



## COVID-19 RAPID RESPONSE TOOLKIT

The COVID-19 pandemic (WHO, March 11, 2020) has rapidly affected global public health. Institutions of higher education—given their global networks, faculty and student bodies, and extensive worldwide activities—have seen COVID-19 reach their campuses at a heightened pace either directly or indirectly. In this time of rapid change, ACE has compiled a short list of key resources about COVID-19 and its impact on colleges and universities. These resources will continually be updated and available via [the Coronavirus \(COVID-19\) Resources and Guidance group on ACE Engage®](#).

### RESOURCES

[“Guidance for Interruptions of Study Related to Coronavirus \(COVID-19\),” Office of Postsecondary Education \(March 5, 2020\)](#)

The U.S. Department of Education Office Centers for Disease Control and Prevention (CDC) Resources for Institutes of Higher Education issued guidance **easing federal standards for distance education** and providing additional flexibility for adjusting university academic calendars and course schedules. This guidance also allows colleges and universities to continue to provide federal work-study and Pell Grants for students who cannot be on campus.

[“Resources for Institutes of Higher Education,” Centers for Disease Control and Prevention \(CDC\) \(March 8, 2020\)](#)

The CDC has prepared resources for higher education administrators to plan, prepare, and respond to COVID-19. These resources include **travel guidance**, **FAQs**, and a **checklist of planning and response measures**.

#### [Colleges and Universities Closed for COVID-19](#)

This is a crowd-sourced spreadsheet that **aggregates information about U.S. colleges and universities** closing and/or shifting from face-to-face to online instruction due to the coronavirus outbreak.

#### [Remote Teaching Resources for Business Continuity](#)

This is a crowd-sourced spreadsheet that **aggregates resources for responding to disruptions to regular modes of instruction**. Over 200 higher education institutions from around the world have participated and provided copious resources and input within this document.

Visit [www.engage.acenet.edu](http://www.engage.acenet.edu) for more resources on this and other topics.

“Teaching Effectively During Times of Disruption for SIS and PWR,” Jenae Cohn and Beth Seltzer  
(March 6, 2020; last updated March 11, 2020)

This document was written to inform Stanford University faculty about responding to disruptions to teaching caused by COVID-19, but is also applicable more broadly. It considers **questions and problems that instructors are likely to face** when quickly pivoting to online instruction.

“So You Want to Teach Temporarily Online,” Stephanie Moore and Charles B. Hodges, *Inside Higher Ed*  
(March 11, 2020)

This article is a **guide to making an abrupt switch** from face-to-face to online instruction for the short-term, particularly for those new to online instruction. It includes considerations about **basic student and faculty needs, course delivery formats, facilitating communication, and active learning strategies.**

“Coronavirus: Universities Are Shifting Classes Online—but It’s Not as Easy as It Sounds,” Kyungmee Lee, *The Conversation*  
(March 9, 2020)

Since many officials were responding to the outbreak of COVID-19 before it affected the U.S., the experienced members of the international higher education community can provide some insights for U.S. campus leaders. This article highlights **instructional design and student engagement considerations** that have come to light in the international response.

“What ‘Middle’ Administrators Can Do to Help in the Coronavirus Crisis,” David D. Perlmutter, *The Chronicle of Higher Education*  
(March 10, 2020)

Presidents, provosts, and other senior campus leaders are, of course, focusing their attention on institutional responses to COVID-19. Mid-level administrators can also contribute by openly and clearly communicating with their teams. This article offers **practical communication strategies** for dealing with the panic induced by COVID-19.

“Planning for Coronavirus with Fewer Resources,” Madeline St. Amour, *Inside Higher Ed*  
(March 11, 2020)

As more institutions move to online education in the face of COVID-19, questions of equity abound. This article examines how schools with fewer resources such as **regional and community colleges** can continue operations and **adequately support their learners.**

### Instructional Design Emergency Response (ID-ER) Network

The Instructional Design Emergency Response (ID-ER) Network connects institutions and educators to e-learning professionals willing to **help convert face-to-face courses or course components to online offerings** during times of crisis, such as natural disasters and epidemics.