zoom to create software demos if they need to

Pedagogical approach	What it might look like in a distance environment	Technology(ies) that could be used	Additional Considerations
	and if they have a problem, they can share their screen.		demonstrate a specific action within a software program.
Office hours	Use Zoom to hold office hours in real time (synchronous).	Zoom	This can be set up as 'drop in' or as a scheduled time in Canvas Calendar.

C. Readiness Self-Assessment for Faculty Supervising Research and/or Administrative Support Staff

Yes	No	Questions	Considerations and resources if you answered 'No'
Have you and your staff set up remote access to important resources needed to work remotely?			
		I have a computer or laptop at home that has the Internet connectivity and software (e.g. SAS, MaxQDA) to support my staff remotely.	Visit software.emory.edu to download needed software to your home computer/ laptop.
		I verified with my staff that they have the knowledge and capability (e.g. access to computer/laptop and software) to continue their work remotely.	Check in with your staff and make online resources and training information available for the technology you anticipate using. The next section provides instructions for <u>specific functions</u> you may utilize for remote working in Zoom, Panopto, and Audio conferencing . For more extensive guidance on the broad range of functions, you can log in and access the Remote Work Guidance tab in MyHub .
Are you able to perform the following functions within the online technology(ies) you anticipate using to connect with your staff?			
		<p>Zoom:</p> <p>Create an Emory account and log in</p> <p>Set up a Zoom Meeting</p>	<p>Please note: In Zoom Meetings attendees should turn off their microphone and cameras unless speaking and should wear headsets. When using Breakout Rooms, login through the Zoom app not through your web browser for optimum performance.</p> <p>Login to Zoom with you Net ID and Password https://it.emory.edu/office365/ includes/documents/sections/Zoom/ZoomWebLoginInstructionsEDUHealthcareNew.pdf</p> <p>Click on the Windows Mac icon on this page to set up a meeting https://support.zoom.us/hc/en-us/articles/201362413-How-Do-I-Schedule-Meetings-#collapseWeb</p> <p>Click on the Windows Mac icon on this page to start a meeting as a Host https://support.zoom.us/hc/en-us/articles/201362423-How-do-I-Start-or-Join-a-Scheduled-Meeting-as-the-Host-</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
		<p>Share your screen/desktop for meetings and presentations (faculty and staff)</p> <p>Create up to 50 breakout rooms for discussion/ trainings</p> <p>Use the chat feature to encourage interaction/ feedback during a meeting</p> <p>Save recording of a Zoom meeting for later use</p>	<p>Click on the Windows Mac icon on this page to see how to share the screen https://support.zoom.us/hc/en-us/articles/201362153-Sharing-your-screen</p> <p>Working with Breakout rooms for discussions https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms</p> <p>In-Meeting Chat https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat</p> <p>Record a Meeting https://support.zoom.us/hc/en-us/articles/201362473-Local-Recording</p>
		<p>Panopto:</p> <p>Create an account via RSPH IT and log in</p> <p>Record a presentation for viewing later (faculty and staff access)</p>	<p>If you don't have a Panopto account contact: help@sph.emory.edu Access Rollins Panopto:</p> <p>https://rsph.hosted.panopto.com/Panopto/Pages/Home.aspx</p> <p>Install Panopto for Windows: https://support.panopto.com/s/article/Install-Panopto-for-Windows</p> <p>Install Panopto for Mac https://support.panopto.com/s/article/Install-Panopto-for-Mac</p> <p>Record a lecture with Windows https://support.panopto.com/s/article/basic-recording-1</p> <p>Record a lecture with Mac https://support.panopto.com/s/article/Recording-with-Panopto-for-Mac</p>

Yes	No	Questions	Considerations and resources if you answered 'No'
		Live stream a presentation/ training session for immediate viewing	Create a live webcast with Windows https://support.panopto.com/s/article/Live-Webcast Create a live webcast with Mac https://support.panopto.com/s/article/Live-Webcasting-with-Panopto-for-Mac
		Audio Conferencing (e.g. Skype, Zoom): Set up conference call Record conference call	Set up a conference call in Skype https://support.office.com/en-us/article/start-a-skype-for-business-conference-call-8dc8ac52-91ac-4db9-8672-11551fdaf997 Record and Playback a Meeting on Skype https://support.office.com/en-US/article/Record-and-play-back-a-Skype-for-Business-meeting-6d1dd3c5-ded7-4935-8db0-d6d7173c482f
		Remote file/folder sharing	See Remote Work Guidance tab in MyHub to learn how to access storage areas (e.g. H:, T:, S:, R:, Onedrive, Box) from outside the Emory network storage areas and how to share folders and files.
		Avaya SoftPhone	Set-up your (and your staff's) desk phone so that it can be answered on a cell phone or a computer Help with Avaya phones http://it.emory.edu/telephone/features-activation.html
Have you communicated new expectations and established alternate channels of communication with your staff?			
		I have communicated with my staff about how we will continue working collaboratively in a remote environment.	Ask staff to reach out to you if they do not have access to a computer/laptop/internet connectivity outside of RSPH.

Yes	No	Questions	Considerations and resources if you answered 'No'
		Staff have been informed about modifications to their work responsibilities (if different from responsibilities in the face-to-face environment).	Share in general terms your contingency plans for remote work. Reassure staff that you will work with them regarding completion of work tasks, especially for those who may be ill or may be involved in response activities. Provide overall reassurance to staff.
		Staff know my expectations for how to interact with me and with each other in the remote environment.	
		Staff know how to contact me remotely if they have a question.	
		Staff know the frequency with which I will be present online.	
		Staff have a way to contact each other and collaborate remotely for team work.	

D. Additional Considerations:

1. Consider identifying a back-up faculty/instructor for your class, if illness prevents your ability to teach.
2. If you have guest speakers scheduled in your class, have a plan for the best way to engage them remotely. Ensure that you have emergency contact information for them (e.g., cell phone number). Do they have the capability to use technology to join your course in real-time (if a synchronous course); do you need to assist them with pre-recording their presentation and uploading to Canvas?
3. APE/ILE (thesis/capstone) and dissertation advising:
 - Consider challenges with students' work environments including circumstances where students' work may be impeded either by illness and/or by disruptions in operations of the external sites required for completion of APE hours or data collection for theses/dissertations.
 - Discuss with your students whether field work (i.e., research and/or practice activities conducted outside of the university, this may be domestically or internationally) is feasible given the most up-to-date travel restrictions.
 - Reach out to students proactively to identify challenges that may arise.
 - Note that electronic advisor signatures for Emory Theses and Dissertations (ETD) paperwork are acceptable. No live signatures are required.
4. Center for Faculty Development and Excellence (CFDE) staff are scheduling virtual and face-to-face trainings to support faculty and instructors in adapting their courses to be delivered from a distance. Information about trainings will be made available once available. Recording and training handouts are available here <http://college.emory.edu/oisp/remoteteaching/index.html>
5. The length of the academic calendar will not be changed to accommodate the extra week of spring break. Thus, faculty must address the loss of instructional time, which is necessary in order for the university to meet federal standards for assigning credit hours. Some strategies for addressing the loss of instructional time include adding minutes to subsequent class meetings, adding Saturday and Sunday classes, posting video lectures that can be viewed outside of regular classroom hours, and adding guided team activities. Examples of activities that do not count toward engaged instruction include readings, homework, and other preparation activities.
6. Eduroam offers users from participating academic institutions secure internet access at any other Eduroam participating location around the world. Visiting students, staff and

researchers use their Eduroam 'home' credentials to access Wi-Fi services on participating campuses, they have a quick, easy and secure way to get online without campus IT support. The secure login system means that passwords are kept private at all times and visitors can be allocated to a separate VLAN to keep traffic isolated.

Additional information on eduroam can be found below.

- [FAQs](#)
- [Video Overview](#)
- [How to configure a device for Eduroam?](#)

E. Department of Accessibility Services Frequently Asked Questions:

How will Accommodations work Online? Extended time on exams

The most commonly used online learning platforms allow faculty to extend the time of their exam for students who have accommodations. You can find more information about how to extend the time on an exam at: <https://canvas-support.emory.edu/design/accessibility-in-canvas.html>

Please note that for an 80 minute exam, a student with 50% (i.e. time and half) extended time should be given 120 minutes while a student with 100% (i.e. double time) extended time would get 160 minutes.

Reduced Distraction Location

If you are administering an exam online, students are responsible for finding an environment that can work for them. If possible, consider seating up your exam in a way that does not have to be taken at a specific time of day (for example, a student can take the exam anytime on Monday March 30). This may allow students who are in a busy household to take the exam at a time of day when their house is quieter.

“Take home” or Asynchronous Exams

If you allow students unlimited time to complete an exam before a deadline, extended testing time would not apply. For instance, if you have an essay exam that is due by March 30, you would not have to provide extended time if there is not time restriction imposed for the student to complete it in one sitting.

Notetaking

Students who are serving as note takers will receive communication from our office that they are still expected to take notes if any audio or video lecture material is being presented. If you or the student have specific questions about how notetaking will work for them please contact Atlanta: oas_notetaking@emory.edu or Oxford: oxfordnotetaking@emory.edu.

Use of a Reader and/or Scribe for Exams

If you have a student who needs to use a reader or scribe for their exams, please consult with the OAS staff member listed on the Accommodation Letter so we can work this out with you and the student. Due to the online environment, there will need to be some flexibility considered when discussing solutions.

Breaks During Exams without Time Penalty

There are some students who may need to take frequent breaks during their exam. Depending on how you plan to administer your exam this may or may not need to be addressed. If you or a

student has concerns about how this will work please reach out to DAS staff at Atlanta:

accessibility@emory.edu or Oxford: oas_oxford@emory.edu.

Use of a Calculator

If you have a student who needs to use a calculator for their exams, please consider setting up your exam in a way that does not prevent a calculator on their work surface. If an online proctoring service is used, it is important to inform the proctor of specific items that will be allowed during the testing session.

Consideration of Absences and Extended Time on Assignments

It is understandable that many University students might be experiencing issues with accessing their courses or submitting assignments on time. For students who have these approved accommodations, DAS staff can assist the student and professor in navigating what this might look like on a course by course basis.

Interpreters/CART

DAS has been in touch with faculty of those students who use American Sign Language Interpreters or Communication Access Realtime Translation in the classroom. If you have a student in your class using these accommodations, and haven't heard from DAS, please contact Atlanta: accessibility@emory.edu or Oxford: oas_oxford@emory.edu.

Captions for Videos

DAS strongly encourages the use of captions for any video or audio created. You can find additional information about captioning in Canvas or Zoom: <https://canvas-support.emory.edu/design/accessibility-in-canvas.html>

Using Proctoring Software

Please note that some students may have issues or concerns around using proctoring software for any number of reasons. You could consider using alternatives such as a "paper" exam that you email them, or developing the exam in a way that would not necessitate proctoring software.

Contact your program chair or academic deans to determine your approach.

Other accommodations

If a student receives other accommodations that will be impacted by the change in course administration, please communicate with the student immediately to discuss options. DAS staff is available to assist as needed in conversations about how to apply accommodations.

Section II

Guidance for Prospective and Current Students

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

Kara Brown Robinson, Associate Dean for Admissions and Student Services

Prudence Goss, Assistant Dean for Admissions and Student Services

Allison Chamberlain, Research Assistant Professor, Epidemiology

Claudia Paez Ellett, Assistant Dean, Office of Career Development

Paige Harton, EPI MPH Student

Carmen Marsit, Associate Dean for Research

Katelin Reishus, GLEPI MPH Student

Heather Zesiger, Senior Director, Student Engagement

The admissions and recruitment team at the Rollins School of Public Health has been closely monitoring the development of coronavirus. The following set of guidelines, drafted in concert with Emory University and RSPH plans regarding COVID-19, is intended to offer assurance to our prospective students that we are taking all of the necessary steps to ensure a smooth transition to Rollins. This plan is subject to change as guidelines regarding COVID-19 evolve, which will be communicated to our prospective students via email and appropriate social media channels.



In keeping with the advisement of CDC, please adhere to the following:

- ✓ Wash your hands often ([CDC Handwashing Advisement](#))
- ✓ Stay home if you have a fever or you are sick
- ✓ Avoid close contact with people who are sick

Please continue to monitor the [Emory COVID-19](#) updates as well. The diagram above illustrates the scope of our guidance related to prospective and incoming students. Each of these three areas will be addressed below.

A. STUDENT VISITS/EVENTS & TRAVEL

Emory University continues to follow CDC and state public health guidance regarding COVID-19. The decision deadline remains April 15, 2020; however, extenuating circumstances will be considered on a case-by-case basis.

Visit Emory (March 26-27)

- At present, we plan to suspend the face-to-face implementation of Visit Emory. It will be held virtually, with a limited number of recorded sessions delivered online.
- RSPH will honor travel stipends awarded offered to students who registered for Visit Emory at alternate dates. Students will have until June 1st to use the travel stipends for a visit to our campus. If there is still advisement to practice social distancing, RSPH will extend the deadline up to July 1st.

Campus Tours, Information Sessions & General Visits

- In the event you are unable to visit our campus due to travel restrictions or advisement in your area, we will have a virtual tour of our school available on our website ([weblink forthcoming](#)) as well as our RSPH Instagram page. An email communication will be sent to alert students when this is available.
- Our administrators and current student ambassadors are also available for phone calls and other forms of virtual engagement so that you can continue to be familiar with our school.

B. INTERNATIONAL STUDENT I-20 & VISA PROCESS

- Students who currently hold an F1-Visa and living in the United States are reminded to partner with their current institution to have their SEVIS immigration records transferred to Emory University. This will help to avoid travel restriction and visa processing challenges one may face in returning home.
- If you are currently in the U.S., unable to return home due to travel restrictions, please be reminded that our team has worked with local area apartment communities who have vacancies this summer (see those communities below with associated costs below). Additional information about student housing is also available in our [Cost of Living Guide](#).

<p>Clairmont Reserve 404-315-8101 www.clairmontereserve.com</p> <ul style="list-style-type: none"> • Single room (unfurnished) and student style (furnished) units are available • \$995-\$1781 per unit • Accessible to Emory University Cliff Shuttle, 2 miles from campus 	<p>Campus Crossings 404-492-8660 www.livebriarcliff.com</p> <ul style="list-style-type: none"> • Fully furnished • \$840-\$1635 includes internet, water, trash and recycling • Roommate matching available • On the Emory Cliff Shuttle route, 1.5 miles from campus
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- For international students living in areas where U.S. consulates are closed, please understand that you have the flexibility to try different consulates throughout your country, and we advise revisiting your desired consulate's visa appointment website for the latest updates. Also, for F-1 students there is a special provision to request an expediated visa interview. For US consulates in China, specifically, the URL is <https://www.ustraveldocs.com/cn/cn-niv-expeditedappointment.asp>)

C. ONBOARDING & ORIENTATION

- On March 18th, ETS notified admissions professionals that testing centers in the US and Canada will remain closed until April 16th. At present, ETS is working to introduce a secure solution that will allow studnets in some areas to take the GRE and TOEFL from home. This is solution is anticipated to be unveiled by the end of March. Applicants advised to register for the appropriate test(s) in their area in late-April. Our next preferred application deadline is July 15th. Should the testing center closures extend beyond July 15th, admissions will work with the academic departments and applicants on a case-by-case basis.
- If you need additional time before making your admission decision, please let us know. You will find the appropriate admissions contact below.
- Please know that RSPH could move delivering courses online, should the need arise, so that your studies are not interrupted. Information would be shared via email with all incoming students related to this. If this action is necessary, RSPH will share the minimum technology resources required for online engagement. Incoming students who need advisement about financing a computer to meet the minimum requirements should contact [Prudence Goss](#) (see below).
- The U.S. Department of Education has given [broad compliance approval](#) related to the awarding of federal aid, to institutions who need to move to an online delivery of

coursework. To that end, there is flexibility in the processing of federal student loans. Students awarded RSPH institutional funding for Fall 2020 can anticipate that the level of funding will remain the same (please see your award notification for school-specific requirements).

- RSPH will continue offering webinars and virtual events to incoming students throughout the summer to support students in their transition to Rollins.
- As there are new developments related to your transition to Rollins, updates will be shared on the [admitted student portal](#) as well as by email.

CONTACT US

Immigration Support:	Emory ISSS	lss@emory.edu
Admissions:	Ivone Foisy	Ivone.Paula.Foisy@emory.edu
Funding & Scholarships:	Prudence Goss	pgoss@emory.edu
Visit Emory:	Brittney Romanson	Brittney.Romanson@emory.edu
Student Engagement:	Joanne Williams	joanne.paredes.amposta@emory.edu
Financial Aid:	Emory OFA	gradfinaid@emory.edu

Student Academics and Advising

General Checklist for ALL Students

__ I have access to a laptop that meets

[RSPH minimum requirements](#)

__ I have internet access

If not, contact

rsphenrollmentservices@emory.edu

__ My OPUS contact information is up to date including alternate email address, mobile phone, mailing address, and emergency contact.

What to anticipate about courses and advising should

there be restrictions on University openings:

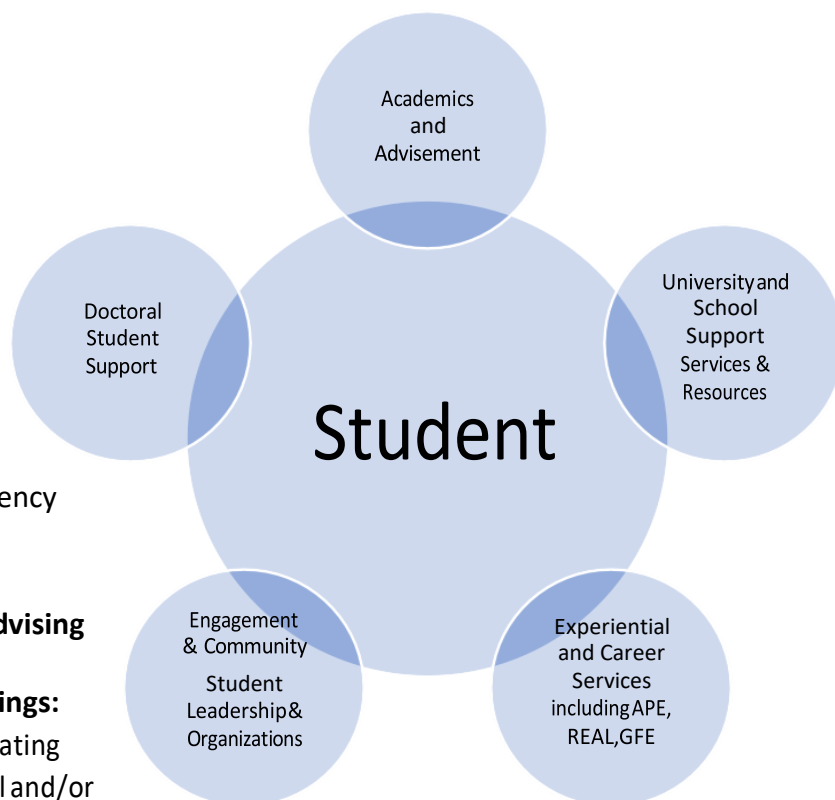
- Faculty and ADAPs will be communicating with you through @emory.edu email and/or Canvas-- it is encouraged to [adjust your Canvas notifications](#) to "Notify me Right Away"
- Course completion will be distance- based and faculty will modify syllabi as needed. Anticipate discussion boards in Canvas, attending class and office hours virtually. Exam delivery may change. Group work may be strongly encouraged to do virtually. For courses involving work with community organizations, instructors will provide further guidance.
- Instructors/TAs will be in contact as modifications are finalized.
- Advising for all students will be distanced based with both ADAPs and faculty. This may include phone, email, Zoom, Skype or other platforms.
- Academic Resource Center (ARC) will continue to offer appointments and drop in hours virtually.

Second Year Students:

- For questions on APE portal and/or concerns about APE completion, refer to [Insert Contact].
- Thesis due date to ETD remains 4/22. However, you must coordinate other deadlines with your Thesis Chair. If you anticipate challenges with field advisors and/or committee members who are not part of the Emory community, please email your Thesis Chair and ADAP. Note that electronic signatures for thesis advisors are acceptable for ETD submission forms.

First Year Students:

- Pre-Registration Advising Appointments will be virtual. Your ADAP will



communicate additional details.

- Pre-Registration Dates: Shopping Carts available 3.16@9:00am; Pre-Registration opens [3.23@9:00am](#)

Internet Access

Eduroam offers users from participating academic institutions secure internet access at any other Eduroam participating location around the world. Visiting students, staff and researchers use their Eduroam 'home' credentials to access Wi-Fi services on participating campuses, they have a quick, easy and secure way to get online without campus IT support. The secure login system means that passwords are kept private at all times and visitors can be allocated to a separate VLAN to keep traffic isolated.

Additional information on eduroam can be found below.

- [FAQs](#)
- [Video Overview](#)
- [How to configure a device for Eduroam?](#)

Department of Accessibility Services:

DAS will remain open Monday-Friday, 8am – 5pm. All student appointments will be conducted via phone or virtually (i.e. Zoom) until further notice. DAS will not be proctoring exams while virtual instruction is in place. If you have any questions or concerns, please email DAS at accessibility@emory.edu. Please visit [Accommodate](#) for more information throughout the week.

[The following information is available to students on the Accommodate portal:](#)

**Transition to Remote Learning
Student Memo**

As we prepare to transition to online learning, the Department of Accessibility Services will be assisting the campus community to provide adequate guidance to both students and faculty. It is important to realize that while the structure of an online course may eliminate the need for many typical classroom accommodations, the environment may also create a unique set of needed accommodations.

If you need to speak with DAS staff during your time off campus, please email Atlanta: accessibility@emory.edu or Oxford: oas_oxford@emory.edu. Staff will be transitioning to remote work effective immediately. We will have a voice message on our phone indicating that contact should be made by emailing DAS. We will respond and set up a time to talk by phone or arrange a Zoom meeting (you would need to set this up on your computer; all students have a zoom account) in lieu of face-to-face meetings.

Students who receive accommodations should plan to communicate with their instructors as soon as possible to understand how the change of instruction may impact their accommodations. One of the challenges is that instructors can reframe their courses in different ways, using different tools for access. Because of this, it is important that you communicate with each instructor this week so that you are clear on the new format of the course and how your accommodations can be provided.

For students who receive testing accommodations only, the impact may only be the same as when an exam is offered as a take-home. For others, there may need to be more thought as to how access can be provided in a remote environment. DAS staff are happy to discuss these changes with you and your faculty if there are any questions or concerns about how accommodations can be applied and implemented in the weeks after Spring Break.

Below is some guidance on how some accommodations may be implemented during the time courses are managed remotely.

Testing Accommodations:

Extended time: Approved extended time is applicable when the exam has a finite amount of working time (i.e. 75 minutes, 3 hours). If the exam is available for a period of time (i.e. day or several days) but you have a defined amount of working time (i.e. 75 min) once you open your exam, your extended time would be applied as is done for in-class exams. If, however, the exam is available for several days with no specific amount of working time is indicated, then extended time does not apply when the working time is more than 24 hours. To clarify how your extended time should be applied, please contact DAS (Atlanta: oas_testing@emory.edu; Oxford: oxfordtesting@emory.edu).

Tests, quizzes, and exams given during this time period may be offered through Canvas or another Learning Management system. In this instance, the platform controls the amount of the time and will shut down when the time allotted expires. When the exam has a specific amount of working time, please make sure to confirm your extended time accommodation with your faculty member so the timing of the exam can be adjusted for you to reflect the amount of extra time that you have been approved for.

Rest breaks: Rest breaks would be applicable for an exam that is administered with a specific amount of working time. As described above, platforms such as Canvas involve setting the start and end times for the exam to be available to you. It is imperative that you communicate well in advance with your faculty so that your exam timing can be adjusted to include the total amount of rest break time that you are approved to take. As always, if you do not take the approved break, you should end your exam early by the amount of time.

If you have stop-the-clock rest breaks, you should request that the timing be set for more time than the regular administration, but you will only use the amount of extra time taken for the needed breaks. As with an in-class exam, the honor code applies to your appropriate use of the working time and breaks.

Large print exams: If you have any concerns about the ability to use your laptop to magnify the size of exams, please contact your faculty to ensure that the exam is available in a format conducive to magnification.

Other: If you receive other testing accommodations that will be impacted by the change in test administration, please communicate with your instructor immediately to discuss options. DAS is available to assist as needed in discussions about how to apply accommodations.

Academic Accommodations

Notetakers: Notetakers who have been hired as an accommodation for students will continue to take notes when lectures are presented with an auditory component. Lectures may be presented live at a specific time or recorded for viewing at the convenience of the student. In both cases, notetakers will take and upload notes using the Accommodate Notetaking Exchange portal.

For courses that reformat in a manner that does not include audio lectures, no notes will be taken by the notetaker. This could occur if the faculty makes a powerpoint presentation without notes available to students via Canvas or other learning management system.

Flexibility with Attendance and/or Deadlines: Completed Flexibility with Attendance agreements will be honored through reasonable modifications to the structure of the agreements may be needed with the shift to online instruction. If your course does not require you to participate live, attendance accommodations are not applicable. Please contact your faculty to discuss any additional barriers presented by changes to the course format. Contact DAS if you have any questions.

Please visit the "Keeping Up with Canvas" site to learn more about Canvas use and support:
<https://canvas.emory.edu/courses/74713>

COVID-19 GUIDANCE FOR UNIVERSITY AND SCHOOL SUPPORT, SERVICES & RESOURCES

University and School Support, Services & Resources	
Who Does Guidance Apply To?	<ul style="list-style-type: none"> All Students at the Rollins School of Public Health
Guidance	<p>How can I receive up-to-date information about COVID-19?</p> <ul style="list-style-type: none"> All faculty, staff and students will receive e-mail communications from Emory University and the Rollins School of Public Health. We strongly encourage students to download the free, Emory Livesafe App for emergency notifications and alerts. This app may also access university resources through this app. Students may also access university-wide updates at the Emory News Center. <p>How can I stay connected to other students in the RSPH Community in the event of a school closure?</p> <ul style="list-style-type: none"> All students will be added to the RSPH Community Canvas Page. Here, you will be able to access COVID-19 Guidance for the Rollins School of Public Health and interact with students, faculty and staff via the discussion board. You can also connect with other students on other platforms, such as the Class of 2020, Class of 2021, Class of 2022, and the International Student Facebook Pages. <p>What COVID-19 Guidance is available to the RSPH Community?</p> <ul style="list-style-type: none"> Academics and Advisement University and School Support and Resources Experiential and Career Services (including GFEFA, REAL, APE) Engagement and Community (including Student Organizations) Doctoral Student Support <p>Who do I contact in the event of an emergency during a school closure?</p> <ul style="list-style-type: none"> In the event of a medical emergency, please call 911. In the event of all emergencies during a school closure, please notify Joanne Williams, Assistant Director for Student Engagement (jampost@emory.edu, call/text 404-683-5404) and Kara Robinson, Associate Dean for Admission & Student Affairs (klbrow2@emory.edu). Additionally, Student Intervention Services assists Emory Students with acute and non-acute distresses. To speak with a member of the SIS team, please e-mail sisteam@emory.edu or call their 24/7 hotline (404-430-1120)

What university resources can students access in the event of a school closure? (Listed alphabetically by topic)

- **Accessibility Needs:**
 - Please contact the Emory University [Office of Accessibility Services](#) at accessibility@emory.edu
 - You may also contact Joanne Williams, RSPH Office of Accessibility Liaison at jampost@emory.edu
- **Diversity, Equity and Inclusion (including Bias Incident Response and Open Expression):**
 - Please contact Shannon Vassell, RSPH Assistant Director for Community-Engaged Learning and Cultural Humility, at shannon.vassell@emory.edu.
 - The following Emory University Campus Life Resources are also available
 - [Center for Women](#)
 - [Office of LGBT Life](#)
 - [Office of Racial and Cultural Engagement](#)
 - [Office of Social Justice Education](#)
- **Financial Support:**
 - If you are experiencing financial difficulties, please contact RSPH Enrollment Services at rsphenrollmentservices@emory.edu.
- **Food Security:**
 - Please contact the [Emory University Center for Student Success, Programs and Services](#). Students may complete a [Food Security Form](#) to access resources.
- **Mental Health:**
 - [Counseling and Psychological Services](#) and the [Office of Spiritual and Religious Life](#) are confidential sources of help for students, including crisis intervention, community referrals, and community outreach services.
- **Student Health:**
 - For all **medical emergencies**, including chest pain, serious difficulty breathing, or another type of medical emergency, please call 911.
 - **If you have traveled to affected areas and are experiencing symptoms** (e.g. fever, cough, shortness of breath), please isolate yourself from others and call Student Health Services for further directives concerning evaluation procedures. You may contact them at **404-727-7551**.
 - **For more information regarding COVID-19 Student Health Procedures, click [here](#).**
- **Title IX:**
 - For any Title IX questions or Title IX-related issues, please contact Joanne Williams, RSPH Deputy Title IX Coordinator, at jampost@emory.edu
 - For more information, please refer to the [Office of Title IX](#) website.

What university resources can international students access in the event of a school closure? (*Listed alphabetically by topic*)

- International Student and Scholar Services (ISSS) emergency resources webpage
- ISSS Coronavirus Resources and Travel Updates webpage
- Global Flash Newsletter, for information such as updated travel restrictions, etc.
- Please contact Matt Davidson, ISSS Advisor, RSPH Liaison, matthew.anthony.davidson@emory.edu
- Please contact Shannon Vassell, RSPH Assistant Director for Community-Engaged Learning and Cultural Humility, at Shannon.vassell@emory.edu

Student Experiential Learning including REAL and GFEFA

Rollins Earn and Learn Program (REAL)

REAL personnel will contact all REAL employer-partners and all students with REAL awards to initiate communication about COVID-19 planning. **Students with REAL awards should check the REAL 2019-2020 Canvas course for updates.**

Email Guidance to Students in the REAL program:

Dear students in the REAL program:

We would like to update you on the RSPH response to COVID-19 and provide guidance during this challenging time. The REAL personnel at the Rollins School of Public Health have been closely monitoring the development of COVID-19. The following set of guidelines, drafted in concert with Emory University and RSPH plans regarding COVID-19, is intended to offer assurance to our students and partners in the REAL program that we are taking all of the necessary steps to ensure health, safety and continuation of the program. This plan is subject to change as guidelines regarding COVID-19 evolve, which will be communicated to students in the REAL program via Canvas.

- *In keeping with the advisement of CDC, please adhere to the following:*
 - ✓ *Wash your hands often (CDC Handwashing Advisement)*
 - ✓ *Stay home if you have a fever or you are sick*
 - ✓ *Avoid close contact with people who are sick*
- *Please be proactive in asking your REAL supervisor about alternate work arrangements should your worksite close or should you need to self-isolate due to illness.*
- *If you are unable to work and face financial hardship, please contact Heather Zesiger and Jena Black.*

Email Guidance to REAL Partners

Dear Rollins Earn and Learn (REAL) partners:

We would like to update you on the RSPH response to COVID-19 and provide guidance during this challenging time. The REAL personnel at the Rollins School of Public Health have been closely monitoring the development of COVID-19. The following set of guidelines, drafted in concert with Emory University and RSPH plans regarding COVID-19, is intended to offer assurance to our students and partners in the REAL program that we are taking all of the necessary steps to ensure health, safety and continuation of the program. This plan is subject to change as guidelines regarding COVID-19 evolve, which will be communicated to partners in the REAL program via email.

1. *In keeping with the advisement of CDC, please adhere to the following:*
 - ✓ *Wash your hands often (CDC Handwashing Advisement)*
 - ✓ *Stay home if you have a fever or you are sick*
 - ✓ *Avoid close contact with people who are sick*
2. *Please make a plan now for alternative work arrangements for your REAL students if your work-site should close or if the student should need to self-isolate due to illness.*

3. *If you are unsure what duties students could perform remotely, please discuss with your student and feel free to reach out to Heather Zesiger to brainstorm appropriate tasks.*
4. *When remote work is in effect, please maintain or enhance your current communication and accountability practices with your REAL student. Refer to the [Partner Guidebook](#) and the [Student Workplan](#).*

Global Field Experience Financial Awardees and other students planning summer fieldwork outside the U.S.

GFEFA applicants and awardees: Communication with this sub-set of students will occur through email.

3/17 Email to GFEFA Applicants

Dear Global Field Experience Financial Award (GFEFA) Applicants:

We know how hard you have worked on your GFEFA applications and how valuable students have found these experiences to be in their development as public health practitioners.

However, the COVID-19 pandemic is unprecedented in the 20+ year history of the Global Field Experience program and we must embrace our public health training to make challenging decisions and endure personal inconvenience for the greater good. Your health and safety, and that of our global partners, is paramount. Therefore, consistent with [Emory's decision to indefinitely suspend all international travel for students, we are canceling the GFEFA program for summer 2020](#).

Due to the possibility that even domestic travel may be curtailed, GFEFA funds are not available for any field work.

If you received an acceptance decision on March 6 regarding your GFEFA application, no funds have been dispersed yet so there is no need to return any funds.

If you were asked to revise and resubmit your application by March 19, you need not do so.

The pre-departure modules in Canvas will remain available to you but you are no longer required to complete them.

Please communicate this update with your faculty advisor, mentors and field partners.

For those of you who were approved to use your summer field experience as an [Applied Practice Experience](#), please work with your departmental APE advisor to identify new opportunities.

With this challenging decision we are doing public health through our actions to reduce transmission and we are being the change we want to see in the world by prioritizing prevention, health and safety.

Sincerely,

Deb and Heather

Any student planning summer fieldwork outside the U.S.: Students are encouraged to keep in touch with field contacts as well as Emory or local partners to assess project viability. Any student planning summer fieldwork outside the U.S. must participate in the required pre-departure modules in Canvas. To enroll, students should contact Heather Zesiger, heather.zesiger@emory.edu.

All students should be reminded to schedule their return travel to arrive back in the U.S. no later than early August to allow time for possible quarantine or self-isolation before the start of the fall term.

Community Partners

Students and faculty in courses with community partners should contact their community partners to update them on the Emory plan and make plans for continuing collaboration should access to community sites be curtailed due to social distancing and illness.

Student volunteers, including the Paul D. Coverdell Fellows and Rollin Steer participants, should contact Shannon Vassell to coordinate communication with community partners regarding Spring service activities, contingency planning and the evolving needs of the communities in which our students are engaged. **Due to an emphasis on social distancing as a precaution in slowing the spread of COVID-19, in-person service is discouraged at this time.**

3/18/20 Email - Engaged Campus and Coronavirus, from Campus Compact

Good morning, everyone,

These are crazy times, and especially for those of us who are working with community partners. I want to share two things that may be helpful.

1. The [CFDE](#) has created multiple pages to help with moving to remote learning. This will evolve, as we move through the next few weeks. Please share with anyone having to move to remote learning in any form.
2. [Campus compact](#) published a page on Coronavirus and the Engaged Campus, with thoughtful advice and ideas from across the network for how to do this thing we are doing.

Within the CFDE website, I have posted the following general guidelines:

Suggested guidelines for community-engaged learning courses and related events during the university's online operation period due to the spread of COVID-19 (novel coronavirus):

- The health of students, faculty and staff is of paramount importance. During the time that the university has moved courses online, students will not be required or encouraged in any way to physically go to the spaces outside the university to work with community partners. They may

be able to continue to work with the partner remotely, but this is likely to require effort that you will have to weigh against the benefit, both for students and for partners.

- In some cases, projects may be re-imagined so that students can continue to engage virtually with the community partner. The needs of the community and the community partner will change as the situation evolves, and their academic partners (you and your students) will need to be sensitive to the fact that they may well re-prioritize activities and not be able to communicate as often with you and your students.
- To the degree possible, students can reflect on work already accomplished and re-orient their academic engagement with the community work. You may ask them to substitute online projects for in-person engagement, and you may also re-focus parts of your course to substitute different activities for the ones your students would have had to complete with the partners. For example, you may ask them to read and analyze case studies of community-based work similar to the work they have been doing. There may also be tasks supportive of the community partners that can be performed virtually.
- Continue relationships and communication with community partners so that future student engagement can be as robust as possible. We are all in the same situation, and they will be figuring out their needs as we go along.
- This is an extreme case of the need for flexibility in community-campus partnerships, and as such, also provides many opportunities for learning and new knowledge creation. Try to remember key principles of such partnerships to the degree possible: collaboration, reciprocity and mutual benefit, intentional and respectful communication. Keep these in mind as you adjust your expectations with the partners and the students.

Contact for Community Engaged Learning:

Vialla Hartfield-Méndez, Ph.D.

Director of Engaged Learning, CFDE

vhartfi@emory.edu (best way to contact)

404-727-6392 (campus phone: please leave a message which will be returned in a timely fashion)

Thanks, everyone, and be well and safe. Please do not hesitate to reach out.

Vialla

COVID-19 GUIDANCE FOR STUDENT ENGAGEMENT AND LEADERSHIP

Student Engagement and Leadership	
Who Does Guidance Apply To?	<ul style="list-style-type: none"> • RSGA and all RSPH Student Organizations • Scholars in Action • Gates Millennium Scholars • Other Student Groups/Task Forces
Guidance	<p><u>Precautions for Student-Run Events (No School Closure):</u></p> <ul style="list-style-type: none"> ○ Utilization of a check-in system and adequate record-keeping (through Corq, EmoryCard, or Sign-In Excel Sheet) ○ Encourage participants to stay home while sick through messaging ○ Ensure that hand sanitizer and handwashing facilities widely available ○ Use of non-contact greetings <p><u>Procedures for Student-Run Events in the Event of a School Closure:</u> In the event of a school closure, all in-person student activities will be cancelled. Please follow the procedures below for all future events.</p> <p>On-Campus Event Cancellation:</p> <ul style="list-style-type: none"> ○ Inform Joanne Williams at jampost@emory.edu ○ Communicate with any participants, panelists, and guests that have confirmed their attendance to your event(s) regarding cancellation via e-mail. ○ Communicate cancellation of the event to Fulfillment Services. Contact Maurice Haines at Maurice.haines@emory.edu ○ Cancel any catering orders as soon as possible. <p>Off-Campus Event Cancellation:</p> <ul style="list-style-type: none"> ○ Inform Joanne Williams at jampost@emory.edu, Student Involvement Leadership and Transitions (silt@emory.edu), AND Student Governance Services (sgs@emory.edu) via e-mail as soon as possible. ○ Inform the venue, catering company and any other partners involved. Joanne, SILT, and SGS will work with your student organization on negotiating refund procedures with all parties.

Student Engagement and Leadership (Continued)	
Guidance (Continued)	<p>Using Emory Zoom in the Event of a School Closure: As much as possible, we want to continue fostering community at the Rollins School of Public Health. Please consider using Emory Zoom for the following:</p> <ul style="list-style-type: none"> o Executive Board and Legislative Meetings o Virtual General Body Meetings and Events (See this website for how to share screens for Powerpoint Presentations and invite others to attend for more information) <p>Procedures for Hosting a Virtual Event on Emory Zoom: PLEASE READ CAREFULLY</p> <ul style="list-style-type: none"> o All General Body Meetings and Events may not interfere with classes and may take place from: <ul style="list-style-type: none"> o 12:00-1:00PM and after 5:00PM on Monday-Fridays. o Events may take place at any time during Saturday and Sunday. o Please continue to be mindful of religious holidays. o Continue to register your event through the Student Organization Event Registration Form (Note that this is a virtual event). Joanne will approve your event. o Please continue to submit your event through the RSPH Calendar of Events. o Feel free to advertise your event through the Class Facebook Pages, Instagram, and other channels.
	<ul style="list-style-type: none"> o Once cancellation is confirmed with all parties, communicate with any participants, panelists, and guests that have confirmed their attendance to your event(s) regarding cancellation via e-mail.

Virtual Student Engagement/Leadership Advising Appointments During School Closure		
Name	Contact Information	Contact For
Joanne Amposta Williams, MPH, CHES Assistant Director for Student Engagement	E-mail: jampost@emory.edu Phone: 404-683-5404 (Direct – Call/Text) Virtual Office Hours: Monday – Friday from 9:00AM – 5:00PM	<ul style="list-style-type: none"> ○ RSGA and Student Organizations ○ SILT or SGS Support ○ Scholars in Action ○ Student Health & Well-Being ○ Student Support Resources and Emergencies
Shannon Vassell Assistant Director for Community-Engaged Learning & Cultural Humility	E-mail: shannon.vassell@emory.edu Phone: 404-747-2550 Virtual Office Hours: Monday – Friday from 9:00AM – 4:00PM	<ul style="list-style-type: none"> ○ Rollins International Student Association ○ Gates Millennium Scholars ○ Scholars in Action Service Committee ○ RSPH Coverdell Fellowship Program ○ Equity and Inclusion Resources and Concerns

COVID-19 academic continuity considerations for **doctoral students** in RSPH

Maintaining your health: NOTHING is more important than staying healthy. Please adhere to the following:

- Wash your hands frequently
- Stay home if you feel ill
- Contact Student Health Services for phone guidance or if you would like to see a medical provider, 404-727-7551
- Talk to your family members or roommates regarding maintaining healthy practices within your home
- Consult the LGS website for regular updates: <https://gs.emory.edu/about/coronavirus.html>
- Mental health is as important as physical health. Contact Counseling and Psychological Services (CAPS), 404-727-7450, for assistance

Maintaining your research:

- Discuss the following with your advisor(s):
 - Expectations on progress deliverables and modified timelines
 - Questions related to maintaining your research
 - Advisement schedule with advisor and dissertation committee
- Maintain open communication with your advisor regarding challenges you encounter in conducting research remotely

Maintaining your degree progress:

- If COVID-19 illness or response is expected to impact your ability to do any of the following, please speak directly to your DGS to make arrangements:
 - Participate in coursework
 - Travel to collect dissertation-related data
 - Finish any outstanding TA'ships or RA'ships
 - Maintain relationships with one or more of your dissertation committee members
 - Orally present your dissertation proposal or defense

Maintaining work obligations:

- If you are currently working for pay (e.g., TA'ing, non-dissertation research), discuss expectations with your supervisor regarding:
 - Telecommuting
 - Contingency plans should you become ill or unable to work
 - Expectations of you in regards to training or assisting students in your course or lab section with:
 - Remote course and/or lab section access
 - Advising of group projects
 - Assisting guest lecturers
 - Grading

Your PA and DGS are here to help. Should you have any concerns that have not been addressed in COVID-19 related guidance, please contact your PA or DGS.

Section III

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

Mark Conde, Assistant Dean for Information Technology

Tiarra Lewis, Division Director, Human Resources

Carmen Marsit, Associate Dean for Research

Kimberly Maune, Associate Dean for Administration and Finance

Infrastructure-related needs include attention to the needs of staff who support the RSPH missions, the physical facilities, and research infrastructure in preparation for the possibility that there are disruptions in operations. Each of these three areas is addressed below.

A. Staff

Human Resources:

Following CDC Recommendations when ill

Following CDC current recommendations, Emory University advises any faculty or staff member who has a flu-like illness, or has a household member with a flu-like illness, to remain away from work for the duration of the symptoms and for at least 24 hours after the fever is gone. In this situation, faculty and staff should use accrued sick leave, vacation leave, or telecommute, if possible.

Addressing Symptomatic Employees

If a faculty or staff member reports to work and is clearly symptomatic (2 or more symptoms), can the manager ask the symptomatic employee to leave the workplace?

Yes. Managers should discourage attendance when an employee is symptomatic, following CDC guidelines on social distancing. It is completely acceptable for a manager to suggest that a symptomatic employee leave the workplace to avoid exposing others in the workplace. **YOU MAY NOT ASK AN EMPLOYEE IF THEY HAVE THE CORONAVIRUS.** As with any illness, do not share an employee's medical diagnosis. If you have any questions on how to address a symptomatic employee, please reach out to your designated HR Associate.

If you are sick with a flu-like illness, stay home for at least 24 hours after your fever is gone except to get medical care or for other necessities. (Your fever should be gone without the use of fever-reducing medicine.) Keep away from others as much as possible. This is to keep from making others sick.

<https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-business-response.html>

Occupational Injury Management Clearance for Confirmed Cases

If an employee is exposed, or has a confirmed case, does Emory require a clearance assessment from the Office of Occupational Injury Management before the employee can return to the workplace?

Yes. Emory faculty and staff should follow the CDC guidelines for post-exposure and convalescence; at this time, a clearance from Emory's Occupational Injury Management is required in order to return to work.

Telecommuting

Is telecommuting an option for faculty and staff due to illness or under conditions of required remote operations?

Yes. An employee should review this option with their supervisor to work out an agreeable plan.

My child's school is closed and I may not be able to work a full 8 hour day. Do I have the ability to telecommute and have a reduced schedule?

Yes. A schedule should be arranged with your supervisor to ensure proper coverage and availability. A reduced schedule is an option, if a monthly employee (exempt) works for at least four hours on a given day and obtains approval from his/her supervisor, his/her vacation balance will not be charged. This should in no way be interpreted to mean that a monthly employee is only required to work 4 hours per day during this time and without supervisory approval. Examples: • Following supervisory approval, if a monthly employee works for 4 or more hours, then takes the rest of the day off as vacation leave, his or her leave balance will not be charged. • If a monthly employee works 1 or 2 hours and takes the rest of the day as approved vacation leave, the employee's leave balance will be charged 4 hours. • If the employee takes the entire day off as vacation leave, the employee's leave balance will be charged 8 hours. • For part-time employees, proportional leave deductions would apply based on the number of hours the employee is scheduled to work. For employees who work flexible schedules.

Non-exempt staff are only paid for hours worked.

If I have an underlying health condition and not comfortable coming into work can I telecommute?

Yes. An employee should work out arrangements with their supervisor to define an agreeable plan.

What are the communication expectations when I am telecommuting?

You are expected to adjust quickly, learn the tools, and get your work completed as if on-site. Communication is the key to successful telecommuting and you should be reachable via phone and email within 15 minutes or indicate to your supervisor when you might be offline.

If a faculty or staff member needs to stay at home to care for a dependent or household member, will we permit telecommuting?

Yes. An employee should review this option with their supervisor to work out an agreeable plan.

Leave Exhaustion

In the event that if a faculty or staff member has been identified as having the CORONAVIRUS and has exhausted all leave, would Emory advance leave (up to a maximum limit) and then deduct the leave from future accrual?

Given the current outbreak circumstances, Emory will not automatically allow leave to be advanced, but will review requests on an exception basis to determine options to cover the individual's leave. One option to consider is allowing leave donation to the impacted faculty or staff member; Employee Relations can assist if this option is being considered. At RSPH, we will look at various ways to help with any leave hardships.

Compensation

In the event that the University is closed for all but essential personnel, will Emory provide the "lost" work days as paid time off for all faculty/staff?

No. Under the current circumstances, Emory would not provide "lost" workdays as paid time off. We will review at the time of the event to determine if Emory will consider compensating employees for a short period. Employees who can work from home will be encouraged to do so.

Local School Closings

Local schools are closed as of the current date of this document. It is understood that parents/caretakers may be required to remain at home to care for their children, would Emory allow the use of sick leave, annual leave or floating holidays?

Yes.

If a child has been exposed to the virus, would Emory require the parent/caretaker to remain away from work for a period of time?

The parent/caretaker should follow the CDC guidelines and take the appropriate precautions according to the CDC's recommendations.

Link to Emory's Coronavirus website

https://news.emory.edu/stories/2020/01/er_tn_coronavirus/campus.html

Onboarding

What is the process to onboard new faculty and staff under conditions of required remote operations?

Human Resources: Work with your designated HR Associate to complete onboarding. New employee hire data will continue to be collected prior to new employee starting to understand equipment, space, and training needs.

Information Technology: Under conditions of required remote operation Emory equipment may be delay deployment. Information will be collected to understand computing needs at home. Supervisors should reach out to RSPH IT via help@sph.emory.edu or visit <https://myhub.sph.emory.edu>

Supervisor: Supervisor's should communicate with new hires on the status of Emory operations. If new employee is required to start on remote access IT should be contacted to develop an at home equipment assessment. Supervisor's should plan remote training plans.

B. Physical Facilities

Buildings will only be accessible via access card effective March 18, 2020.

Emory University Campus Services Response:

Campus Services has implemented an additional cleaning process. This step utilizes a disinfectant that will be sprayed in common spaces across all campus facilities. The disinfectant will not be applied in private spaces. The process will occur during the overnight shift.

Outside of these hours, Campus Services will continue cleaning and disinfecting efforts in high traffic areas, such as public restrooms in university buildings and residence halls, fraternity and sorority housing, recreation facilities, the Emory Student Center and Woodruff Library. Hand sanitizer stations are also located in high use areas across campus.

Faculty, staff and students are encouraged to continue the practice of cleaning personal areas, such as offices and private rooms. Campus Services is following the recommendations of the CDC and other public health experts and will adjust plans if guidelines change.

Rollins School of Public Health Fulfillment Services Department will work hand in hand with Campus Services to complement the above response by implementing the following protocols:

Disinfect all heavily used and populated spaces – during Spring Break

Fulfillment Services team and a team assigned from Building and Residential Services will work together on Wednesday, March 11 and Thursday, March 12 to disinfect the following areas in Grace Rollins, Claudia Nance Rollins buildings and RSPH offsite locations in Decatur.

- All classrooms: surfaces, chairs, and whiteboard – we are replacing all dry erase markers and erasers

- All conference rooms: surfaces and chairs
- All study areas: surfaces and chairs
- All Café tables and chairs

We will work together to implement a weekly schedule to repeat this process until further notice.

Fulfillment Services Daily Disinfecting Protocols – Effective Monday, March 19, 2020

Setups and Breakdowns: FS Staff will sanitize all surfaces and chairs/before after meetings during daily setups. Staff will wear gloves for setups and breakdowns.

Showers: Building and Residential Services will clean and disinfect the showers located on GCR 1st floor 3 times per week. Spray bottles filled with disinfecting solution will be located in the men and women’s showers. Signage will encourage employees to spray the showers after use.

Hand Sanitizer Dispensers: Install 20 dispensers in convenient locations throughout the RSPH Complex on and off campus.

Sanitation Wipe Dispensers: Install dispensers in the following areas: Classrooms, breakrooms, café, student study areas, Gracement and RSPH off campus locations in Decatur. Purpose – Encourage RSPH Community to wipe down surfaces before and after use.

Prevention/Awareness Signs: Post the following prevention signs (magnet/posters) in RSPH restrooms, kitchens, elevators, café and other public areas by Monday, March 19, 2020:

- Handwashing-How and Where: Five Steps to Wash Your Hands the Right Way,
 - <https://www.cdc.gov/handwashing/when-how-handwashing.html>
- Don’t Spread Germs
 - <https://www.cdc.gov/nonpharmaceutical-interventions/pdf/stay-home-youre-sick-employers-item4.pdf>
 - <https://www.cdc.gov/nonpharmaceutical-interventions/pdf/dont-spread-germs-work-item3.pdf>

Note: There is a national shortage of hand sanitizer and disinfecting product due to COVID-19. FS will restock products as they become available.

C. Internet Access from Home

Eduroam offers users from participating academic institutions secure internet access at any other Eduroam participating location around the world. Visiting students, staff and researchers use their Eduroam 'home' credentials to access Wi-Fi services on participating campuses, they have a quick, easy and secure way to get online without campus IT support. The secure login system means that passwords are kept private at all times and visitors can be allocated to a separate VLAN to keep traffic isolated.

Additional information on eduroam can be found below.

- [FAQs](#)
- [Video Overview](#)
- [How to configure a device for Eduroam?](#)

D. Research Infrastructure

Each research group is best positioned to create a continuity plan that will meet their unique needs. The guidance below is provided to facilitate the development of that plan. The Office of Research Administration has developed a COVID-19 website to provide updated guidance in relation to research operations and sponsored projects:

<http://www.or.emory.edu/COVID/index.html>

For research contingency planning, there are some assumptions being made based on the current situation and potential scenario of widespread communal transmission of COVID-19:

- A significant percentage of your research workforce may be out sick or unable to come to work.
- Essential research infrastructure, such as power and telecommunications, will be maintained.
- The [Offices of Research Administration \(ORA\)](#), which includes Sponsored Program, Technology Transfer, Conflict of Interest, RAS, Business Operations, Research Grants and Contracts, Environmental Health and Safety, IRB, Animal Use (including IACUC and Division of Animal Resources), and Office of Clinical Research will maintain critical functions but will likely experience delays.
- Orders for critical supplies may be delayed.
- Processing of visas by the federal government may be delayed, resulting in delayed appointments.
- Core facilities and other fee-for-service resources may not be available.
- Repairs performed by Facilities and other Emory or non-Emory service providers may be delayed.
- Decontamination of your workspace may be necessary in the event of a local illness.
- The university will communicate any disruptions to building, office, or laboratory access.

For all Researchers -- Steps to take now to ensure continuity of research functions:
Assess and prioritize critical research and laboratory activities
Pinpoint procedures and processes that require regular personnel attention (e.g. participant scheduling, cell culture maintenance, animal studies).
Recognize any research protocols, projects, or experiments that can be ramped down, curtailed, or delayed. <ul style="list-style-type: none"> • If necessary, file appropriate amendments or protocol deviation reports with the IRB and IACUC. The IRB has issued specific guidance around IRB protocols in the time of COVID-19.
Assure that research team members have appropriate access to digital infrastructure remotely so that they can remain productive.
Identify personnel able to safely perform essential activities and assure their preparedness
Document contact information for your critical staff.
Develop a communication plan for when a team member is out and cannot perform a critical function
Confirm that staff have the appropriate training.
Consider documenting critical step-by-step instructions.
Cross-train research staff to fill in for others who may be out sick or unable to come to work.
Coordinate with colleagues who have similar research activities to identify ways to ensure coverage of critical activities.
Review contingency plans and emergency procedures with researchers and staff
Emory Environmental Health and Safety provides resources around various aspects of laboratory safety and emergency procedures.
Develop a plan if a complete shut-down is enacted to (1) preserve research projects and critical reagents, (2) protect sensitive equipment, (3) ensure safety of the unattended laboratory or research space, and (4) preserve data integrity.
Maintain a sufficient inventory of critical supplies that may be impacted by global shipping delays
This could include data collection tools, laboratory supplies, and personal protective equipment needed to carry out research related activities
Consider how collaborators or staff at other sites, including international locations, may be negatively impacted by COVID-19
Develop a contact list of collaborators and staff at other sites in order to coordinate communication
Discuss how operations at other sites are being impacted and be prepared to alter operations to accommodate those changes
Be prepared to discuss changes and make necessary plans to ensure that staff and collaborators working outside of Emory maintain their health and safety
Be thoughtful about travel to conferences and other work-related trips
There is currently no federal guidance relating to charges to awards for non-refundable travel cancellations related to COVID-19. Please continue to follow the University Travel Policy and general cost principles described in Uniform Guidance . Trip cancellation insurance is typically an unallowable charge to sponsored awards. Emory is monitoring federal guidance for changes.
RSPH and the University continue to follow travel guidelines suggested by the CDC, State Department, and International SOS. Emory continues the indefinite suspension of all official and previously authorized travel for students, faculty and staff to China, Iran, Italy and South Korea. Given the dynamic nature of the outbreak, we strongly recommend that all Emory faculty, students, and staff reconsider domestic and international travel, especially for senior members of the community and

individuals at increased risk for severe illness. Research related international travel should be considered thoughtfully.
For travel, including flights and hotels, that was booked and now requires cancellation or rescheduling, the Emory Travel Office and CTM (Emory's approved travel vendor) have verified that full credit will be issued for flights cancelled because of the outbreak. Travellers should log on to CTM's Concur App , and process their cancellation through that app. A credit will be held on your account for the cancellation.
When you are ready to use the credits: <ul style="list-style-type: none"> • Call the CTM agent (877-289-4627) to book the new flights. You will be charged a \$25 agent fee, which is an allowable expense. • Do not book online or call the airlines to use your credit. If you do so, you will be charged the \$200 change fee in addition to any additional booking fees. • Credits are valid for 12 mos.
Maintain communication with grant Program Officers to discuss delays or changes to grant deliverables.
Principal Investigators on any sponsored projects are encouraged to contact Program Officers immediately to let them know of any work plan adjustments.
Prepare a brief explanation of any delays or changes that can guide the discussion and be used in your subsequent progress report. This should outline alternative work completed and plans for accomplishing the original goals.
Prior to initiating discussions with the Program Officer, faculty should contact Kim Maune and/or Carmen Marsit in order to clarify talking points and align the conversation with Emory's Research Administration.

For researchers with laboratory resources or needs	
Check that information on freezers and other critical equipment have updated contact information (e.g., -80C freezers, liquid nitrogen storage dewars, incubators).	Ensure that freezer remote monitoring systems have up-to-date contact information in order to alert the appropriate laboratory personnel to any disruption in operations. Contact Mike Caudle with changes in contact information
Where possible, appropriately power down any equipment that will not be used for extended period.	Ensure that high-risk materials (radioactive, biohazards, chemicals) are secured and arrange for removal of chemical or biological waste prior to staff reductions.
Ensure that your laboratory has an excess inventory of critical laboratory supplies and materials (Personal Protective Equipment, gases, liquid nitrogen, media, etc) in the case of delays in procurement or supply chain.	Preserve critical/irreplaceable samples such as cell lines, mouse lines, or human materials.

Section_IV

Communications Strategy

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

Kelly Jordan, Director of Strategic Content and Communications
Dabney Evans, Research Associate Professor, Global Health
Benjamin Lopman, Professor, Epidemiology
Ashaki Williams, Director of Marketing and Communications

Summary:

Rollins has taken a proactive approach to preparedness planning for the potential impacts of COVID-19 on Rollins' operations, recruitment, staffing, safety, and resource allocation. In an effort toward protecting and informing our community, a Rollins COVID-19 Preparation and Response Team was formed with the purpose of advising the dean and leadership team in developing a scalable action plan based on various working scenarios.

Communication Goals:

- Streamline messaging to ensure accurate and timely information specific to various aspects of Rollins operations are delivered in a timely manner to the entire Rollins community.
- Target and share messages with our core audiences: faculty, staff, alumni, students, and external audiences (prospective students, donors, public health partners).
- Position our faculty as experts on COVID-19 to the news media.

Strategy:

- Utilize RSPH-all listserv, website, social media channels, and digital signage to share updates and pertinent messages.
- Partner with Emory CEPAR, Provost's Office, and Central Communications Unit to ensure communications are on message and reflect the university's overall positioning on specific topics.

Tactics:

- Email
 - Send regular messages with updates to the Rollins community over the RSPH-all listserv. Messaging will be sent once a week at a minimum and will be guided by discussions at Preparation and Response Team meetings. Emails to be prepared by Kelly Jordan in partnership with the Communications Working Group.
- Website

- Develop a web page where these updates—along with other relevant COVID-19 information, [Emory's coronavirus website](#), and contacts—can be cross-posted. Link that page to the homepage of the Rollins website. The newly developed RSPH COVID-19 webpage is [here](#).
- Utilize [MyHub](#) to share Rollins policies and/or updates relevant to our internal audience. Much of what is posted on the externally facing Rollins COVID-19 page may also be cross-posted there. Mark's group is currently working to develop a section of MyHub to support this.
- Social Media
 - Share CDC messages, Emory-wide messages, and Rollins messages that are pertinent to our external audiences (including donors, partners, and prospective students).
 - Retweet/repost reputable reports surrounding COVID-19, journal articles authored by our faculty on the topic, and social media posts by our faculty.
- Digital Signage
 - Use digital signage system to reiterate broad COVID-19 messaging with the internal Rollins community. This might include hygiene tips from the CDC, travel updates, etc.
- Media Relations
 - Coordinate with Emory's Communications and Public Affairs Office to position knowledgeable Rollins faculty and researchers as sources for reputable journalists on news stories related to COVID-19.
 - Potential experts well suited to this may include Allison Chamberlain, Ben Lopman, Bob Bednarczyk, Felipe Lobelo, Karen Levy, and Matt Freeman.

Communication Guidance During COVID-19

COVID-19 Updates Specific to the Rollins and Emory University Communities

Updates surrounding Rollins closures, policies, and processes related to COVID-19 will be shared on various Rollins listservs specific to the audience of the intended message. Messaging that speaks to multiple audiences will be sent via the RSPH-all listserv and posted on the [Rollins COVID-19 webpage](#). This web page will be updated frequently. Please save this link and reference it for the most recent updates from Rollins.

Rollins has a new intranet called [MyHub](#). There is a variety of information stored within this resource and is accessible utilizing your Emory NetID and password. While the information varies according to the audience of the user (faculty, staff, or student), everyone at Rollins now has access to a tab titled, “Remote Work Guidance” created by the IT department at Rollins as a resource for transitioning to remote learning during COVID-19. Within this section of MyHub, you’ll find tutorials, webinars, and how-tos about using such tools as Zoom, Apporto, and Panopto.

In addition, [Emory University maintains a COVID-19 website](#) with information relevant to the entire community. An archive of Rollins emails exists on this website as do media interviews regarding COVID-19 featuring several of our faculty.

What You Can Do to Support Accurate Information Sharing During COVID-19 and Stop the Spread of Fake News

- Refer to reputable sources of information that are tied to science. A few are listed at the bottom of this document in Appendix B.
- Share updates that you know to be accurate with your family, friends, neighbors, and online communities. You likely know more about COVID-19 than many in your circle. Serve as that resource for others and help to promote accurate information so we can do our best to prevent further spread of this pandemic.
- To further that end, engage in conversation with those downplaying COVID-19 and be sure to emphasize the following prevention measures when speaking with family, friends, and acquaintances:
 - Protect yourself and prevent illness by washing your hands frequently for at least 20 seconds with soap and water. If soap and water are not available, use hand sanitizer with at least 60% alcohol.
 - Avoid touching your face, cover your coughs, and stay home when you are sick.
 - Avoid non-essential travel and practice social distancing.
 - Our knowledge about COVID-19 is limited at this point. While symptoms appear mild in most people, we don’t yet know long-term effects of this virus. Pay attention to updates from the WHO and CDC and take special care to follow the recommended precautions. Even if you’re not worried about contracting COVID-19 yourself, do your part to protect at-risk populations (including those with suppressed immune systems and elderly people).

- For those of you active on social media, follow Rollins (@Emorypublichealth) and Emory's social media handles (@Emory University), as well as those of Rollins faculty, public health organizations, and news outlets you determine as reputable. Retweet/repost content from those accounts. Share information and utilize the #COVID19 or #coronavirus hashtags for wider viewing (or others as appropriate to your message). If people have questions you know the answers to, answer them or refer them to a reliable source. Don't respond to trolls or people that are obviously seeking an emotional reaction.
- The CDC and WHO both have several downloadable posters and infographics that simplify prevention tips. You can access those here for sharing with your circles and on social media: <https://www.cdc.gov/coronavirus/2019-ncov/communication/graphics.html>
<https://www.cdc.gov/coronavirus/2019-ncov/communication/factsheets.html>
<https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html>
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

Appendix A: Members of the RSPH COVID-19 Preparation and Response TeamName-Dept (sub working group)

Moose Alperin- EMPH (Faculty)
Kimberly Jacob Arriola-Dean's Office (Faculty)
Bob Bednarczyk-GH (Faculty)
Sarah Blake- HPM (Faculty)
Allison Chamberlain-EPI (Faculty)
Mark Conde-IT (Infrastructure)
Claudia Paez Ellett (Students)
Dabney Evans-GH (Communications)
Matthew Freeman-EH (Faculty)
Prudence Goss-Student Services (Students)*
Paige Harton-EPI (Students)
Vanda Palmer Hudson-Fulfillment Services (Infrastructure)*
Kelly Jordan-Student Services (Communications)*
Delia Lang-Dean's Office (Faculty)*
Max Lau-BIOS (Faculty)
Tiarra Lewis-HR (Infrastructure)*
Ben Lopman-EPI (Communications)
Kim Maune-Dean's Office (Infrastructure)
Carmen Marsit-Dean's Office (Infrastructure)
Katelin Reishus-GLEPI (Students)
Kara Brown Robinson-Student Services (Students)*
Ashaki Williams-Student Services (Communications)
Heather Zesiger-Student Services (Students)

*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: Remote Peer Teaching Support Team as of March 12, 2020

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