INTRODUCTION

The World Health Organization (WHO) and the Centers for Disease Control (CDC) have warned that there is a high risk of the H5N1 Avian Influenza virus becoming the next human influenza pandemic.

Because most natural and man-made disasters tend to be site-specific, traditional Emergency/disaster Response and Recovery plans focus on damage to property, equipment and machinery with limited loss of personnel. The greatest operational issue in a pandemic-type event will be the effects of absenteeism. The focus of this Avian Influenza Pandemic Response Plan is to prepare the Occidental College campus to respond to a pandemic, potential curtailment of activities and return to normal operations as quickly as possible.

Pandemics are about people and the interruptions in their everyday life. It is expected that a pandemic will have world-wide impact with an unpredictable timeline, comprising multiple events or waves and spreading quickly from one urban area to another. Major disruptions are likely for health care, transportation, infrastructure, education, suppliers and other public services. Higher education will be among the industries most severely impacted because of risks resulting from international travel by students, faculty and staff, and because our campuses are open and accessible to the local community at large.

Once a pandemic virus emerges, it is too late to begin planning or begin collaboration. While no organization will be immune from the effects of a global pandemic, we are presented with the opportunity to plan ahead and develop our response in a caring, compassionate and prudent manner, and continue the delivery of essential services that will allow Occidental to continue its mission of education.

Scope
This plan is written to cover emergencies that involve widespread infectious disease outbreaks, which typically do not affect the facilities, but impact people.

Relationship to Current Plans
This Pandemic Influenza Emergency Operations Plan was developed to guide the response and recovery actions of the entire campus and to work in concert with the Occidental College Emergency Operations Plan and the Occidental College Emergency Response Business Plan.

Objectives
This plan is guided by the following principles:

- To protect and support the health, safety and welfare of our faculty, staff and students, as well as the assets and property of the college;
- Maintain our commitment to fulfilling the college mission to provide education and service as long as possible;
- If any of our operations must be suspended, interrupted or in any way affected, recover from these disruptions as quickly and efficiently as possible;
- Establish a multi-modal method to communicate with the campus and the community;
• Establish benchmarks or “triggers,” in advance of an influenza pandemic, to signal college response or alternative actions;
• To the extent feasible, extend the services or expertise of the campus to our neighbors, in ways that provide mutual aid, recovery, service and benefit to the community.

Testing and Revision
Once emergency operation plans are developed, training and exercising ensures that all faculty, staff and students are aware of the plan, how it is activated and how it is managed.

Training will be scheduled for the Emergency Operations Center team and Disaster Prep. Dept. Contacts. Training sessions on personal preparedness and a review of a summary of the written plan will be made available to all faculty, staff and students.

This Pandemic Response Plan is a dynamic document and will be revised as dictated by circumstances or necessity. In the absence of outbreaks, this plan will be reviewed annually.

RISK ASSESSMENT
An influenza pandemic occurs when a new influenza virus emerges for which people have little or no immunity and for which there is no vaccine. The following assumptions were used in the planning process.

Planning Assumptions
• A pandemic is a public health emergency that takes on significant political, social and economic dimensions, and will be governed by factors that cannot be known in advance.
• An influenza pandemic could last from 18 months to several years with at least two peak waves of activity. In an affected community, a pandemic wave will last about 6 to 8 weeks.
• Vaccinations and antiviral treatment are anticipated to be the most effective medical treatment, but they may be non-existent or in limited supply.
• Non-medical containment measures (i.e.: social isolation) will be the principal means of disease control until vaccinations are available.
• Based on previous pandemics, the clinical attack rate (those persons becoming ill) is likely to reach thirty (30) percent in the overall population.
• Mortality rates could be very high, sixty (60) percent, and potentially greater in certain high risk groups.
• If the pandemic is severe, the economic impact is likely to be significant, though predictions are subject to a high degree of uncertainty.
• Once the pandemic has run its course, economic activity should recover relatively quickly, although a severe pandemic will have a more disruptive effect.
• Operational risks (high absenteeism rates) constitute the greatest challenge to local business operation and the global financial system.

Campus Planning Process
Occidental College adopted the following overall strategy in developing this plan: Under direction from the President’s office, a team made up of representatives from Campus Safety, Emmons Health Center, Environmental Health & Safety and Student Affairs began the initial planning activities. The draft plan was then shared with the Standing Committee on Emergency Preparedness. Members were asked then to
identify their mission, critical functions and personnel, chain of command and internal communication modes.

**Critical and Essential Functions**
While it is impractical to consider a complete “closure” of the College, the nature of a pandemic emergency indicates the very real potential of ceasing social activities (i.e.: classes, public events) for some period of time. For example, during the 1918-19 pandemic, the University of California at Berkley postponed classes and pushed the end of the semester back several weeks because of missing students, faculty and staff due to illness. This plan is based on how to maintain critical and essential functions during a period of excessive absenteeism, while giving consideration to what other functions could be delayed or postponed.

The primary effects of a pandemic are on staffing and student levels. Unlike natural disasters, pandemics do not damage property or equipment; the effects are mainly human resource oriented. Absenteeism may be for a variety of reasons: illness/incapacity; caring for other family members, or school closures.

The following critical functions have been identified for Occidental College:

<table>
<thead>
<tr>
<th>Critical and Essential Functions</th>
<th>Responsible Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety and Security</strong> of the students, faculty staff, visitors and/or the campus facilities.</td>
<td>Occidental College Campus Safety Facilities Management: EH&amp;S Residence Life/Housing</td>
</tr>
<tr>
<td><strong>Facilities</strong> and maintenance of infrastructure, utilities, custodial.</td>
<td>Facilities Management</td>
</tr>
</tbody>
</table>
| **Communications**  
  - Campus, community and media information  
  - Information infrastructure | Communications and Public Relations Information Technology Services |
| **Human Health**, which includes students, staff, faculty and visitors; this also includes essential staff required to stay on campus. | Emmons Health & Counseling Center; EH&S, Human Resources, Residence Life/Housing, Campus Dining, International Programs Office, Campus Safety |
| **Academics and Research** | Dean of the College & VP for Academic Affairs, Registrar |
| **Essential administrative functions**, which include employee leave, benefit and employment questions, establishing a labor pool to maintain critical functions, purchasing, payroll and student financial aid. | Human Resources, Business Office, Financial Aid |

**SPECIAL CONSIDERATIONS**

The pandemic planning identified certain issues that were campus-wide in scope and could not be planned for on individual department levels.

**Academic Instruction**
The Dean of the College/Vice President for Academic Affairs will develop policies and procedures for making emergency decisions, waivers of regulations regarding examinations and required days of
instructions as relevant to an event that would require postponing or canceling classes. Implementation of these policies and procedures will be coordinated with the Faculty Council, as well as with the Registrar’s office. Information as available will be distributed to the campus and posted online.

Critical Research
While work in many research laboratories or studies can be postponed or delayed, there are some critical areas where research must be maintained. During an event that requires activation of the campus Emergency Operations Center, the Dean of the College/Vice President for Academic Affairs will assist the EOC management in prioritizing response to those research areas and facilities. Animals that depend on the Occidental College staff, faculty and students for their care and shelter must be considered in any emergency plan.

Human Resources Issues
The primary effects of a pandemic are on staffing and student levels. Unlike natural disasters, pandemics do not damage property or equipment; the effects are mainly human resource oriented. Absenteeism may be for a variety of reasons: illness/incapacity; caring for other family members, or school closures.

Occidental College has an internal system for tracking and recording employee absences. During a pandemic situation, the system would be used to determine individual and campus absenteeism rates, and provide the basis for decisions made within the campus Emergency Operations Center for implementing social distancing issues (postpone or delay classes and other public activities).

The Dean of the College/Vice President for Academic Affairs, Student Affairs, Human Resources, and the Registrar must strategize independently how to manage and plan for absences among faculty, staff and students and be prepared to coordinate their efforts with the rest of the campus through the Campus Emergency Operations Center. Specific answers to many HR questions depend on identifying critical functions that must be maintained, staffing required to maintain those functions, where those functions can be performed and internal communication procedures.

Travel
A global pandemic will severely limit both domestic and international travel. The World Health Organization (Federal Pandemic Response Plan) anticipates that the public will voluntarily limit personal travel, and that significant portions of business travel will also be curtailed. While it is unlikely that travel restrictions will be imposed on local, state or Federal level, they will certainly be advised and strongly encouraged. It is expected that each vice-president’s division will be aware of students, staff and faculty traveling on College business. In the event the World Health Organization designates pandemic phase 5 status (evidence of significant human-to-human transmission) divisional activities include activating plans for travelers and making decisions about future travel based on the situation. These decisions could include recalling from travel, restricting or limiting current travel and canceling future travel. In all situations, assistance for international students, scholars and researchers and visa management will be part of the campus-wide response.

Public Health/Hygiene Etiquette
As access to vaccines and antiviral drugs during a pandemic will be extremely limited, non-medical interventions may be the only way to delay the spread of the disease. Non-medical interventions would include social distancing (including prohibition of mass gatherings) and infection control measures to avoid spreading the disease.

The following information condenses the best current guidance available. In the event of a pandemic, the Centers for Disease Control and the World Health Organization websites may offer more updated
information. The following are guidelines provided by the CDC in the event of any infectious disease outbreak.

- Avoid close contact with people who are sick.
- Stay home and away from work or errands when you are sick.
- Cover your mouth and nose with a tissue or the sleeve of your clothing when coughing or sneezing.
- Clean your hands often with warm, soapy water.
- Avoid touching your eyes, nose or mouth.
- Persons with respiratory infection symptoms can use a disposable surgical mask (or a NIOSH N95 respirator) to help prevent exposing others.

**Frequently Asked Questions**

It is not expected that this plan will answer all questions from faculty, staff and students about the campus response to a pandemic situation. Further information on pandemic influenza can be found at:

- Department of Health and Human Services
  [www.pandemicflu.gov](http://www.pandemicflu.gov)

- Centers for Disease Control
  [www.cdc.gov/flu/avian](http://www.cdc.gov/flu/avian)

- World Health Organization
  [www.who.int/csr/disease/avian_influenza/](http://www.who.int/csr/disease/avian_influenza/)

**COMMUNICATION**

Communication strategies are an important component in managing any infectious disease outbreak and are essential in the event of a pandemic. Accurate, timely, and consistent information at all levels is critical in order to minimize unwanted and unforeseen social disruption and economic consequences and to maximize the effective outcome of the response.

A campus pandemic planning website was established at [XXX.XXXXX.XXX](http://XXX.XXXXX.XXX) to post pertinent information and plans to assist the campus departments in their planning efforts. The website is updated on a regular basis.

The Occidental College Communications department has developed a communications plan located in Appendix 3 of this plan to outline actions for communicating information and notices to the campus community. That plan defines the methods of distributing information through the normal campus modes of web sites, publications, voice mail, e-mail and regular mail.

**RESPONSE**

The Occidental College Pandemic Influenza Emergency Operations Plan is structured for phased implementation and is modeled after the World Health Organization Influenza Preparedness Plan.

WHO uses a series of six phases of pandemic alert as a system for informing the world of the seriousness of the threat and the need to launch progressively more intense preparedness activities. Each phase of alert coincides with a series of recommended activities to be undertaken by WHO, the international community, governments and industry. Changes from one phase to another are triggered by several
factors, which include the epidemiological behavior of the disease and the characteristics of circulating viruses.

<table>
<thead>
<tr>
<th>Inter-pandemic phase, New virus in animals, no human cases</th>
<th>Low risk of human cases</th>
<th>Phase 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher risk of human cases</td>
<td></td>
<td>Phase 2</td>
</tr>
<tr>
<td>Pandemic alert, New virus causes human cases</td>
<td>No or very limited human-to-human transmission</td>
<td>Phase 3</td>
</tr>
<tr>
<td>Evidence of increased human-to-human transmission</td>
<td></td>
<td>Phase 4</td>
</tr>
<tr>
<td>Evidence of significant human-to-human transmission</td>
<td></td>
<td>Phase 5</td>
</tr>
<tr>
<td>Pandemic</td>
<td>Efficient and sustained human-to-human transmission</td>
<td>Phase 6</td>
</tr>
</tbody>
</table>

The world is presently (March 2007) in phase 3: a new influenza virus subtype is causing disease in humans, but is not yet spreading efficiently and sustainably among humans.

**Activation of Emergency Operation Plans**

In accordance with the Occidental College Emergency Operations Plan, any campus-wide emergency beyond the campus’ ability to manage with day-to-day operations could result in activation of all applicable emergency operations plans and the Emergency Operations Center for centralized coordination of response, relief and recovery efforts. While advice and recommendations will be made to the Deans and Vice Presidents, activation of the Occidental College Influenza Pandemic Emergency Operations Plan will be left to the discretion of the President and/or his or her designee.

**Personnel Assignment/Reassignment**

The Occidental College Human Resources department has provided answers to frequently asked questions related to leave, benefits, payroll and employment. This information is included in the college pandemic website and is attached as Appendix 4. As indicated in this document, specific answers to many HR questions depend on the identification of critical functions that must be maintained, staffing required in maintaining those functions, where those functions can be performed, and internal communication procedures. Human Resources will implement a system to account for and reassign staff to areas needing assistance.

**Occidental College Phases – Action Table**

The following table compares the Occidental College Response Phase to the WHO pandemic alert system and outlines the general actions to be taken during a pandemic event. See Appendix 2 of this document for specific actions and responsibilities.

Most of the activities related to this event will be triggered on the Occidental College campus either by rising absenteeism rates among students, staff and faculty, or through consultation with the local county Public Health Office.
<table>
<thead>
<tr>
<th>Occidental College Phase</th>
<th>Occidental College Actions</th>
</tr>
</thead>
</table>
| **1-Pre-Event Planning** | • Prepare divisional/departmental plans.  
  **Reference: WHO Interpandemic Phase 1 & 2; new virus in animals. No human cases.**  
  • Develop overall campus plan  
  • Special training for key groups including the Disaster Prep. Dept. Contacts  
  • Pre-plan for critical/essential functions  
  • Develop and implement campus-wide Communication Plan |
| **2-Viral Animal Outbreak in North America** | • Alert EOC and Policy Team  
  • Coordinate with local and regional public agencies  
  • Implement appropriate part of Communication Plan  
  • Updated training for Disaster Prep. Dept. Contacts and all employees and students. |
| **3-Confirmed Human-to-Human Outbreak Overseas** | • Policy Team meets daily (in person or virtual)  
  **Reference: WHO Pandemic Alert Phase 4; evidence of increased human-to-human transmission**  
  • EOC personnel on alert  
  • Implement plans for staff/students on travel or international study  
  • Coordinate with local and regional public agencies  
  • Implement appropriate part of Communication Plan |
| **4-Confirmed Human-to-Human Outbreak in North America** | • EOC activated; Policy Team meets daily  
  **Reference: WHO Pandemic Alert Phase 4:**  
  • Monitor daily absenteeism reports of staff/faculty/students  
  • Prepare to activate campus and individual division/departmental response plans  
  • In consultation with Public Health, consider:  
    Implementing social distancing  
    Canceling campus events/activities  
    Activation of labor pool/reassign staff  
    Activate student/staff support plans  
  • Coordinate with local and regional public agencies  
  • Implement appropriate part of Communication Plan |
| **5-Widespread Pandemic Overseas and North America** | • Activate overall campus Emergency Operations Plan  
  **Reference: WHO Pandemic Alert Phase 5 & 6: evidence of significant human-to-human transmission; efficient and sustained human-to-human transmission**  
  • EOC coordinates all campus response activities  
  • Monitor daily absenteeism reports of staff/faculty/students  
  • Coordinate with local and regional public agencies  
  • Consider implementation of social distancing/isolation plans (postpone or delay campus classes and other activities)  
  • Activate student/staff support plans  
  • Activate alternative teaching program  
  • Institute labor pool/reassign staff  
  • Implement appropriate part of Communication Plan |
| **6-Recovery and Subsequent Waves** | • Damage assessment  
  **Reference: WHO Pandemic Alert Phase 6: efficient and sustained**  
  • Resumption of education, research, business activities  
  • EOC moves into Business Recovery mode  
  • Surveillance for subsequent waves of infection |
Implementation of Plan

See matrix based on WHO 6 phase system. Appendix 2 and link to website.

RECOVERY

Recovery begins immediately and continues throughout the response phase of any emergency/disaster. With a pandemic, recovery efforts may be thwarted by an unknown duration of the actual event and the unknown number of faculty, staff and students affected. Planning for recovery before an event occurs will assist available faculty, staff and students to make the transition as seamless as possible.

Business Resumption
Based on information developed by the EOC and ongoing reviews of the international/national/local situation and discussions with each College division, the EOC will recommend a partial, incremental or total return to normal operations. Final decision will be made by the President and/or her designee.

Questions that will have to be considered include:
  • Adjustments necessary to the academic calendar
  • Resumption or rescheduling of research activities
  • Rescheduling special events that were cancelled or postponed

Support for Staff, Faculty, Students
After a pandemic wave is over, it can be expected that many people will be affected in a variety of ways. They may have lost friends and relatives, suffer from fatigue, or have financial losses as a result of the interruption of work. Services available to the staff, faculty and students through campus resources will be communicated through all available means.

Analysis and After Action Reports
Once the business resumption is underway, debriefings will be convened to discuss the response and recovery, changes necessary to current plans, and opportunities for improvement to future disasters. A formal after action report will be developed and distributed to the campus.

APPENDICES:
Appendix 1 - Line of Succession Document
Appendix 2 - Implementation Responsibilities Matrix
Appendix 3 - Communications Plan
Appendix 4 - Human Resources Frequently Asked Questions
Appendix 5 - Personal and Family Preparedness
Should the President be ill or away from the campus and unable to serve in his/her official capacity, the following senior administrators in the order presented will be the Administrator in Charge:

1. President
2. Dean of the College
3. VP for Administration and Finance
4. Dean of Students and VP for Student Life
5. Chief Information Officer
6. VP for Admission and Financial Aid
7. VP for Institutional Advancement
### OCCIDENTAL COLLEGE PANDEMIC FLU EMERGENCY IMPLEMENTATION MATRIX

**INDIVIDUAL OR GROUP**

- **LEVEL 1: Pre-Event Planning**
  - Preparation: Dedicate some time to disaster preparedness. Become familiar with the Emergency Operations Plan.
  - Contact List: Construct a Department Emergency Contact List. It should contain all on and off campus numbers for essential persons in the event of an emergency.
  - Essential Functions List: Prepare a list of job positions that have to be filled, full or part time, to maintain the facilities, business, academic, admissions, administrative, and other functions. Base the list on assumptions of various levels of campus closure due to a pandemic emergency.

- **LEVEL 2: Animal Outbreak Outside or Inside North America**
  - Work with your Disaster Prep. Department Contact. A list of these employees is available through EH&S or Campus Safety. Add more people as necessary.

- **LEVEL 3 - Confirmed Human to Human Outbreak Overseas**
  - Become familiar with the Influenza Pandemic Emergency Response Plan and the Matrix. Discuss issues within your department. Forward questions to Director of Campus Safety or EH&S.

- **LEVEL 4 - Confirmed Human to Human Outbreak in North America**

- **LEVEL 5 - Widespread Pandemic Overseas & in North America**

- **LEVEL 6 - Recovery & Subsequent Waves**

**Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed)**

1. **Plan Writing:** Write a plan to address pandemic flu emergency. Use the Incident Command System (ICS) so the plan adapts to the College Emergency Operations Plan (EOP).
2. **Meetings:** Periodically meet to discuss new information.

**RESPECTIBILITIES AT INCREASING LEVELS OF ACTIVATION - BASED UPON THE WORLD HEALTH ORGANIZATION MATRIX (Draft)**

<table>
<thead>
<tr>
<th>INDIVIDUAL OR GROUP</th>
<th>LEVEL 1: Pre-Event Planning</th>
<th>LEVEL 2: Animal Outbreak Outside or Inside North America</th>
<th>LEVEL 3 - Confirmed Human to Human Outbreak Overseas</th>
<th>LEVEL 4 - Confirmed Human to Human Outbreak in North America</th>
<th>LEVEL 5 - Widespread Pandemic Overseas &amp; in North America</th>
<th>LEVEL 6 - Recovery &amp; Subsequent Waves</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Departments</td>
<td>1. Preparation: Dedicate some time to disaster preparedness. Become familiar with the Emergency Operations Plan.</td>
<td>1. Work with your Disaster Prep. Department Contact. A list of these employees is available through EH&amp;S or Campus Safety. Add more people as necessary.</td>
<td>1. Become familiar with the Influenza Pandemic Emergency Response Plan and the Matrix. Discuss issues within your department. Forward questions to Director of Campus Safety or EH&amp;S.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2. Contact List: Construct a Department Emergency Contact List. It should contain all on and off campus numbers for essential persons in the event of an emergency.</td>
<td>2. Prioritize the Department Emergency Contact List. Get a copy to the Director of Campus Safety. Update the list as necessary to keep it current.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>3. Essential Functions List: Prepare a list of job positions that have to be filled, full or part time, to maintain the facilities, business, academic, admissions, administrative, and other functions. Base the list on assumptions of various levels of campus closure due to a pandemic emergency.</td>
<td>3. Supply a copy of the list to Campus Safety. Update the list as necessary to keep it current.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Team</td>
<td>1. Plan Writing: Write a plan to address pandemic flu emergency. Use the Incident Command System (ICS) so the plan adapts to the College Emergency Operations Plan (EOP).</td>
<td>1. Plan should also include: a line of succession list for key response personnel; a response matrix based upon WHO levels; etc..</td>
<td>1. Continue to modify the plan based upon input from departments, individuals and available outside information.</td>
<td>1. Continue to modify plan based upon best available information.</td>
<td>1. Continue.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Meetings: Periodically meet to discuss new information.</td>
<td>2. Identify the best sources of information: WHO, CDC, etc.</td>
<td>2. Meet to discuss options.</td>
<td>2. Meet to discuss response strategies. Involve others as necessary.</td>
<td>2. Promote social isolation and other personal preparation strategies (PPE N95 masks) to minimize spread.</td>
<td>2. Discuss/implement successful survival and business recovery strategies. Involve others as necessary. Continue infection prevention.</td>
</tr>
</tbody>
</table>

**APPENDIX 2**

**RESPONSIBILITIES AT INCREASING LEVELS OF ACTIVATION - BASED UPON THE WORLD HEALTH ORGANIZATION MATRIX (Draft)**

### Last update: 4/04/08

**INDIVIDUAL OR GROUP**

- **LEVEL 1: Pre-Event Planning**
  - Preparation: Dedicate some time to disaster preparedness. Become familiar with the Emergency Operations Plan.
  - Contact List: Construct a Department Emergency Contact List. It should contain all on and off campus numbers for essential persons in the event of an emergency.
  - Essential Functions List: Prepare a list of job positions that have to be filled, full or part time, to maintain the facilities, business, academic, admissions, administrative, and other functions. Base the list on assumptions of various levels of campus closure due to a pandemic emergency.

- **LEVEL 2: Animal Outbreak Outside or Inside North America**
  - Work with your Disaster Prep. Department Contact. A list of these employees is available through EH&S or Campus Safety. Add more people as necessary.

- **LEVEL 3 - Confirmed Human to Human Outbreak Overseas**
  - Become familiar with the Influenza Pandemic Emergency Response Plan and the Matrix. Discuss issues within your department. Forward questions to Director of Campus Safety or EH&S.

- **LEVEL 4 - Confirmed Human to Human Outbreak in North America**

- **LEVEL 5 - Widespread Pandemic Overseas & in North America**

- **LEVEL 6 - Recovery & Subsequent Waves**

**Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed)**

1. **Plan Writing:** Write a plan to address pandemic flu emergency. Use the Incident Command System (ICS) so the plan adapts to the College Emergency Operations Plan (EOP).
2. **Meetings:** Periodically meet to discuss new information.
**Level 1: Pre-Event Planning**

**Level 2: Animal Outbreak Outside or Inside North America**

**Level 3: Confirmed Human to Human Outbreak Overseas**

**Level 4: Confirmed Human to Human Outbreak in North America**

**Level 5: Widespread Pandemic Overseas & in North America**

**Level 6: Recovery & Subsequent Waves**

### Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed.)

1. **Surveillance System:** Maintain communication with the LA DOH, local hospitals, other colleges & universities, and organizations regarding planning and surveillance. Help Assessment Team write a plan to address a pandemic flu emergency.

2. **Training:** Introduce the state of the pandemic planning process during the annual training sessions of the Disaster Prep. Department Contacts.

3. **Preparedness:** Emphasize personal & family preparedness to the campus. Modify normal disaster preparedness information to include methods to reduce spread of disease.

4. **Protection:** For our response effort develop an Oxy Personal Protective Equipment (PPE), supplies, medication, list(s).

### Director of Emmons Health Center

1. **Surveillance System:** Maintain communication with the LA DOH, local hospitals, other colleges & universities, and organizations regarding planning and surveillance. Help Assessment Team write a plan to address a pandemic flu emergency.

2. **Training:** Conduct additional training sessions with the Disaster Prep. Dept. Contacts to introduce and discuss the pandemic emergency plan. Use feedback from training to update the plan.

3. **Preparedness:** Conduct regular training sessions and drills to improve response time for this an other types of disasters.

4. **Protection:** Work with Communications to disseminate accurate information on impending outbreak.

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**Responsibilities at Increasing Levels of Activation - Based Upon the World Health Organization Matrix (Draft) Last update: 4/04/08**

**Individual or Group Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed.) (Cont’d)**

3. **Training:** Introduce the state of the pandemic planning process during the annual training sessions of the Disaster Prep. Department Contacts.

4. **Preparedness:** Emphasize personal & family preparedness to the campus. Modify normal disaster preparedness information to include methods to reduce spread of disease.

5. **Protection:** For our response effort develop an Oxy Personal Protective Equipment (PPE), supplies, medication, list(s).

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**Responsibilities at Increasing Levels of Activation - Based Upon the World Health Organization Matrix (Draft) Last update: 4/04/08**

**Individual or Group Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed.) (Cont’d)**

3. **Training:** Introduce the state of the pandemic planning process during the annual training sessions of the Disaster Prep. Department Contacts.

4. **Preparedness:** Emphasize personal & family preparedness to the campus. Modify normal disaster preparedness information to include methods to reduce spread of disease.

5. **Protection:** For our response effort develop an Oxy Personal Protective Equipment (PPE), supplies, medication, list(s).

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**Responsibilities at Increasing Levels of Activation - Based Upon the World Health Organization Matrix (Draft) Last update: 4/04/08**

**Individual or Group Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed.) (Cont’d)**

3. **Training:** Introduce the state of the pandemic planning process during the annual training sessions of the Disaster Prep. Department Contacts.

4. **Preparedness:** Emphasize personal & family preparedness to the campus. Modify normal disaster preparedness information to include methods to reduce spread of disease.

5. **Protection:** For our response effort develop an Oxy Personal Protective Equipment (PPE), supplies, medication, list(s).

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**Responsibilities at Increasing Levels of Activation - Based Upon the World Health Organization Matrix (Draft) Last update: 4/04/08**

**Individual or Group Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed.) (Cont’d)**

3. **Training:** Introduce the state of the pandemic planning process during the annual training sessions of the Disaster Prep. Department Contacts.

4. **Preparedness:** Emphasize personal & family preparedness to the campus. Modify normal disaster preparedness information to include methods to reduce spread of disease.

5. **Protection:** For our response effort develop an Oxy Personal Protective Equipment (PPE), supplies, medication, list(s).

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**Responsibilities at Increasing Levels of Activation - Based Upon the World Health Organization Matrix (Draft) Last update: 4/04/08**

**Individual or Group Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed.) (Cont’d)**

3. **Training:** Introduce the state of the pandemic planning process during the annual training sessions of the Disaster Prep. Department Contacts.

4. **Preparedness:** Emphasize personal & family preparedness to the campus. Modify normal disaster preparedness information to include methods to reduce spread of disease.

5. **Protection:** For our response effort develop an Oxy Personal Protective Equipment (PPE), supplies, medication, list(s).

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**Responsibilities at Increasing Levels of Activation - Based Upon the World Health Organization Matrix (Draft) Last update: 4/04/08**

**Individual or Group Assessment Team (Health Center, Campus Safety, EH&S, Facilities, others as needed.) (Cont’d)**

3. **Training:** Introduce the state of the pandemic planning process during the annual training sessions of the Disaster Prep. Department Contacts.

4. **Preparedness:** Emphasize personal & family preparedness to the campus. Modify normal disaster preparedness information to include methods to reduce spread of disease.

5. **Protection:** For our response effort develop an Oxy Personal Protective Equipment (PPE), supplies, medication, list(s).

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<td><strong>Director of Emmons Health Center (Cont’d)</strong></td>
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<td><strong>LEVEL 1: Pre-Event Planning</strong></td>
<td><strong>LEVEL 2: Animal Outbreak Outside or Inside North America</strong></td>
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<td><strong>2. Supplies: Identify a medical supplies list to stock Emmons Health Center.</strong></td>
<td><strong>2. Begin to purchase essential supplies. Work with EH&amp;S to arrange for storing some supplies. (Note: Some supplies are consumable, non-consumable and perishable.)</strong></td>
</tr>
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<td><strong>3. Response Plans: Meet with other departments to learn about what their response plans are.</strong></td>
<td><strong>3. Identify areas of plan-intersections amongst different departments to improve collaborative response.</strong></td>
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<td><strong>4. Prevention &amp; Education: Identify flu prevention educational materials in preparation of delivery to students and staff.</strong></td>
<td><strong>4. Communicate quarterly flu prevention and pandemic flu-awareness messages with students, faculty, staff and administration.</strong></td>
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<td><strong>5. Communications: Develop a communications-plan with the Communications Department developing content-specific pandemic flu messages. Identify different scenarios and prioritize communication roll-out.</strong></td>
<td><strong>5. Collaboratively draft information messages with Communications and share messages with Assessment Team for approval.</strong></td>
</tr>
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<td><strong>6. Medical Care &amp; Infection Control: Develop medical treatment protocols before outbreak: I. Standard Measures to reduce transmission (e.g. hospitalization). II. Exceptional Measures to reduce transmission (e.g. quarantine).</strong></td>
<td><strong>6. Develop a plan to care for students who cannot leave the college when Level 4 outbreak begins. Work with Assessment Team to plan for communication with parents of sick students.</strong></td>
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<td>Campus Safety Director</td>
<td><strong>LEVEL 1: Pre-Event Planning</strong>&lt;br&gt;1. <strong>Plan Writing:</strong> Work with the Assessment Team and take a leading role in writing a pandemic flu plan. Develop a first responder strategy for officers and others to minimize infection &amp; loss of life.</td>
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<td>1. <strong>Implementation:</strong> Implementation of plan.</td>
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<td>2. Training review and additional information dissemination. Work with Health Center to learn to recognize symptoms. Maintain PPE stock. Help implement social distancing and other infection prevention strategies.</td>
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<td>2. Assist in implementing social distancing strategy decisions made by upper administration. Help implement decisions working with Student Affairs, ResLife and other departments &amp; individuals. Work with the community as necessary to share information and infection prevention strategies.</td>
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<td>2. Limit exposure potential by practicing infection prevention strategies. Teach others in the field as necessary. Work within the limitations of employee absenteeism.</td>
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<td><strong>LEVEL 1: Pre-Event Planning</strong>&lt;br&gt;1. <strong>Plan Writing:</strong> Work with the Assessment Team to write a pandemic flu plan. Use the ICS system so the plan adapts to the EOP.</td>
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<td>2. Help implement the plan to all employees and students through training sessions, e-mail, and web sites. Emphasize successful personal &amp; family success strategies.</td>
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<td>2. All campus should be aware of the plan at this point. Work with Communications to make sure there are frequent announcements. Learning is best done before the disaster hits. See if simulation programs are a good investment.</td>
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<td>2. Assist as necessary with response activities. Deal with EH&amp;S issues caused or exacerbated by the pandemic emergency.</td>
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<td>Environmental Health and Safety Manager</td>
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<td><strong>Communications</strong></td>
<td>1. <strong>Planning</strong>: Communication is a key element of the written plan. The messages and means of dissemination are very important. 1. Meet with Assessment Team members to establish communication protocols. Some general information announcements can be prepared and delivered regarding the plan, its availability and purpose. Work with ITS to list all available communication methods. List any others that should be made available to aid in communication, while maintaining social isolation strategies for minimizing infection spread should a pandemic hit the L.A. area. 1. Get the message out to entire Oxy community. Establish regular updated communication. Emphasize personal &amp; family preparedness &amp; how to avoid infection. Work with the Assessment team and others for message content. Discuss the potential for closing down the college. Help raise awareness in the Oxy community of the conditions that might exist during a pandemic isolation period and how important it may become to have access to e-mail, voice mail when away from the college.</td>
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| **ITS** | 1. **Strategize**: ITS will play an important role in communication and business function and recovery strategies. 1. Develop department strategy for hardware, software and help desk support for computer and telecommunications functions. 1. Checklists and line of succession lists for department function should be in the completion stage. 1. Final plan adjustments based upon current information available. 1. Assess and adjust as necessary to meet needs. 1. Play an active role in business recovery and best management strategies for new outbreaks. | |

| **Planning** | 2. **Planning**: Develop a plan for the most effective communication options. 2. Planning for telecommunication options should be progressing toward implementation. Summer of 2007 is a good implementation goal. Work with Communications to discuss currently available options and others that should be readily available to aid in conferencing and dissemination of information. 2. Put in place and test at-home access to computer files. Work out any problems or security issues prior to the next WHO level. Test other types of communication as necessary to have systems in place and ready to go should a pandemic hit the L.A. area. 2. Problem solve any system overload or other issues that arise. 2. Problem solving for employee absenteeism and other issues. 2. Play an active role in business recovery and best management strategies for new outbreaks. | |

<p>| <strong>LEAVE 4 - Confirmed Human to Human Outbreak Overseas</strong> | 1. Alert status. Business decisions will be made by upper Administration (see Policy Group). Dissemination of this information with complete discussion of medical reasons, business &amp; academic consequences, etc. may require a Q &amp; A approach. Social distancing to avoid infection spread will necessitate electronic communication. | 1. Continue regular electronic messages and update as necessary to keep people informed of campus and regional status. Work with Campus Safety to keep Oxy's emergency number message updated. 1. Communicate business recovery strategies. |</p>
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<td>3. Options &amp; Alternatives: Help faculty develop on-line academic approach to teaching. Social distancing to avoid infection spread may necessitate this approach.</td>
<td>3. Options for on-line coursework need to be getting ready for implementation. Hopefully there are several years between planning and actual need.</td>
<td>3. Implementation of on-line coursework. Information given to students for how to access and complete coursework.</td>
<td>3. Continue support.</td>
<td>3. Work with individuals and departments to solve problems, modify plans, and improve the ITS portion of business recovery support.</td>
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<td>Human Resources</td>
<td>1. Planning: HR will play an important role in business function and recovery, employee support and benefits, telecommuting hour tracking issues, etc.</td>
<td>1. Work with other departments and individuals to establish a compensation policy for employees should the college have to send people home to prevent infection spread.</td>
<td>1. Add the policy to the Employee Handbook. Inform employees of any changes reflected in the new plan.</td>
<td>1. Work with other departments and individuals to establish policies.</td>
<td>2. Disseminate the policies to employees.</td>
<td>2. Implement policies.</td>
<td>2. Continue.</td>
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<td>2. Policy Development: Lots of employment issues: job loss, exceeding long term leave limits, disability, sick leave, deaths, psychological trauma, temporary help, cross training for employees who may want to continue to work but who have temporarily lost their regular job, etc.</td>
<td>2. In the planning phase work with individuals and departments to establish policies.</td>
<td>2. Implement policies.</td>
<td>2. Continue.</td>
<td>2. Work with individuals, departments, and outside agencies to solve problems, modify policy and contribute to business recovery. Replace employees as necessary.</td>
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<td>3. Critical Functions Lists: Work with other departments and individuals to establish a critical functions list. These are jobs positions that have to be filled, full or part time, to maintain the facilities, business, academic, admissions, administrative, and other functions. Base the list on assumptions of various levels of campus closure due to a pandemic emergency.</td>
<td>3. Within HR, determine the essential equipment needs, program access, and other business functions necessary to carry on critical functions.</td>
<td>3. Based upon the HR plan, encourage all departments to establish similar lists. Plan and implement cross-training strategies within HR to cover critical functions (payroll, benefits, etc). Encourage other departments to do the same.</td>
<td>3. Implement policies.</td>
<td>2. Continue.</td>
<td>2. Modify plan to incorporate best management practices learned from the first infection wave.</td>
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**Human Resources (Cont'd)**

4. **Decision Trees:** Work with other departments and individuals to establish a decisions tree for college closure based upon limiting the potential spread of infection at all levels of campus operation. This must be proactive based. Discussion and coordination with other local academic institutions and businesses as well as incorporating information available from WHO, CDC and other sources will help develop the defining criteria necessary for these critical decisions.

4. The goal is to be able to make decisions that preserve life and minimize infection risk, especially for high risk individuals, potentially young adults. Implementing a social distancing strategy will mean avoiding meetings or any gatherings where many people are in close proximity. The business, academic and administrative consequences to the college and many individuals will be challenging.

4. Discuss the decision tree with key employees, to test the completeness of planning. Determine if there are any legal issues including minimal prior notice for potential layoffs.

4. Based upon upper administration approval, announce the pending implementation of partial college closure.

4. Continue implementation of decision tree.

4. Modify plan to incorporate best management practices learned from the first infection wave.

5. **Policies:** If an employee requests time off for their own illness or to care for immediate family members, the College's existing policy on Family & Medical Leaves will apply with wages/salary continuation available through the use of sick leave and/or vacation integrated with short-term disability benefits, if applicable.

5. See existing Employee Handbook policy.

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5. **Policy:** If the College has an early release and asks for employees to evacuate, employees will be paid for the balance of the day and if the College closes down following that day, employees will be paid their weekly wages/salary for up to 5 days of work.

5. **Policy:** If the College closes down for more than one week, employees may use their vacation or sick leave accruals to remain on paid status.

5. Continuing with possible modifications based upon circumstances.

**Student Affairs**

1. **Planning Response Actions:** Young adults are a potential target group for higher mortality rates for bird flu (>61% for those who contract it). Planning should include aggressive response actions to protect our students.

1. Work with individuals and departments to establish a decision tree that includes a social distancing strategy to lower infection risk. ID the approx. number of students who will be left on campus if the college shuts down. Develop strategies to care for these residents. Can they be a resource for actions?

1. Discuss the plan with all who will be impacted. Work out problems and details of implementation.

1. Begin implementation strategies once upper administration gives the OK. Continue to modify the best management practices based upon updated information.

1. **Policy:** If the College has an early release and asks for employees to evacuate, employees will be paid for the balance of the day and if the College closes down following that day, employees will be paid their weekly wages/salary for up to 5 days of work.

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**Student Affairs (Cont’d)**

2. **Essential Functions List:** Identify those employees who will be needed on campus. Develop strategies to minimize their exposure to infection.  
   - 2. Personal preparedness practices should be emphasized before the pandemic arrives. These are new habits that have to be formed.  
   - 2. Help with personal preparedness training of residents.  
   - 2. Work with ResLife & Housing Services, Hospitality Services, and other departments & individuals to implement plans to meet the needs and maximize the survivability of those students & employees who are staying on campus.  
   - 2. Help Housing with redistributing the students into most reshalls to promote social distancing. Set up isolation areas as necessary to house infected students.  
   - 2. Continue implementation. Update to modify the plan as best management practices are discovered that help improve survivability.

3. **Travel Assistance:** Develop a plan for helping students get home safely should the Oxy have to close for an extended period of time.  
   - 3. Identify key personnel who will assist in implementing this plan.  
   - 3. Inform students of the potential for college closure and the need to make travel arrangements. Work with Hospitality Services to discuss  
   - 3. Implement the reduction of student resident plan after upper administration gives the OK.  
   - 3. Promote communication with students regarding the conditions on campus. Work with Communications on Q&As regarding completion of academic year and other issues.  
   - 3. Assist in the return of students to campus, with an emphasis on preventing infection from additional outbreaks.  

4. **Student Needs:** Work with Hospitality Services and other departments to develop a plan for meeting the needs of students who are unable to leave campus during a pandemic emergency. Methods of isolation and prevention of spread with the limitations of our campus should be the focus.  
   - 4. Identify key personnel who will assist in implementing this plan.  
   - 4. Inform students of the advantages/disadvantages/risks of not leaving campus with an impending pandemic. Develop a general list of those who will likely stay.  
   - 4. Develop a specific list of those students who will stay. Begin the implementation of the plan to maximize the survival rate of those students remaining on campus.  
   - 4. Work with Hospitality Services & other departments/individuals to implement the plan and meet the survival needs of residents.  
   - 4. Continue implementation. Update to modify the plan as best management practices are discovered that help improve survivability.

**Residence Life & Housing Services**

3. **Travel Assistance:** Develop a plan for helping students get home safely should the Oxy have to close for an extended period of time.  
   - 3. Identify key personnel who will assist in implementing this plan.  
   - 3. Inform students of the potential for college closure and the need to make travel arrangements. Work with Hospitality Services to discuss  
   - 3. Implement the reduction of student resident plan after upper administration gives the OK.  
   - 3. Promote communication with students regarding the conditions on campus. Work with Communications on Q&As regarding completion of academic year and other issues.  
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   - 4. Develop a specific list of those students who will stay. Begin the implementation of the plan to maximize the survival rate of those students remaining on campus.  
   - 4. Work with Hospitality Services & other departments/individuals to implement the plan and meet the survival needs of residents.  
   - 4. Continue implementation. Update to modify the plan as best management practices are discovered that help improve survivability.

**Business Office**

1. **Policy & Planning:** The finances of business function are an important aspect of planning. Employee compensation, tuition, financial aid, etc. will all be impacted by this type of disaster.  
   - 1. Develop a business survival policy to address the predictable financial problems associated with potentially having to close the college for an extended period of time. Work with HR, other departments and individuals to formulate workable solutions.  
   - 1. Through HR and Communications disseminate the policies.  
   - 1. Implement policies.  
   - 1. Continue.  
   - 1. Work with individuals, departments, and outside agencies to solve problems, modify policy and contribute to business recovery.
<table>
<thead>
<tr>
<th>INDIVIDUAL OR GROUP</th>
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</table>
| LEVEL 1: Pre-Event Planning | 1. **Financial Aid:** The finances of business function are an important aspect of planning. For our students, financial aid will potentially be impacted by this type of disaster.  
2. Develop potential scenarios that might occur related to financial aid and the college’s ability to close for an extended period of time. Do the current conditions associated with specific funding programs take into account this type of disaster?  
3. Work with Business Office to identify problems and solutions associated with the impact of this type of disaster. Inform student and parent of issues.  
4. Implement strategies.  
5. Continue.  
6. Help with business recovery. |
| LEVEL 2: Animal Outbreak Outside or Inside North America | 1. **Facilities Management:** Develop plans to address care and maintenance of facility with the potential for loss of employees from illness and reduction in many functions.  
2. Develop a line of succession list for facility care should employees not be able to report for work. Make sure employees are aware of the plan.  
3. Talk with employees about plan implementation. Begin plan implementation based upon upper administration decisions.  
4. Continue.  
5. Work with individuals, departments, and outside agencies to solve problems, modify policy and contribute to business recovery. |
| LEVEL 3 - Confirmed Human to Human Outbreak Overseas | 1. **Facilities Management (Cont'd):**  
2. **Plan Writing & Implementation:** Work with others to complete the written pandemic disaster plan.  
3. Training of employees.  
4. Continue developing plan. Meet with bargaining unit representatives to discuss plans with all employees.  
5. Continue.  
6. Assess strategy. Modify plan to incorporate best management practices learned from the first infection wave. |
| LEVEL 4 - Confirmed Human to Human Outbreak in North America | 1. **Facilities Management:**  
2. **Plan Writing & Implementation:** Work with others to complete the written pandemic disaster plan.  
3. Training of employees.  
4. Continue developing plan. Meet with bargaining unit representatives to discuss plans with all employees.  
5. Continue.  
6. Assess strategy. Modify plan to incorporate best management practices learned from the first infection wave. |
| LEVEL 5 - Widespread Pandemic Overseas & in North America | 1. **Facilities Management:**  
2. **Plan Writing & Implementation:** Work with others to complete the written pandemic disaster plan.  
3. Training of employees.  
4. Continue developing plan. Meet with bargaining unit representatives to discuss plans with all employees.  
5. Continue.  
6. Assess strategy. Modify plan to incorporate best management practices learned from the first infection wave. |
| LEVEL 6 - Recovery & Subsequent Waves | 1. **Financial Aid:**  
2. **Facilities Management:**  
3. **Essential Functions List:** Work with HR to develop a plan for the workforce for maintaining essential functions, alternative work after cross training, or leave during any campus closure associated with a pandemic.  
4. **Facilities Management (Cont'd):**  
5. **Standard Operating Procedures:** Cleaning Services to develop wipe down procedures on common surfaces to minimize virus spread. Identify common surfaces: phones, door knobs, soap dispensers, railings, elevator controls, etc.  
6. **Facilities Management:**  
7. **Plan Writing & Implementation:** Work with others to complete the written pandemic disaster plan.  
8. Training of employees.  
9. Continue developing plan. Meet with bargaining unit representatives to discuss plans with all employees.  
10. Continue.  
11. Assess strategy. Modify plan to incorporate best management practices learned from the first infection wave. |
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</tr>
<tr>
<td>International Programs</td>
<td>1. Planning &amp; Policy: Develop plans of action for students in international programs should a pandemic occur. Lowest risk option based on social distancing may require students returning home prior to completing coursework. Methods for completing work should be included.</td>
<td>1. Incorporate plan into the general information given to participants. Raise awareness for participants regarding the implementation process should the pandemic threat reach a critical level.</td>
</tr>
<tr>
<td>Academic Affairs &amp; Registrar</td>
<td>1. Planning &amp; Policy: Develop plans of action for all faculty and students should a pandemic disaster hit, based upon best management practices. Options include: college closure to promote social distancing, online coursework, virtual labs for the sciences, summer classes or other non-standard class schedule for makeup, etc.</td>
<td>1. Discuss plan within your departments, and with representatives from other departments that would be impacted, if the pandemic disaster plan were implemented. Work out implementation and logistic issues. Finalize the plan.</td>
</tr>
<tr>
<td>Theater and Performing Arts</td>
<td>1. Planning: Develop a plan for pandemic emergency response. Plan should include the canceling of all events for extended periods of time should social isolation strategies be implemented to reduce the chance of infection spread.</td>
<td>1. Continue.</td>
</tr>
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</tr>
<tr>
<td><strong>Hospitality Services, Master Calendar, &amp; Conference Services</strong></td>
<td><strong>1. Planning:</strong> Develop a pandemic disaster plan based upon best management practices from resources like CDC, WHO, industry representatives and others to be able to prepare and distribute meals with minimal chance of spreading infection.</td>
<td><strong>1. Work with food suppliers to make sure infection spreading prevention strategies are developed and in place. Identify any foods if any that might have a high potential risk of infection spread. Develop a plan to eliminate these or have a preparation procedure that minimizes risk.</strong></td>
</tr>
<tr>
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<td><strong>2. Essential Functions:</strong> Work with HR to develop plans for maintaining enough workforce to cover essential functions should workers become ill. Also, develop alternative work or leave without pay strategies during any campus closure associated with a pandemic.</td>
</tr>
<tr>
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<td><strong>3. Policy &amp; Planning:</strong> Master Calendar and Conference Services should develop plans to cancel events should social distancing become necessary. Contracts should be updated to reflect this potential.</td>
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<tr>
<td></td>
<td><strong>Upward Bound</strong></td>
<td><strong>1. Planning:</strong> Develop a plan for alternative methods of communication with participants should social distancing strategies become necessary as part of pandemic disaster response.</td>
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## INDIVIDUAL OR GROUP

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<th>LEVEL 6 - Recovery &amp; Subsequent Waves</th>
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<tr>
<td><strong>Admissions Office</strong></td>
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<tr>
<td>1. Planning &amp; Policy:</td>
<td>1. Maintaining student enrollment numbers could prove to be a challenge. A pandemic like bird flu may target our student population age group, lowering the number of students. Infection risk may become another element in the decision making process of what college a potential or existing student will attend.</td>
<td>1. Continue discussion of admission issues with other departments &amp; individuals to improve the plan.</td>
<td>1. Implement plan.</td>
<td>1. Continue implementation.</td>
<td>2. Modify plan to incorporate best management practices learned from the first infection wave.</td>
</tr>
<tr>
<td>2. Alternative Strategies:</td>
<td>2. Work with ITS and other departments as necessary to develop a plan to continue recruitment by other means than visits, airline travel, and meetings. Hopefully these efforts and the tools developed may aid in current recruitment strategies. Ex: produce a video of a campus tour.</td>
<td>2. Continue discussion and planning.</td>
<td>2. Implement plan.</td>
<td>2. Continue implementation.</td>
<td>2. Modify plan to incorporate best management practices learned from the first infection wave.</td>
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### Policy Group

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<td>1. Succession List:</td>
<td>1. Approve the final plan and succession list.</td>
<td>1. Work with the assessment team and others to help implement the plan.</td>
<td>1. Implement plan.</td>
<td>1. Continue implementation.</td>
<td>1. Modify plan to incorporate best management practices learned from the first infection wave.</td>
</tr>
<tr>
<td>2. Decision Tree:</td>
<td>2. Social distancing may be one of the best strategies to minimize infection spread. This would require sending students home and shutting down many college functions for an extended period of time, possibly more than one time in a year. Discussion of the decision process and criteria needs to occur well in advance of an actual emergency, so the College can be proactive if a pandemic seems imminent.</td>
<td>2. Discuss the decision tree with necessary individuals &amp; departments to improve awareness and to discover potential problems. Rewrite the decision tree as necessary to incorporate the additional input, information and logic. Encourage departments to develop business recovery contingency strategies based upon worst case scenarios of college shut down for an extended period of time.</td>
<td>2. Work with Communications to implement the decision tree.</td>
<td>2. Continue implementation</td>
<td>2. Modify plan to incorporate best management practices learned from the first infection wave.</td>
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<td>Suggestions?</td>
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This is just a start. More departments and individuals need to be listed in the matrix.

Suggestions?
Introduction

Given the scope of the next human influenza pandemic and the uncertainty of the health risks involved, there will be an intense and prolonged demand for accurate, reliable, and timely information about the virus, Occidental’s response to the pandemic, and what the public itself can do to help prevent its spread. This communications plan was created to ensure the College is prepared to disseminate this information to multiple audiences, help educate those audiences about personal and family protection and response strategies, correct rumors and misinformation, and combat the stigmatization of affected populations.

Objectives

- Create a flexible, sustainable communications structure able to respond to the unexpected.
- Maintain multiple systems to ensure reliable delivery of timely, accurate, and appropriate information.
- Ensure coordination between College departments to produce consistent messages to all audiences, messages aligned with those of public health officials.
- Help public health officials educate campus community and parents; provide access to online tools and resources.
- Help set realistic expectations of College’s response to the pandemic.
- Promptly address rumors and false reports to minimize disruption and stigmatization.
- Acknowledge the anxiety and grief that people experience during such major public health events.

Assumptions

- The pandemic will be global, not local. All audiences – students, faculty, and staff; parents, local and outside Southern California; and faculty and students traveling or working elsewhere – will likely all be affected at more or less the same time.
- The pandemic will be prolonged, and may occur in waves over a period of a year or more.
- Students, particularly those living in close quarters, are among the most vulnerable populations.
- Fear will be widespread. Initially, there will be no immune response, and all people will be susceptible to infection.
- Once pandemic begins, there will be an immediate, intense, and sustained demand for information.
The biggest operational challenge will be absenteeism due to illness/concern for family members, imposition of quarantine or other social isolation policies. This places a premium on planning, flexibility and prioritization.

- Communications functions must be able to operate remotely, that is, from employee homes or other off-campus locations.
- We will not always have the answers people seek. A successful communication strategy will acknowledge uncertainty and the lack of definitive information and/or advice.

**Strategies**

- Employ multi-modal forms of communication
- Ensure ability to carry out key functions remotely
- Create a predetermined succession list for key personnel, including chief spokespersons
- Close coordination with all relevant departments to ensure consistency of messaging
- Willingness to acknowledge uncertainty, to say, “I don’t know” when appropriate; avoid all speculation and overly confident assessments
- Quick response to rumors and misinformation

**Planning**

**Levels 1-2, pre-event and viral animal outbreak in North America**

- Together with Emmons, prepare basic informational messages appropriate for each audience – students, parents, faculty, and staff – to be updated during the pandemic. Submit for review and approval, so they are ready to go.
- Develop list of pros/cons/risks of not leaving campus for students, should campus closure become necessary
- Develop a pandemic communications matrix that maps each communications avenue to each audience in each phase of pandemic; submit for review.
- Establish expedited procedures for reviewing and approving messages during the pandemic, when demand for regular information will be unrelenting
- Launch pandemic website with appropriate information, links to CDC and other websites. Emphasize personal preparedness, methods to prevent spread of virus, signs and symptoms of infection; what to expect and not to expect from the public health system and the College.
- Develop clear understanding of information flow from public health officials to Emmons. Develop backup plan if Emmons personnel unable to fulfill this function.
- Who should chief spokesperson be, signer of official messages? Develop backup plan for orderly succession of substitutes, if necessary.
- Develop master file of emergency contact lists and essential function lists for each department. Update annually.
Review all communications technology – website, e-mail, telephone – to ascertain whether each can be used remotely. Ensure that multiple individuals have this capability, should they need to work from home.

Work together with Facilities and Hospitality Services to determine the best means of communicating with campus staff who do not have routine computer access.

Identify different scenarios, including outbreak during school year; outbreak during summer vacation or winter break; outbreak first identified at Oxy; in Southern California; outside Southern California.; campus closure.

Identify specific scenarios where stigmatization might occur; develop plan to help address such problems.

Can HR database be used for new voicemail alert system to apply to employees?

Review communications plan at least annually; share with members of the College Assessment Team

Research how Occidental dealt with the flu pandemic of 1918-1919.

Implementation

Level 3 confirmed human-to-human outbreak overseas

- If outbreak occurs during school year, consult with IPO and Assessment Team regarding necessary audience messages, targeting overseas study students and parents first
- Deploy messages on website, via e-mail; remind everyone that plan is in place; note possibility of future closure of campus; importance of personal preventative measures and of regularly monitoring e-mail and Oxy website for updates.
- Monitor of media for latest information about geographical progress of pandemic, latest public health measures, and so on.
- Distribution of talking points to key offices: Dean of Students, President, Dean of College, Athletics, Emmons, etc., to deal with incoming phone calls.
- Update website and issue e-mail updates as appropriate

Level 4

Confirmed human-to-human outbreak in North America

- After consultation with Assessment Team, update audience messages regarding pending outbreak; post regular updates and announcements on website (including front-page news item)
- If school is in session, send updated messages via e-mail to students, faculty, staff, and parents: what is coming, different scenarios, importance of preparation, measures to be taken to limit exposures, possibility of future campus closure.
- Help schedule town hall meeting for campus community, with follow-ups as appropriate
- Ensure Residence Life staff, ASOC officers, Occidental Weekly are briefed regularly
- If school is not in session, send updated messages via e-mail to students, faculty, staff, and parents: what may be coming, different scenarios (will regular academic
- Distribute talking points to key offices: Dean of Students, President, Dean of College, Athletics, Emmons, etc., to deal with incoming phone calls.
- Monitor media for latest information about geographical progress of pandemic, latest public health measures, and so on.
- Staff a hotline to answer phone inquiries. Post commonly asked questions and answers on the website.
- Set up 9/11-style website to allow alumni to check in with each other, self-report status.
- Double-check all remote messaging capacity to ensure that website, e-mail, and telephone systems can work at employee homes, if necessary.
- Continue to review and modify communications plan based on circumstances, incorporating feedback as received.

Level 5
Widespread pandemic

- Continue to update audience messages, whether regarding social distancing/isolation measures (classes in session) or modification of school calendar (classes not in session), including canceling public events, partial or full campus closure and employee layoffs. Audiences in this case will include the surrounding communities of Eagle Rock and Highland Park, elected officials. Use remote messaging capabilities as needed.
- Help coordinate between offices that need to communicate with specific audiences (Student Affairs with students and parents regarding housing/isolation measures; Dean’s office with students and faculty regarding online coursework; HR with employees regarding payroll, benefit, and other issues; etc.)
- Promptly respond to rumors and inaccurate information to minimize unnecessary concern and stigmatization.
- Continue to review and modify communications plan based on circumstances, incorporating feedback as received.
- Monitor of media for latest information about geographical progress of pandemic, latest public health measures, and so on.
- Continue to distribute talking points to key offices: Dean of Students, President, Dean of College, Athletics, Emmons, etc., to deal with incoming phone calls.

Level 6
Recovery and subsequent waves

- Continue to update audience messages: caution that additional waves of illness could be forthcoming
- Continue to review and modify communications plan based on circumstances, incorporating feedback as received.
- Work with offices on specific audience messages – parents, faculty and students regarding the resumption of classes, employees regarding the reopening of campus, admission regarding resumption of regular recruiting, and so on.
- Monitoring of media for latest information about geographical progress of pandemic, latest public health measures, and so on.
How do I turn in my time sheet?
Time sheets should be completed and turned in as customary. In the event that access to the Coons Building is restricted, there will be an electronic message sent out with further instructions.

How will I get paid?
We will maintain our normal pay schedule for both exempt and non-exempt personnel. To avoid the chances of a delay, it is highly advisable to have direct deposit established.

Can I use my sick days if a family member becomes ill?
Yes. You may use up to 10 days of your sick time for family illness. Depending on the length of your absence to care for family member you may be eligible for Family Medical Leave (FMLA).

Can I use my health insurance for this?
Absolutely. Should you become ill we encourage you to contact your treating physician immediately.

If I can’t make it to work, will I lose my job?
Due to the residential nature of our campus, there are essential functions that must be taken care of which require staffing. However, we do know that personal/family matters may also arise. It is essential to contact your supervisor on days that you are scheduled to work but can not. Established call in procedures will be enforced.

If we hear there’s a problem on campus, should we stay home?
It is imperative to contact your supervisor before you make the decision to stay home due to a perceived campus problem.

What if I’m asked to leave early or to not come to work at all, will I get paid?
If you are asked to leave early by your supervisor/manager/HR you will be paid for the remainder of your schedule. If you are told not to come to work, you may be paid up to 24 hours (PTO) due to the emergency. Anytime beyond that will be based on existing Leave policies.
If I’m asked to work beyond my normal schedule, do I get paid for it?
California Wage and Hour laws will be adhered to. Overtime will be paid based on existing laws and practices.

What if I do not have any accrued vacation/sick time, will I still get paid?
As stated earlier, if the College deems it necessary to require personnel to stay home you may receive up to 24 hours of paid time off. Medical Leave policies may apply, contact HR for further information.

Who will tell me when to come back to work and how?
The reporting structure is expected to remain the same. The College will use every communication tool available, such as: telephone messages, email, text messages or website updates.

Can I use my vacation time if I’m sick?
You may use your accrued vacation time if you have exhausted your sick leave.

Can I work from home?
There are some duties and responsibilities that can be done remotely, should the need arise. It is best to discuss this directly with your manager during the planning stages.
Pandemic Flu Planning Checklist for Individuals and Families

You can prepare for an influenza pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of an influenza pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a flu pandemic.

1. To plan for a pandemic:
   - Store a two week supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
   - Periodically check your regular prescription drugs to ensure a continuous supply in your home.
   - Have any nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
   - Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
   - Volunteer with local groups to prepare and assist with emergency response.
   - Get involved in your community as it works to prepare for an influenza pandemic.

2. To limit the spread of germs and prevent infection:
   - Teach your children to wash hands frequently with soap and water, and model the correct behavior.
   - Teach your children to cover coughs and sneezes with tissues, and be sure to model that behavior.
   - Teach your children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.

3. Items to have on hand for an extended stay at home:

<table>
<thead>
<tr>
<th>Examples of food and non-perishables</th>
<th>Examples of medical, health, and emergency supplies</th>
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<tr>
<td>Ready-to-eat canned meats, fish, fruits, vegetables, beans, and soups</td>
<td>Prescribed medical supplies such as glucose and blood-pressure</td>
</tr>
</tbody>
</table>
monitoring equipment

- Protein or fruit bars
- Dry cereal or granola
- Peanut butter or nuts
- Dried fruit
- Crackers
- Canned juices
- Bottled water
- Canned or jarred baby food and formula
- Pet food
- Other non-perishable items

- Soap and water, or alcohol-based (60-95%) hand wash
- Medicines for fever, such as acetaminophen or ibuprofen
- Thermometer
- Anti-diarrheal medication
- Vitamins
- Fluids with electrolytes
- Cleansing agent/soap
- Flashlight
- Batteries
- Portable radio
- Manual can opener
- Garbage bags
- Tissues, toilet paper, disposable diapers

B. Control of Pandemic Flu Virus on Environmental Surfaces in Homes and Public Places

This fact sheet explains how cleaning and disinfecting surfaces in homes and public places (like schools) can help to prevent the spread of pandemic influenza (flu). This fact sheet will be updated as needed.
How Flu Viruses Spread

- A flu pandemic is an outbreak of illness caused by a new flu virus that spreads around the world. Because the virus is new to people, nearly everyone will be at risk of getting it.
- The main way that illnesses like colds and flu are spread is from person to person by coughs and sneezes. This can happen when droplets from a cough or sneeze of an infected person move through the air and make contact with the mouth or nose of people nearby.
- Droplets from an infected person can also make contact with environmental surfaces (like the tops of tables). The virus can then be spread from those surfaces if a person touches the droplets and then touches his or her own eyes, mouth, or nose before washing his or her hands.
- The virus also can be spread when an infected person coughs or sneezes into his or her hands and then touches a surface (like a phone, remote control, or toy) before washing his or her hands. Another person could become sick if he or she touches that surface and then touches his or her own eyes, mouth, or nose before washing. Flu viruses and other germs can live 2 hours or longer on hard environmental surfaces like tables, doorknobs, and desks. Surfaces are likely to be touched much more often than they can be cleaned and disinfected. Thus, it is important to wash your hands often, keep your hands away from your face, and keep such surfaces clean to help prevent the spread of germs.

How to Stop the Spread of Pandemic Flu Virus from Environmental Surfaces

**Use good hygiene practices**

- Cover your mouth and nose with a tissue when you cough or sneeze; put the used tissue in a waste basket and clean your hands.
- Cover your mouth and nose with your upper sleeve (not your hands) if you do not have a tissue and need to cough or sneeze.
- Clean your hands as soon as possible after coughing, sneezing, or blowing your nose.
- Use soap and water and wash your hands for 15 - 20 seconds; or
- Use alcohol-based hand wipes or alcohol-based (60-95% alcohol) gel hand sanitizers; rub these on the hands until the liquid or gel dries.
- Clean your hands often when you or others are sick, especially if you touch your mouth, nose, and eyes.
- Always clean your hands before eating.
- Carry alcohol-based hand wipes or alcohol-based (60-95% alcohol) hand-sanitizing gels with you to clean your hands when you are out in public.
- Teach your children to use these hygiene practices because germs are often spread at school.

**Clean and disinfect hard surfaces and items in homes and schools**

- Follow label instructions carefully when using disinfectants and cleaners.
- Pay attention to any hazard warnings and instructions on the labels for using personal protective items (such as household gloves).
• Do not mix disinfectants and cleaners unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can be harmful, resulting in serious injury or death.

*Keep hard surfaces like kitchen countertops, table tops, desktops, and bathroom surfaces clean and disinfected.*

• Clean the surface with a commercial product that is both a detergent (cleans) and a disinfectant (kills germs). These products can be used when surfaces are not visibly dirty.
• Another way to do this is to wash the surface with a general household cleaner (soap or detergent), rinse with water, and follow with a disinfectant. This method should be used for visibly dirty surfaces.
• Use disinfectants on surfaces that are touched often. Clean the surface as explained above before using disinfectants.

• If disinfectants are not available, use a chlorine bleach solution made by adding 1 tablespoon of bleach to a quart (4 cups) of water; use a cloth to apply this to surfaces and let stand for 3 – 5 minutes before rinsing with clean water. (For a larger supply of disinfectant, add ¼ cup of bleach to a gallon [16 cups] of water.)
• Wear gloves to protect your hands when working with strong bleach solutions.

*Keep surfaces touched by more than one person clean and disinfected. Examples of these surfaces include doorknobs, refrigerator door handles, and microwaves.*

• Clean with a combination detergent and disinfectant product. Or use a cleaner first, rinse the surface thoroughly, and then follow with a disinfectant.
• Use sanitizer cloths to wipe electronic items that are touched often, such as phones, computers, remote controls, and hand-held games.
• Use sanitizer cloths to wipe car door handles, the steering wheel, and the gear shift.

*Use recommended laundry practices*

• Gently gather soiled clothing, bedding, and linens without creating a lot of motion or fluffing; for example, do not shake sheets when removing them from the bed.
• Clean your hands after handling soiled laundry items.
• Use washing machine cycles, detergents, and laundry additives (like softener) as you normally do; follow label instructions for detergents and additives.
• Dry the cleaned laundry items as you normally do, selecting the dryer temperature for the types of fabrics in the load. Line- or air-drying can be used to dry items when machine drying is not indicated.
• Clean your hands before removing clean laundry from the washer or dryer, especially if you have coughed or sneezed on your hands.
Use recommended waste disposal practices
• Toss tissues into waste baskets after they have been used for coughs, sneezes, and blowing your nose.
• Place waste baskets where they are easy to use.
• Avoid touching used tissues and other waste when emptying waste baskets.
• Clean your hands after emptying waste baskets.

Additional Information
Disinfectant products (sanitizer cloths and liquid disinfectants) available from grocery stores, hardware stores, and commercial cleaning product suppliers have been registered with the U.S. Environmental Protection Agency (EPA). Always follow label instructions carefully when using these products. For more information about EPA-registered disinfectants, visit www.epa.gov/oppad001/chemregindex.htm. For more information about cleaning and disinfection of surfaces to protect against pandemic influenza virus, consult “Interim Guidance on Environmental of Pandemic Influenza Virus.” To learn more about pandemic influenza, visit www.pandemicflu.gov.

C. Pandemic Influenza - Prevention and Treatment

Stay Healthy
These steps may help prevent the spread of respiratory illnesses such as the flu:
• Cover your nose and mouth with a tissue when you cough or sneeze-throw the tissue away immediately after you use it.
• Wash your hands often with soap and water, especially after you cough or sneeze. If you are not near water, use an alcohol-based (60-95%) hand cleaner.
• Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too.
• If you get the flu, stay home from work, school, and social gatherings. In this way you will help prevent others from catching your illness.
• Try not to touch your eyes, nose, or mouth. Germs often spread this way.

Vaccination
Vaccines are used to protect people from contracting a virus once a particular threat is identified. After an individual has been infected by a virus, a vaccine generally cannot help to combat it. Because viruses change over time, a specific pandemic influenza vaccine cannot be produced until a pandemic influenza virus emerges and is identified. Once a pandemic influenza virus has been identified, it will likely take 4-6 months to develop, test, and begin producing a vaccine.
While there is currently no human pandemic influenza in the world, the federal government is facilitating production of vaccines for several existing avian influenza viruses. These vaccines may provide some protection should one of these viruses change and cause an influenza pandemic. The supply of pandemic vaccine will be limited, particularly in the early stages of a pandemic. Efforts are being made to increase vaccine-manufacturing capacity in the United States so that supplies of vaccines would be more
readily available. In addition, research is underway to develop new ways to produce vaccines more quickly.

**Antivirals**
A number of antiviral drugs are approved by the U.S. Food and Drug Administration to treat and prevent seasonal influenza. Some of these antiviral medications may be effective in treating pandemic influenza. These drugs may help prevent infection in people at risk and shorten the duration of symptoms in those infected with pandemic influenza. However, it is unlikely that antiviral medications alone would effectively contain the spread of pandemic influenza. The federal government is stockpiling antiviral medications that would most likely be used in the early stages of an influenza pandemic and working to develop new antiviral medications. These drugs are available by prescription only.

**Stay Informed**
- Knowing the facts is the best preparation. Identify sources you can count on for reliable information. If a pandemic occurs, having accurate and reliable information will be critical.
- Reliable, accurate, and timely information is available at www.pandemicflu.gov.
- Another source for information on pandemic influenza is the Centers for Disease Control and Prevention (CDC) Hotline at: 1-800-CDC-INFO (1-800-232-4636). This line is available in English and Spanish, 24 hours a day, 7 days a week.
- Look for information on your local and state government Web sites. Links are available to each state department of public health at www.pandemicflu.gov.
- Listen to local and national radio, watch news reports on television, and read your newspaper and other sources of printed and web-based information.
- Talk to your local health care providers and public health officials.

**For More Information**
Visit: www.pandemicflu.gov
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Links to state departments of public health can be found at http://www.cdc.gov/other.htm#states