

Emergency Academic Planning at St. Olaf College

**A report by the Academic Planning Group of the
Pandemic Task Force**

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Contents

Introduction	1
Executive Summary.....	1
<i>Basic recommendations of the APG:</i>	3
Overview of Pandemic Planning.....	3
<i>Projected public health effects:</i>	3
<i>Pandemic assumptions:</i>	5
<i>Assumptions about conditions before and during pandemic at St. Olaf:</i>	8
Steps to Take BEFORE Possible Pandemic.....	8
<i>Raise community awareness:</i>	8
<i>Faculty plan for policies to govern curriculum:</i>	9
<i>Emergency curriculum:</i>	9
Continuing courses via distance learning	9
New courses in the emergency curriculum.....	10
Other on-line courses	10
<i>Technology needs:</i>	11
<i>Plans for communication at the onset of an emergency:</i>	11
<i>Plan for experiential learning in pandemic and in recovery phase:</i>	11
Steps to Take DURING Possible Pandemic.....	12
<i>Communication:</i>	12
<i>Delivering the emergency curriculum:</i>	12
<i>Steps to take in case the emergency curriculum is not in place:</i>	13
Steps to Take AFTER Possible Pandemic.....	13
<i>Economic challenges for college:</i>	13
<i>Impact on the academic program:</i>	15
<i>Impact on international and off-campus studies:</i>	16
<i>An integrative experience:</i>	16
Summary	16
Appendices	17
A: Request for Proposals	17
B: Advance Policy Suggestions for the EAC	20
C: Letter to Department Chairs and Program Directors	22
D: Inventory Responses	24

Introduction

Near the end of his tenure, President Thomforde charged a Pandemic Task Force (PTF) to make plans that will prepare the college to deal with a pandemic influenza outbreak or other catastrophic emergency. President Anderson agreed with the need for this committee, and work began in earnest in January 2007. The Academic Planning Group (APG) was, in turn, charged by the PTF to concentrate on pandemic planning as it pertains to curricular matters. This report is to inform the college community of the APG's progress and recommendations, and to aid members of the Emergency Academic Committee (EAC) in the event of an emergency.

This report will be delivered to members of the EAC (the Provost and Dean of the College, the College Registrar, and the Chair of the Curriculum Committee) as well as the chair of the PTF, Pat Ceas. Members of the APG hope that the Dean's Council and Curriculum Committee will read this report and keep in communication with the APG about questions, comments, and unresolved matters.

Comment [KG1]: KG: as LAS has pointed out, the EAC does not come into existence until the Pres declares an emergency, so should these positions be named, but the EAC not named in this sentence?

The college is taking proper steps towards planning for an emergency, but there is much still to do. Planning for such an emergency cannot be done once and forgotten; it will need to be continually renewed. Moreover, such planning is not only an essential response to an ominous threat: by focusing on innovative uses of available technologies, by identifying essential elements of the curriculum, and by sharpening our sense of the defining virtues of St. Olaf teaching and learning, such planning has the potential to generate a healthy, creative dialogue about our best practices.

The APG will continue to work on curricular planning as long as the need exists. In particular, the group is anxious to help create an emergency curriculum as described later in the report.

Any questions about this report or the work of the APG can be directed to the convener, Prof. Jill Dietz (dietz@stolaf.edu), or to any other members of the group:

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Mary Cisar, Assis. VP for Academic Affairs and College Registrar
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Executive Summary

The looming threat of pandemic influenza (a worldwide outbreak of a highly contagious, lethal respiratory virus) has led to the development of many plans for pandemic preparedness and response—international, national, state, and local. To meet ethical, legal, and practical obligations, St. Olaf College is preparing for the worst -- a severe, 1918-type pandemic. Clearing campus to the extent possible, addressing the needs of

students, faculty, and staff who must stay, protecting faculty and staff, fulfilling the educational mission of St. Olaf, and securing the campus and its structures -- all of these are the challenging priorities we must prepare for.

The college will attempt to send students home before a pandemic reaches the U.S. and maintain a modified educational program through distance learning. Students and faculty are expected to continue their work in some capacity during an emergency. A variety of distance learning strategies can be employed to enable continued learning within the framework of a focused emergency curriculum.

Before a pandemic hits, community awareness must be raised so that students, faculty, staff, and parents know that a pandemic is a real threat, and that the college has a plan for dealing with it. Since the college plans to maintain its academic program during a catastrophic emergency, the faculty must develop the ability to deliver instruction to students living off campus. Some faculty will teach one or more of their usual courses via distance learning, while others will teach from a specially developed emergency curriculum. Continuation of the academic program will require sustained increased usage of essential campus computing resources. Once the president declares a campus emergency, the EAC will be in charge of curriculum and academic policy.

Once individual staff and faculty members have secured their own health and safety and that of their family members, they will begin implementing plans either to deliver their current courses, to teach one of the special emergency courses, or to work with students on Independent Study or Research projects. The registrar's office will provide instructions as to how students will learn about and register for the various course options. Initial contact with students will be made through the academic advising system. Each instructor will make e-mail contact with students assigned to his/her course with instructions on how the course will continue (or, in the case of one of the special emergency courses, commence). When courses are completed, faculty members will perform evaluations and submit grades as instructed by the registrar's office. If a pandemic should occur before plans for the emergency curriculum are complete, the EAC will provide instructions to faculty members to pursue options currently available.

Two economic factors will affect St. Olaf in the period after a pandemic wanes: recovering from special expenses or lost income associated with the pandemic, and adjusting to changes in the state and national economy. Both are unpredictable. The severity of the pandemic itself cannot be known in advance, nor can society's response to this unprecedented challenge. The immediate economic impact on St. Olaf will depend significantly on whether we are able to maintain an educational program with most of our students at home rather than on campus. Following a pandemic, rather than a return to a near-normal condition after a short disruption, our effort will be to reconstitute ourselves as a learning community, transitioning from distance learning to our campus-based curriculum and international programs in a local and global environment altered by long-term, cumulative, potentially catastrophic economic and social impacts. St. Olaf needs to identify and plan its response to the challenges of assuring the continuity and eventual full recovery of its academic program.

Basic recommendations of the APG:

1. Inform the college community about pandemic planning
2. Require students and faculty to work in some (reduced) capacity during an emergency
3. Develop an emergency curriculum consisting of
 - a. regularly taught courses that can be continued via distance learning
 - b. new, special courses designed explicitly for use during an emergency
 - c. special IR/IS courses associated with the pandemic itself.
4. Be flexible about graduation requirements, the academic calendar, registration issues, *etc.* during and after an emergency
5. Expect faculty to prepare themselves to teach for up to four months using internet resources when social distancing regulations limit access to campus.
6. Provide opportunities for faculty to
 - a. develop their own courses for use during an emergency
 - b. develop new courses for use during an emergency
 - c. become competent in teaching new courses during an emergency
7. Encourage students and faculty to engage (via independent study and research) in a multi-faceted study of a pandemic both during and after an emergency
8. Continually update and revise emergency planning

Overview of Pandemic Planning

Projected public health effects:

The looming threat of pandemic influenza (a worldwide outbreak of a highly contagious, lethal respiratory virus) has led to the development of many plans for pandemic preparedness and response—international, national, state, and local. While health experts warn that influenza pandemics are inevitable, the actual severity of the next pandemic is not known, nor can we know when it will occur. Consistent with Minnesota Department of Health planning, and to position us adequately to protect the lives and health of our constituencies, St. Olaf College is preparing for the worst -- a severe, 1918-type pandemic.

Using the 1918 pandemic as our model, our students, as well as faculty and staff (and their families) between the ages of 15-40 would be in the population group at highest risk of mortality. To protect our constituents, we will have to pursue a social distancing policy: clearing campus in advance of federal or state social distancing requirements and travel restraints. Clearing campus to the extent possible, addressing the needs of students, faculty, and staff who must stay, protecting faculty and staff, fulfilling the educational mission of St. Olaf, and securing the campus and its structures -- these are the multiple demanding priorities we must prepare ourselves for.

Only in retrospect will it be clear that a pandemic had been mild, moderate, or severe. Based on the experience with 2002-03 SARS pandemic, it is likely that the public's response will be disproportionate to the event's clinical severity. In other words, whether

Comment [KG2]: KG: I recommend we delete this italicized paragraph entirely. It is just not true that moderate and severe pandemics are similar in their impacts. SARS could be contained for virus-specific reasons making it unlike the 1918 virus. So if we are claiming to use the 1918 experience as the basis of the predictions used here for a severe pandemic, we should not compromise the message. Indeed, the case fatality rate so far, among the humans that have gotten avian flu is much worse than in 1918.

the pandemic is mild or severe, many of its social and economic effects are likely to be the same. Prudent planning, therefore, suggests that we plan for a severe pandemic even while hoping for something less.

Severe pandemic influenza occurs on a scale that distinguishes it from other public health disasters, both in terms of its nature and size. It is experienced in waves over years, not days, weeks or months, and threatens core infrastructures. Because of its global impact, we cannot expect others to come to our rescue when the pandemic is at its peak, anymore than we are likely to be able to help others.

The last century saw three influenza pandemics—in 1918–19, 1957, and 1968. The moderate pandemics of 1957 and 1968 resembled exaggerated versions of typical, annual influenza epidemics.¹ The pandemic of 1918–19 was dramatically different from the other two because of its significant mortality rate, which triggered massive social and economic change and degradation.² Twice as many people died of influenza than on World War I's battlefields.³ In New York City alone, 21,000 children were left orphaned.⁴ Most notably, in addition to the elderly and babies who are typically vulnerable to influenza, the disease struck those who were hardiest: healthy young adults whose immune systems fatally over-responded.⁵ Normal business operations were crippled. Distribution of essential goods and services were interrupted or completely halted at times.⁶

Several factors can influence whether a pandemic is more or less severe. These factors include:

- How contagious the virus is, which is influenced by the length of time infected persons are contagious, the amount of virus infected persons shed, and the manner by which the virus is transmitted (via droplet or aerosol).
- How lethal the virus is.
- Which age groups are most vulnerable to influenza.
- Whether critical health care, public health and public safety infrastructures are threatened.

Prudence dictates that the college prepare for a severe pandemic. In doing so, we shall also be prepared for the challenges of a moderate pandemic. We should be able to determine, sometime during the first wave of the pandemic, which age groups are at

¹ US Department of Health and Human Services (HHS). *HHS Pandemic Influenza Plan*. November 2005;S5–28. Available at <http://www.hhs.gov/pandemicflu/plan/pdf/HSPandemicInfluenzaPlan.pdf>. Accessed May 22, 2007.

² Kolata G. *Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It*. New York: Farrar, Straus and Giroux; 1999:1–33.

³ Crosby AW. *America's Forgotten Pandemic: The Influenza of 1918*. Cambridge, UK: Cambridge University Press; 1989; Keegan J. *The First World War*. New York: Alfred A. Knopf; 1999. In: Gensheimer KF, Meltzer MI, Postema AS, Strikas RA. Influenza pandemic preparedness. *Emerg Infect Dis* [serial online]. 2003;9(12):1645. Available at <http://www.cdc.gov/ncidod/EID/vol9no12/03-0289.htm>. Accessed May 22, 2007.

⁴ Barry JM. *The Great Influenza: The Epic Story of the Deadliest Plague in History*. New York: Viking; 2004;391.

⁵ Kobasa D, Takada A, Shinya K, et al. Enhanced virulence of influenza A viruses with haemagglutinin of the 1918 pandemic virus. *Nature*. 2004;431:703–707; Osterholm MT. Preparing for the next pandemic. *N Engl J Med*. 2005;352:1839–1842. Available at: <http://content.nejm.org/cgi/reprint/352/18/1839.pdf>. Accessed May 22, 2007.

⁶ Crosby, 70–87.

primary risk of mortality and infer the severity level and infrastructure implications on that basis. But unless we have vacated campus in advance of a local outbreak or prior to the imposition of social distancing and travel restrictions by federal and state authorities, our students, faculty, and staff will be at extreme risk of mortality and serious morbidity due to the flu. The recommendations in this report therefore presuppose a severe pandemic. The following are the severe pandemic assumptions underlying the St. Olaf plan,⁷ based on the best available evidence about influenza and influenza pandemics.

They are not a prediction about what kind of pandemic we will next see, but they are based on the APG’s conclusion of the severity of pandemic the college must be prepared for.

Pandemic assumptions:

- Severity level: severe, based on projections from the “Spanish Flu” pandemic of 1918–19.
- Mechanism of transmission: Influenza viruses are spread from person to person primarily through infected persons’ coughing and sneezing.⁸ It is generally agreed that the influenza virus is transmissible via droplets and can also be aerosolized in a small radius around an infected person (up to six feet). This places caregivers who are in close contact with patients at high risk of contracting influenza (*e.g.*, parents who hold an ill child in their arms and health care professionals performing aspirating procedures such as intubations).⁹ It is unknown whether the influenza virus aerosolizes over greater distances, which would require protective gear to be worn by all caregivers and perhaps even the general public. We can assume, though, that protective gear will be in great demand because of the possibility of aerosolized transmission. We will assume that influenza transmits via droplets and aerosol for several feet around an infected person, with risk of transmission increasing at distances of six feet or less.
- Duration: 2 years with 3 waves (lasting 3-12 weeks each, peaking at week 5) of illness.
- Population impacts
 1. Global: A pandemic virus equivalent in pathogenicity to the virus of 1918 will kill more than 100 million people worldwide.¹⁰
 2. US and MN: Over the two-year course of the pandemic, the number of persons who will become ill, need various health care services, and die from influenza and its complications will be as follows:¹¹

⁷ Adapted from Vawter DE, KG Gervais, JE Garrett, “Allocating Pandemic Influenza Vaccines in Minnesota: Recommendations of the Pandemic Influenza Ethics Work Group,” *Minnesota Center for Health Care Ethics, Vaccine 25* (2007) 6522-6536

⁸ Tellier R. Review of aerosol transmission of influenza A virus. *Emerg Infect Dis.* 2006 Nov;12(11):1657-62. Available at: <http://www.cdc.gov/ncidod/EID/vol12no11/06-0426.htm>. Accessed May 22, 2007.

⁹ Brankston G, Gitterman L, Hirji Z, Lemieux C, Gardam M. Transmission of influenza A in human beings. *Lancet Infect Dis.* 2007 Apr;7(4):257-65.

¹⁰ Osterholm. *N Engl J Med.* 1839–1842.

	US	Minnesota
Total population (2004 estimates)	294,000,000	5,150,000
Illness	90 million (30% of population)	1,544,000 (30% of population)
Outpatient medical care	45 million (50% of those with flu)	772,000 (50% of those with flu)
Hospitalization	9.9 million	172,000
ICU care	1.48 million	25,700
Mechanical ventilation	743,000	12,900
Deaths	1.9 million	32,900
Case-fatality rate	2.1%	2.1%

- Source of the virus: A pandemic can occur when a new influenza virus mutates to become transmissible from human to human. By definition, a pandemic can happen only when a virus strain is new, meaning that humans are not naturally immune to it. Currently, influenza experts the world over are concerned with the possibility that any of several avian influenza (often called bird flu) strains might mutate to become contagious among humans.¹² Avian influenza is not the only potential source for a new human virus.
- Demographic groups at risk: Mortality risk will vary according to age and health status. The youngest are at risk because their immune systems are not yet well developed; the oldest because their immune systems are frail. Similarly, people of all ages whose immune systems are compromised are at risk. Paradoxically, healthy older adolescents and young adults are at risk presumably because their very robust immune systems can fatally over-respond, causing death within days. The group at greatest risk could be pregnant women, whose immune systems are “dampened” so that their bodies will not reject a fetus.

The groups at greatest risk of long-term health consequences are the same as the groups at greatest risk of mortality.

- Illness characteristics:
 1. Approximately 30% of the population will become ill with influenza at some point.¹³
 2. In addition, some persons will become infected but not develop clinically significant symptoms. Asymptomatic or minimally symptomatic individuals can transmit infection and develop immunity to subsequent infection.¹⁴

¹¹ Minnesota Department of Health. *Pandemic Influenza Plan: All-Hazards Response and Recovery Supplement*. Draft. Version 2.5. April 2006;257–258. Available at <http://www.health.state.mn.us/divs/idepc/diseases/flu/pandemic/plan/mdhpanfluplan.pdf>. Accessed May 22, 2007.

¹² Taubenberger JK, Morens DM, Fauci AS. The next influenza pandemic: Can it be predicted? *JAMA* 2007 May;297(18):2025-2027.

¹³ HHS Plan, Part I, pg. 18; MDH Plan, Attachment G, pp. 256-259.

3. Of those who become ill, the vast majority (nearly 98%) recover, after being ill for approximately 2 weeks.¹⁵
 4. Symptoms and complications will vary depending on nature of risk. Those whose immune systems are compromised, frail or undeveloped will be at risk of extended illness and slower recovery or development of complications like pneumonia that ultimately could become fatal. Those whose immune systems are most robust are at risk of a cytokine storm, in which the immune system can over-respond, prompting a 2 – 4 day cycle of illness in which one moves from healthy to ill to oxygen-deprived (lungs fill with fluids and skin turns bluish) to death.¹⁶
- Infrastructure impacts (nature, duration, magnitude of disruptions): A severe pandemic with a W-shaped, rather than U-shaped, age-specific mortality curve will cause significant social and economic disruptions and have the potential to cripple essential infrastructures for water and wastewater, energy, transportation and shipping, communications, food and agriculture, banking and finance, and public safety, fire, and emergency services. The nature, duration, and magnitude of the disruptions distinguish severe pandemic influenza from other public health emergencies.
 - The US gross domestic product will drop 4.5 – 5.5% in a year.¹⁷
 - Supply chains and trade will be disrupted in the face of voluntary and mandated travel restrictions.¹⁸
 - Demand for medical services, drugs, and other products will surge, leading to dramatic shortages.¹⁹
 - Morgue and mortuary services will be overwhelmed.²⁰
 - Breakdowns in public order should be expected.²¹
 - In a severe pandemic, absenteeism attributable to illness, death, the need to care for ill family members, and fear of infection may reach 40% during the peak weeks of a community outbreak, with lower rates of absenteeism during the weeks before and after the peak.²²

¹⁴ HHS Plan, Part I, pp. 18-19.

¹⁵ Ibid.

¹⁶ Osterholm, *N Engl J Med*. 1839-1842.

¹⁷ Trust for America's Health. Pandemic Flu and the Potential for US Economic Recession: A State-by-State Analysis. March 2007. Available at: <http://healthyamericans.org/reports/flurecession/FluRecession.pdf>. Accessed May 22, 2007; Congressional Budget Office. A Potential Influenza Pandemic: An Update on Possible Macroeconomic Effects and Policy Issues. May 22, 2006; revised July 27, 2006. Available at <http://www.cbo.gov/ftpdocs/72xx/doc7214/05-22-Avian%20Flu.pdf>. Accessed May 23, 2007.

¹⁸ Wysocki, A1; Brahmabhatt M. *Avian and Human Pandemic Influenza: Economic and Social Impacts*. The World Bank. November 2005. Available at: <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20715087~pagePK:34370~piPK:42770~theSitePK:4607.00.html>. Accessed May 22, 2007; Garrett L. The next pandemic? *Foreign Aff* [serial online]. 2005;84:3–23. Available at <http://www.foreignaffairs.org/20050701faessay84401-p0/jaurie-garrett/the-next-pandemic.html>. Accessed May 22, 2007.

¹⁹ Wysocki, A1; Arnold, 10.

²⁰ HHS, *Plan*, D-16, F-40 .

²¹ US. The White House. Homeland Security Council. *National Strategy for Pandemic Influenza: Implementation Plan*. Available at http://www.whitehouse.gov/homeland/nspi_implementation.pdf. Accessed May 22, 2007.

²² HHS Plan, Part I, pp. 18-19.

Assumptions about conditions before and during pandemic at St. Olaf:

- Community
 - the St. Olaf workforce may experience a 40% rate of absenteeism, so the college will not be able to safely house, feed, and care for the student population
 - unless the pandemic starts in Northfield, students, faculty, and staff will be sent home before a pandemic reaches the U.S.
 - key staff will be allowed to remain (*e.g.*, IIT, security)
 - only students without other homes or stranded by circumstances will remain on campus (est. 200 students)
 - faculty and staff will continue to be paid, though duties will likely change
 - students and faculty will be expected to continue their work in some capacity during an emergency
- Education
 - the college will maintain its educational program through distance learning rather than on campus
 - the college will preserve the defining features of St. Olaf teaching and learning, living up to our understanding of the excellence of a St. Olaf education
 - students will be able to progress towards the fulfillment of degree requirements at a distance
 - the EAC will make decisions about student and faculty workload
 - it is likely that a full-time student will carry 2 credits
 - it is likely that teaching faculty will teach the equivalent of one course
- Infrastructure
 - electronic communication will remain in service, though less reliably than at present
 - faculty will master alternative, technologically-assisted approaches to course delivery
 - a variety of distance learning strategies will be employed to enable continued learning within the framework of a focused emergency curriculum
 - planning will be an ongoing, continually renewed process

Comment [KG3]: LAS suggests creating a list of assumptions about the St Olaf situation here, parallel to the pandemic assumptions. I have taken a crack at this using the 2 paragraphs below and Lynn's suggestions, but have left the text below as it was.

Comment [KG4]: KG added this. Do others agree this is the place for it? I am having trouble distinguishing in my mind what are assumptions, and what are recommendations.

Comment [KG5]: I suggest that if we use this approach with bullets, that we reorganize it into categories like campus, students, faculty, staff, infrastructure, planning, etc.

Steps to Take BEFORE Possible Pandemic

Raise community awareness:

The PTF and its APG have done important planning work in preparation for an emergency, but more must be done. In particular, community awareness must be raised so that students, faculty, staff, and parents know that a pandemic is a real problem, and that the college has a plan for dealing with it.

The president should send a letter informing the students, staff, and parents about pre-pandemic planning as well as make information available on the St. Olaf homepage. More detailed information should be shared with the faculty on a regular basis. The

president must make it a priority to talk about pandemic planning at every faculty meeting by allowing a few minutes for representatives of the PTF, the APG, or the Curriculum Committee to talk about logistical and curricular issues related to pandemic planning. This proactive approach will help eliminate misinformation and lack of information among our colleagues.

Faculty plan for policies to govern curriculum:

At the May 2007 faculty meeting, the faculty approved a motion (CEPC 06/07-13) to create the EAC that will have authority "to temporarily modify or change the curriculum and degree requirements. This authority may involve adjustments to

- the academic calendar;
- the delivery of instruction;
- graduation requirements;
- grading procedures;
- policies concerning credits."

Members of the EAC should think through some of these important issues before an emergency hits. To aid the EAC, the APG has created a guide to academic policies that could be implemented during an emergency. The guide addresses each of the issues listed above, and can be found in [Appendix B](#). Indeed, much of this report can be seen as a set of recommendations to the EAC.

Emergency curriculum:

Since the college plans to maintain its academic program during a catastrophic emergency, the faculty must develop the ability to deliver instruction to students living off campus. Some faculty will teach one or more of their usual courses via distance learning, while others will teach from a specially developed emergency curriculum.

Continuing courses via distance learning

Those faculty hoping to teach their own courses during an emergency must prepare to do so ahead of time. Things to consider are:

- becoming familiar with a variety of techniques for providing instruction from a distance
 - using Email, Moodle, Wimba, YouTube, Yahoo, Google and social networking means to communicate with students
 - using resources that are available electronically via our own library, Google scholar, Google books, *etc.*
- determining portions of the class syllabus that can be eliminated during an emergency (a course may be considered "complete" during an emergency if 75% or more of the syllabus is covered – see [Appendix B](#) for more on this)
- becoming familiar with copyright and fair usage rules for resources
- having emergency instructions for students ready for distribution
- having redundancy built into class plans (*e.g.* if YouTube goes down, make sure there is another way to communicate with students)

Some faculty already know how to deliver content and provide feedback to students electronically, but others are more in the dark about distance learning techniques. It would be useful to develop faculty capacity in this area.

Knowledgeable faculty, the library staff, CILA, and IIT can work together to provide opportunities for faculty to gain competence in using Moodle, Wimba, posting videos to YouTube, starting a blog on Facebook, finding electronic resources for courses, and using other distance learning techniques.

The National Institute for Technology and Liberal Education ([NITLE](#)) might be approached to provide training for faculty members in technology that would be useful in delivering emergency curriculum. Such training would involve key faculty members from NITLE consortium colleges, who could in turn spread the knowledge on their own campuses.

The registrar is in the process of completing an inventory of the St. Olaf curriculum to determine how many and which courses will be available to students in the event of a pandemic (the raw data is in an accompanying [spreadsheet](#)). Based on information from departments and programs, gathered from an inventory form sent out during the summer of 2007 (see [Appendix C](#) for the registrar's letter), the APG will prepare a list of courses essential to the college's curriculum (that is, courses that are so central as to require a distance learning strategy) and a list of courses that could be taught by multiple faculty via a distance learning format. The APG will also explore the possibility of collaborating with other colleges to deliver courses.

New courses in the emergency curriculum

Some faculty will be unable to teach their own courses during an emergency (e.g. lab courses will be impossible to teach from a distance) so will have to teach a course from the emergency curriculum. The APG envisions that such courses will

- be open to a large number of St. Olaf students
- have limited prerequisites
- carry GE credit
- be deliverable from a distance (to off-campus students from off-campus faculty)
- be taught by a wide variety of faculty, so specialized expertise must not be required in order to teach the course

Before a pandemic hits, it is imperative that several courses are developed for the emergency curriculum, and faculty trained to teach them. A request for proposals was issued in May 2007, and an updated version will go out to the faculty during the 2007-2008 academic year (see [Appendix A](#) for the RFP). The college will maintain its commitment to provide financial support to faculty members willing and able to teach their own courses in an emergency, or develop a course for the emergency curriculum.

Other on-line courses

There are a variety of course materials available on-line, even some that are free (e.g. MIT's [OpenCourseWare](#)). It is possible that some students may elect to enroll in such courses during an emergency. The registrar's office is currently working on a policy to determine when and how to accept transfer credit for on-line courses. The APG recommends that the registrar – especially as a member of the EAC – also think about how the policy might be amended during an emergency.

Technology needs:

In the event of a campus closure due to a pandemic, essential IIT services and systems will need to be maintained with limited/off-site staff. While emergency curriculum courses may be designed to avoid reliance on campus computing resources, continuation of the academic program will require sustained increased usage of essential campus computing resources. The APG recognizes as essential, email, the college webpage, Moodle, SIS, and maintenance of remote access for students, staff and faculty.

The APG recommends that staff from IIT develop a plan to support distance learning during a pandemic. Such a plan will necessarily include:

- Development of an inventory of personnel able to maintain essential computing resources.
- Listing of IIT employee's remote access technology (e.g. home broadband, dialup, etc) and alternate email accounts (gmail, yahoo, etc).
- Development of an inventory of faculty, staff and student needs for remote connectivity.
- Plan for technological support in distance situations when face-to-face or telephone conversations may not be possible. (e.g. updated online documentation, support chat rooms, etc.)
- Consideration of moving some of resources to off-site storage sites

Plans for communication at the onset of an emergency:

As soon as the president of the college declares a campus emergency, the entire college community needs to be informed about what steps to take in the next days and weeks. In terms of curricular matters, the EAC needs to inform the faculty as soon as possible what the academic calendar and regulations will be. While email and the St. Olaf web site can keep the community updated, advisors should contact their advisees to make sure they know what is expected of them, and to determine their academic plans (which courses they intend to take during the emergency). If the internet fails, a phone tree with Associate Deans contacting Chairs, Chairs contacting department members, and department members contacting advisees should work as an alternate plan. Before a pandemic hits, communication plans need to be solidified and made public.

Plan for experiential learning in pandemic and in recovery phase:

Under normal conditions, St. Olaf students have access to myriad opportunities for experiential learning, from study abroad to study-service opportunities, to internships. A pandemic will severely disrupt the college's network of such opportunities; but it will also create new avenues for study-service and internships during a pandemic and the recovery phase. The APG will work with the Office of International and Off-Campus

Studies and with the Center for Experiential Learning to determine the best way to maintain and/or recover such opportunities for students during a pandemic and subsequent recovery period.

Steps to Take DURING Possible Pandemic

Communication:

Once a pandemic has been declared, the EAC will be placed in charge of curriculum and academic policy. In addition to decisions regarding the academic program, it will be their responsibility to initiate and maintain communication on all levels. Students, staff, administrators and faculty members need to be informed that the emergency plan is being put into place and what immediate and long-term steps need to be taken. This communication will take place through more than one mode, *e.g.*, emergency website, email, a phone tree from the EAC through all levels of hierarchy: associate deans, department chairs, AAAs, individual faculty members (advisors), students, etc.

At the point the emergency is declared no one will know how long it will last. If the early cases that created the pandemic emergency are successfully contained, the emergency may be lifted in a few weeks; otherwise the first wave is likely to last for 3-12 weeks. If students are permitted to return to campus relatively soon, curriculum adjustments to be decided by the EAC will be relatively minor. On the other hand, if the campus remains closed, the EAC will need to make more extensive adjustments to the curriculum and degree requirements.

In addition to putting the emergency curriculum into place, communication from the EAC will serve the following purposes: providing the status of the college and its students and faculty, sustaining a sense of community through the crisis, and helping faculty members to solve challenges surrounding the delivery of instruction. Individual faculty members will provide the link to their students, providing reassurance, a sense of community and personal connection, in addition to instructional content.

Delivering the emergency curriculum:

A first priority for individual staff and faculty members will be to take the necessary steps to secure their own health and safety and that of their family members. Next they must be sure they have available the necessary materials and technology to continue teaching. Since many faculty may chose to work off-campus, or access to campus may be limited during certain time periods during a pandemic, this will likely mean faculty will work from home. These steps will be taken during the first few weeks, while planners determine whether the emergency will be long term or not.

Once the EAC gives the go-ahead, faculty members will begin implementing plans either to deliver their current courses, to teach one of the special emergency courses or to work with students on Independent Study or Research projects. The decision as to which route to take will be decided based on discussions that took place prior to the pandemic. The registrar's office will provide instructions as to how students will learn about and register

for the various course options. Initial contact with students will be made through the academic advising system. Each advisor will contact advisees and assist them in making plans for the weeks of the pandemic, registration for emergency courses, planning for independent study or research, etc. Once students are distributed in classes, each instructor will make email contact with students assigned to his/her course with instructions on how the course will continue (or, in the case of one of the special emergency courses, commence). This message will also contain the latest information on status of the college and the pandemic, and instructions for pursuing the course. Throughout the emergency faculty members will make their best efforts to follow the plans for the courses they will teach and provide frequent communication with students in their classes. When courses are completed, faculty members will perform evaluations and submit grades as instructed by the Registrar's office.

In some cases students will not have access to email during the emergency. These students must be identified and contacted by other means, such as telephone or postal mail so that a plan can be created for their continued education. Some of these may end up doing some kind of study-service or internship, under the guidance of the Center for Experiential Learning. Students currently on either domestic or international off-campus programs must also be contacted by the International and Off-Campus Studies office so that they can be assisted with both academic and practical concerns.

Steps to take in case the emergency curriculum is not in place:

If a pandemic should occur before plans for the emergency curriculum are complete, the EAC will provide instructions to faculty members to pursue options currently available: *i.e.*, continuing current courses (as listed in the pre-pandemic inventory by the registrar's office), working with students on independent study or research, supervising internships or other experiential learning opportunities.

Steps to Take AFTER Possible Pandemic

Economic challenges for college:

Two economic factors will affect St. Olaf in the period after a pandemic wanes: recovering from special expenses or lost income associated with the pandemic, and adjusting to changes in the state and national economy. Both are unpredictable. The severity of the pandemic itself cannot be known in advance, nor can society's response to this unprecedented challenge.

Nonetheless, using evidence from previous pandemics and similar disasters (*e.g.*, 9/11), economists have looked at the range of likely possibilities. An analysis by the Congressional Budget Office (CBO)²³ concludes that:

- During the year in which a severe pandemic occurs, the economic effects are likely to be roughly the same size as the average postwar recession, *i.e.*, a decline in GDP

²³ *A Potential Influenza Pandemic: Possible Macroeconomic Effects and Policy Issues*. Congressional Budget Office, December 8, 2005. Available at <http://www.dhhs.state.nh.us/DHHS/CDCS/LIBRARY/Research/avian-cbo-economy.htm>
Update: May 22, 2006; revised July 27, 2006. Available at www.cbo.gov/ftpdocs/72xx/doc7214/05-22-Avian%20Flu.pdf

of 4-5%.

- Following the third wave of a severe pandemic, economic activity would likely recover quickly and return to its previous growth rate within a few years.

Different economic sectors would be affected differently. A severe pandemic would sharply suppress demand for retail, restaurants, and entertainment as people avoid public spaces, while demand for communication, education, and government is likely to change little. Health services, of course, will expand.

The economic effects of a mild pandemic would be much smaller and "might not even be distinguishable from the normal ups and downs of economic activity." However, as noted earlier, prudent planning requires that we assume a severe pandemic.

The most important long-term impact of a severe pandemic is the reduction in the population. If mortality were concentrated among the very young and the very old, a pandemic would have relatively small long-term economic effects. In contrast, if those who were in their prime working years were affected more heavily (as was the case with the 1918 pandemic), then the economic effects would last longer and be more significant.

Interestingly, however, CBO reports that predictions about the size and direction of those effects are ambiguous. Standard economic theory would predict slower GDP growth for many years. However, some empirical analyses of previous pandemics show the reverse. For example, states that were harder hit by the 1918 pandemic experienced faster per capita economic growth during the 1919-1930 period.

If the CBO predictions are on target – and their general conclusions are consistent with studies by other organizations – then post-pandemic St. Olaf would face an economic environment not much different from the occasional deep recessions that have come and gone during the last sixty years. These have been met with belt-tightening that falls well short of draconian measures.

The immediate economic impact on St. Olaf will depend significantly on whether we are able to maintain an educational program with most of our students at home rather than on campus. If we can do this – which is the goal of the APG – then the major budget impact of the pandemic will consist of (a) refunded room and board charges; (b) decline in income from the endowment due to temporary loss of value;²⁴ (c) special charges associated with quarantining the campus and serving sick students who remain; (d) bad debts or delayed receipts from parents unable to make scheduled tuition payments; (e) special arrangements to secure an empty campus; (f) temporary but significant decline in the Annual Fund.

These charges are significant but not unmanageable if the economy recovers as smoothly as the CBO suggests it will. Uninsured losses may require an extraordinary one-time use of endowment funds, but the college endowment is more than sufficient for this purpose.

²⁴ *The Global Economic and Financial Impact of an Avian Flu Pandemic and the Role of the IMF*. Washington, DC: International Monetary Fund, Feb. 28, 2006. Available at www.imf.org/external/pubs/ft/afp/2006/eng/022806.htm

Other post-pandemic changes are possible, but not likely to represent major financial hurdles. A pandemic-created recession may accelerate the College's plan for gradual reduction in the total number of students. For a year or two following the pandemic there may be higher than usual numbers of special academic needs created by students who were unable to take required courses at the normal time or in the normal sequence. On the other hand, government may step in with more generous student loans to accelerate recovery.

In short, academic and economic disruption created by a pandemic should be temporary and fully recoverable within no more than five years after the event.

Impact on the academic program:

There will be major, world-wide recovery challenges following a severe, multi-wave, approximately 2-year pandemic. The demands of recovery from a severe influenza pandemic are significantly different than from a natural or man-made disaster. Rather than a return to a near-normal condition after a short disruption, our effort will be to reconstitute ourselves as a learning community, transitioning from distance learning to our campus-based curriculum and international programs in a local and global environment altered by long-term economic and social impacts. St. Olaf needs to identify and plan its response to the challenges of assuring the continuity and eventual full recovery of its academic program.

The flu may have taken lives among our students, ourselves, and others we depend on to provide our academic program. We may have a smaller student body due to casualties, family needs, or economic stress. We may have many part-time students, students who require on-going distance learning opportunities because they cannot return to campus, and students pursuing a combination of campus-based and distance learning. Many more of our students may need financial assistance, requiring advocacy for emergency government loan programs both during and after the pandemic. Internship programs will be slow to restart, due to recovery needs in other businesses and sectors of the economy. International recovery is expected to lag behind the United States, generating dilemmas for our international programs, and affecting the ratio of our student body on campus.

We may also suffer losses among faculty due to flu-related mortality and morbidity, and family needs. Such losses will impact course offerings, our providing of demands for general education and major courses, and the distribution of course loads while replacements are sought in a highly competitive hiring environment.

Transitioning from a distance learning curriculum during the pandemic will likely require faculty to deliver a combination of campus-based and distance learning opportunities during the recovery period, since a significant number of students may be unable to return to campus or resume full-time study. Indeed, our experience with distance learning may lead to curricular or course modifications. It is impossible to predict whether and how an extended, pandemic-compelled, distance learning experiment will ultimately affect the delivery of our curricular offerings and the pedagogical techniques we use.

If students remain in their communities, not returning to campus in the recovery period because they are involved in pandemic-related recovery activities in their communities, we should consider including an experiential learning component among students' distance learning options. Students could propose an experiential learning credit under the supervision of a suitable faculty member.

We recommend that our curriculum expand to include specific attention to the pandemic itself – both during the pandemic as part of our distance learning offerings and post-pandemic. It will be critical to begin the academic scrutiny of the pandemic from the perspectives of the humanities, the natural and social sciences, history, economics, and the arts.

Impact on international and off-campus studies:

After a global health emergency, we may have difficulties rebuilding some of our off-campus study programs. It is also likely that fewer St. Olaf students will enroll in off-campus study programs. Hence, more students will remain on campus for their studies, putting a burden on campus resources. Particular attention should be paid to general education courses, making sure there are enough FOL, EIN, WRI, *etc.* courses offered so that students can make progress toward graduation.

An integrative experience:

Finally, in addition to the curricular emphasis just described, a more public integrative learning experience for St. Olaf as a community should be developed. Among its purposes would be to process the myriad impacts of, and promote the individual and communal healing necessary after a severe pandemic. We envision a symposium that will include student presentations and a student poster session, in addition to a multi-disciplinary integration of the pandemic experience.

Summary

During the 2006-2007 academic year, the PTF succeeded in identifying a great number of issues the college needs to tackle in order to be prepared for a severe health emergency. Under the leadership of Pat Ceas, individuals and groups began to focus on academic planning, security, student housing, food service, instructional technology, building maintenance issues, and more.

The college community is beginning to understand how serious the threat of avian flu is, but the academic program remains unprepared for an emergency. The APG hopes to continue its work in conjunction with the Dean's Council, the Curriculum Committee, and others in order to help prepare the college for an emergency. In particular, the APG will seek to establish an emergency curriculum, and help guide the faculty in their efforts to learn how to provide distance learning opportunities to their students.

Appendices

A: Request for Proposals

to develop plans for the implementation of courses in an Emergency Curriculum to serve students in the event of an Influenza Pandemic or other emergency circumstance.

Upon recommendation of the Curriculum Committee and the Academic Planning Group of the St. Olaf College Pandemic Task Force, the Dean of the College invites faculty colleagues to apply for grants of up to \$5000 (or \$6000 for small groups of applicants) to develop courses that could be offered under emergency circumstances, such as a major flu pandemic. An outbreak of influenza could entail the near-complete closure of the physical plant of the college, and the return of students to their homes, for periods of several weeks. Careful advance planning is required to insure the college can continue to offer a curriculum consistent with our mission and identity in an emergency. Though proposals of any kind are welcome, three kinds of proposals in particular are suggested:

1. Proposals to develop means for delivering large introductory courses that serve hundreds of students, and many parts of the curriculum, under emergency conditions (e.g., Economics 121, Math 120, Psychology 125, Soc/Anthro 121 and 128, Political Science 111, Religion 121, GE 111, Nursing 110).
2. Plans for new courses that enable students to make progress towards General Education, and other graduation requirements, and that can be offered by many non-specialist faculty.
3. Plans for course modules that can be combined flexibly by students to provide interdisciplinary approaches to “dense facts,” such as:
 - a. Influenza (biochemistry, public health, literature, ethics, history)
 - b. Water (biology, economics, ethics, international politics)
 - c. Our Place in the Cosmos (geometry, physics, philosophy/history of science, theology)
4. Plans for courses that preserve awareness of the college’s historical mission and identity.

Statement of Need and Assumptions Guiding Emergency Curriculum Planning.

The emergency curriculum is to enable students to progress towards fulfillment of degree requirements, and to enable faculty to continue to teach, in the event of a flu pandemic or comparable interruption of the normal circumstances of college life. Broader planning to secure the infrastructure of the college is underway by the Pandemic Task Force. The Task Force, guided by statements from the National Centers for Disease Control (CDC) and the World Health Organization (WHO), has adopted working assumptions about a pandemic. Academic planning for an emergency curriculum should work with similar assumptions:

1. An influenza pandemic will occur. Though the precise time cannot be predicted, flu is a persistent threat and pandemic outbreaks are inevitable.
2. An outbreak will likely occur in multiple waves, each lasting 3-12 weeks.
3. Authorities will likely require the evacuation of public institutions (such as the college); the college will close early in the course of a pandemic to insure students can get home.
4. The time interval between the recognition of an emerging risk and the closing of the campus may be short.
5. Up to 30% of St. Olaf faculty may be too sick to teach at some point during a pandemic.

Additional assumptions about available resources and conditions should also guide planning for the emergency curriculum:

1. The internet will function but may suffer interruptions.
2. The St. Olaf College network will function but may suffer interruptions.
3. US Postal Service and other deliver services may be limited.

These assumptions suggest the importance of developing a curriculum that could continue even if students and faculty were physically distant from each other, and that would not rely exclusively on the particular expertise of individual faculty members, any of whom may be too sick to teach.

Requirements for Courses in the Emergency Curriculum. This Request for Proposals seeks plans for a St. Olaf College curriculum that can serve the college community during a health emergency, when students and faculty are both off-campus, when many members of the college community are ill, and when many other institutions may be functioning sporadically or in limited ways. Therefore proposed plans for the emergency curriculum must meet these minimum requirements:

1. Proposals should be for learning opportunities that serve as large a population of students as possible and that carry some General Education credit to enable students to progress towards degree requirements.
2. Proposals must not be for learning opportunities that are the special province of individual faculty with unique expertise; they should be for learning opportunities that can be delivered by many St. Olaf faculty members.
3. Proposals generally must not assume access to hard-copy books, bookstores, or libraries, but must specify alternate, reliable, and multiple (redundant) means of access to learning materials under emergency circumstances.
4. Proposals must include plans for direct interaction between students and faculty (e.g., through email, chat, IM, Moodle or other courseware, social networks, video-conferencing).

Proposal Template. Proposals should indicate, in fewer than five pages, the general direction of initial planning for what will be fully elaborated course plans that can be implemented by many members of the faculty. The proposal will be an indication of the

general direction of subsequent course planning. The “deliverable” will be the fully elaborated plan. Every proposal should address the following challenges:

1. Plan for course materials and pedagogy that can be delivered in an emergency, including:
 - a. Brief course description (including subject of course and mention of assignments, requirements, methods of feedback and evaluation)
 - b. Strategy for initial implementation at outset of emergency (launching course, communicating with students, providing materials)
2. Plan for access and communication, including:
 - a. Communication infrastructure and alternative plans to meet unexpected failures: Given stated assumptions about the reliability of electronic and other communication resources, How will students and faculty communicate during the course?
 - b. Response to copyright and fair use issues that may be raised by delivering materials electronically
3. Plan to develop faculty capacity to deliver the proposed learning opportunities, including, for examples:
 - a. Lists of faculty already competent to participate
 - b. Plan for workshops or other strategies to develop faculty competencies
 - c. NB. Faculty development will be most needful for the technological tools to deliver instruction at a distance
4. Schedule for completion of course materials and faculty development measures.

Successful proposals will deliver innovative and feasible solutions that enable the educational programs of the college to move forward in the face of foreseeable emergency circumstances.

One third of the grant will be delivered upon acceptance of the proposal. The remainder of the grant will be delivered upon the completion of the course plan. Generally the finished course plan must be delivered within one year following the award of the grant.

Inquiries may be directed to Jill Dietz (dietz@stolaf.edu) or Arnie Ostebee (ostebee@stolaf.edu). Proposals should be delivered to the office of the Provost and Dean of the College. Proposals will be reviewed by the Academic Planning Group of the Pandemic Task Force beginning November 1, 2007. An additional round of review will begin April 1, 2008. Decisions will be announced on a rolling basis.

B: Advance Policy Suggestions for the EAC

Pandemic Assumptions

- Campus will close for 1-3 weeks before a pandemic is confirmed or a false alarm declared.
- During the 1-3 week initial campus closure, the college community will prepare for an ongoing emergency, but there will be no attempt to continue the academic program until a pandemic is confirmed.
- Once a pandemic is confirmed, it is assumed that the vast majority of students and faculty will be off-campus for 3-12 weeks
- During a long-term closure, the compressed interim and summer session schedules are not compatible with the difficulties of distance learning during an emergency. Depending on the length of the emergency, one or more interim and summer sessions will be canceled. The time will be used in other ways, and interim graduation requirements will be adjusted accordingly (see details below).
- If the campus closure continues (rather than begins) as a new term begins, the College will follow the broad parameters of the published academic calendar as closely as possible. For example, courses will not necessarily "meet" on MWF or T/Th, but they will begin and end as scheduled.
- In the event of a long-term emergency, student and faculty workload will be reduced, the academic calendar will be adjusted, and graduation requirements will be reduced (see details below)

Policy Suggestions

- In the event of either a short- or long-term campus closure, a course is considered "complete" if it has met for $\geq 75\%$ of the term.
 - Faculty must assign grades if possible, but can assign S/U credit if they do not have enough information to assign letter grades.
 - Students can elect to receive either S/U credit or a letter grade (if possible) for individual courses
- A course that has met on campus for 50-74% of the term is considered "half-complete." If the course ends at the 50-74% mark – either because the faculty member cannot continue teaching it or because a student chooses to withdraw from the course – then
 - Students can earn .50 credit for the course (if passing), but full GE credit (if applicable)
 - Students will receive S/U credit rather than a letter grade
- During a long-term closure, healthy students and faculty are expected to continue working (though at a reduced load)
 - the "full" load for students is ≥ 2.0 credits (.50 credits earned through half-complete courses count toward this total)
 - all teaching faculty are expected to teach ≥ 1.0 courses either by continuing to teach their own course(s) or by teaching an emergency core course (half-complete courses do not count toward this total)

- If campus closes for the long-term during an academic term that is < 75% complete, some courses will permanently terminate, some courses will temporarily terminate, some courses will continue via distance learning techniques, and the emergency core curriculum will begin.
 - For courses that permanently terminate, students will receive .50 credit only for half-complete courses.
 - For courses that temporarily terminate -- for example, a course such as Bio 125 that is a prerequisite for other courses in the curriculum, but likely cannot be taught from a distance – either an on-campus interim or a summer session will be used to complete the course (at the $\geq 75\%$ mark).
 - Students will receive appropriate credit only for half-complete or complete courses.
 - For courses that continue via distance learning techniques:
 - Faculty must teach at least 75% of the course syllabus
 - Students can choose to stay in the course, or withdraw
 - Students choosing to continue the course will receive the appropriate grade and credit
 - Students choosing to quit the course will earn credit only for half-complete courses
 - For the emergency core curriculum
 - Faculty must teach at least 75% of the course syllabus
 - Students can choose to enroll in core courses, and will receive the appropriate grade and credit
- After a long-term closure, graduation requirements will be reduced as follows
 - Total graduation credits will be reduced from 35 to 33 credits (*for seniors? different number for juniors, etc?*)
 - The interim graduation requirement will be reduced by one if Interim is cancelled
 - GE requirements will not change (because even for half-complete courses, students will receive full GE credit)
 - Departments and programs will be encouraged to be flexible about major and concentration requirements, but no policy will be set.
- After normal operations begin again, students will be allowed to "overload" to 5.0 credits at no extra charge until they graduate. This will compensate the students for paying full tuition for a reduced workload.

C: Letter to Department Chairs and Program Directors

To: Department Chairs and Program Directors
From: Mary Cisar, Registrar, on behalf of the APG, Pandemic Task Force
Date: June 22, 2007
Subject: Inventory of Available Courses in Case of a Pandemic

Over the past year, a task force appointed by President Anderson and chaired by Pat Ceas (the College's Chemical Hygiene Officer) has been working to develop an operating plan for the College in the event of a pandemic. Many experts believe such an occurrence is highly likely; see:

<http://www.pandemicflu.gov/general/index.html>

The APG, chaired by Jill Dietz in 06-07, has been working on aspects of this planning that pertain directly to the academic program. You may recall, from the May 2007 faculty meeting, the vote to approve a policy for implementing emergency academic authority as well as an announcement of opportunities to create new, specially-designed courses in the event of an emergency such as a pandemic.

The APG requests your collaboration in determining the extent to which, in the event of evacuation of campus due to a pandemic or other emergency, the college might be able to maintain the regular academic program at some level by alternate (electronically-enabled) means. Please consider how many and which courses might continue in the event of an emergency as part of general discussions of pandemic planning within academic departments and programs. By September 15, 2007, please send your answers to the questions on the attached form as they pertain to each course in your department/program to Mary Cisar at cisar@stolaf.edu.

Information from IIT to the APG suggests that electronic delivery of courses should be feasible for many if not most students, provided that faculty and students have home computers and that they are suitably configured. Electronic delivery would include, of course, Moodle, but could include other modes of delivery: e-mail, blogs, Facebook, YouTube, and/or other modes.

Maintaining the academic program at some "subsistence level" is important both for the continued academic progress of as many students as possible and for the financial well-being of the college and the faculty. Faculty should understand that in the event of an evacuation of students, the college expects that all faculty will nevertheless teach and students will have the opportunity to be enrolled unless prevented from doing so for health reasons. Departments/ programs will be expected to adapt their own courses or, if this is impossible, faculty will be asked to form part of a team that will offer one of the several specially-designed courses mentioned by Jill Dietz at the May faculty meeting.

Dept/Prog.:	Co #:	Title:	GE Attributes:	Five-Year Total Enrollment, all sections:	1. Does this course currently use Moodle? (Answer Yes or No.)	3. If all students were evacuated from campus, could you offer this course, either via Moodle or via some other electronic means? Choices (indicate A, B, or C): A. Yes, the we could offer the course with modifications to electronic format. B. No, we could not offer the course. C. We might be able to offer the course with more extensive modifications.
To be pre-populated by Registrar's Office.						

D: Inventory Responses

The Registrar asked all departments and programs to complete an inventory of available courses in case of a pandemic (see Appendix C for the Registrar's letter) by September 15, 2007. The raw data can be found in the [spreadsheet](#) accompanying this report. The APG has not had time to analyze the data, but will do so this academic year.