1. Introduction and Purpose

California State University, San Bernardino is a multi-discipline higher education facility founded in 1965 and located in the city of San Bernardino in the south-central section of San Bernardino County. The university occupies 441 acres at the base of the western end of the San Bernardino Mountains and is situated at an elevation of 1185 feet. The university is surrounded on the eastern, western and northern borders by three-year-old chaparral type growth. On the western and eastern borders of the university are flood control channels that divert run-off from the foothills north of the campus. Drain contours for the campus cause rain run-off to flow in a north to south direction where it discharges into the county flood control system. The campus is located in an area that experiences wind conditions that exceed 50 miles per hour approximately four times a year. During these conditions, on-campus localized winds can exceed 80 miles per hour. The San Andreas earthquake fault traverses the entire north border of the campus and is located approximately 600 yards from the campus. Average ambient temperature for the campus is 74˚ Fahrenheit and average annual rainfall is 10.2 inches.

Approximately one half of the southeast section of the university is occupied by two apartment complexes. One complex is privately owned and one is university owned – the University Village complex. The University Village complex is occupied by university students and has the capacity to house 464 people. A privately developed housing tract occupies off-campus southwest border of university. Northpark Boulevard, a four lane east-west roadway with a landscaped central median, separates the university from the apartment complexes and the housing tract on the southern border. Another roadway, University Parkway, a north-south thoroughfare, is situated perpendicular to Northpark Boulevard and terminates at the entrance to the university at the approximate mid-point of the university. University Parkway also separates the apartment complexes from the housing tract. There is total student housing capacity to accommodate 1,511 students.

The campus consists of 52 on-line permanent buildings and 20 temporary modular buildings of various construction types. The buildings range from the largest, John M. Pfau Library and Addition, a concrete structure, which provides 297,416 gross square feet to the smallest, the parking kiosk, a masonry structure on University Parkway, which provides 560 gross square feet. The inventory of other buildings on campus describes structures of varying construction types, sizes, and purposes. The campus currently boasts approximately 2.6 million gross square feet.

The university employs approximately 2,000 people in varying capacities. The majority of employees are on campus between the hours of 6 a.m. and 6 p.m. However, some faculty and staff can be expected to be on campus until 11 p.m.; custodial crews begin shifts at 3 a.m.; and, University Police officers are on campus 24 hours a day. The enrollment of the university is currently 16,431 students. The majority of students commute to the campus. On-campus student population varies depending upon the day of the week and the time of day. Approximately 60% of the students attend during the day and 40% of the students are on campus in the evening.

Students routinely can be expected to be on campus from 6 a.m. until 10 p.m. during instructional sessions. Residential housing on campus includes three complexes. Arrowhead Village complex with 635 beds; Serrano Village complex with 396 beds and University Village complex with 480 beds.

2. – 2.1. Background and Pandemic Overview[1]

According to the United States Department of Health and Human Services (HHS) "a pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza A virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide. A pandemic is likely to be a prolonged and widespread outbreak that could require temporary changes in many areas of society, such as schools, work, transportation and other public services. An informed and prepared public can take appropriate actions to decrease their risk during a pandemic."

Avian (bird) influenza has been spreading through Asia and is no ordinary flu. While its primary victims have been chickens and birds, scientists worldwide have been issuing dire predictions. The recently reported migration of the bird flu from Asia to Europe has intensified media coverage and the public concern about the issue. As of November 9, 2005 there have been 119 people in Asia infected with this strain of avian flu (H5N1) virus; 65 of these persons have died. These cases have been traced to contact with infected birds, but health experts fear the virus may mutate and infect the general population causing serious illness and death. One scientist has hypothesized that a virus usually takes 10 mutations from animal-to-animal infection to animal-to-human and then human-to-human infection and that H5N1has already undergone five (5) of these mutations. Should these predictions come to pass, the likelihood of a worldwide pandemic becomes substantial. It is not known whether this will occur tomorrow, next year, or perhaps, not at all, but the probability is sufficiently high to warrant immediate attention, expand public knowledge and begin preparation of response plans using a Business Continuity Plan (BCP) model. We have seen, in Hurricane Katrina, the results of poor planning and worse, failure in the execution of their emergency response plan. It cannot be stressed enough that if person-to-person transmission occurs, the resulting human suffering will be far greater, by orders of magnitude, than what resulted in Katrina. It should be noted that H5N1 viral activity peaks from November to March, and has a higher mortality rate than any flu virus of the previous century. Preparation must begin immediately.

Pandemic viruses emerge as a result of a process called "antigenic shift or drift," which is a sudden change in the virus caused by changes in the protein coat on the surface of the virus. These changes can either reduce the virus' pathogenic form (mild symptoms) or increase its pathogenic form, thereby increasing its virulence. Viruses mutate in order to adapt. It is the nature of a virus to survive and mutating is a virus' defense mechanism against manmade antibiotics.

There have been three acknowledged pandemics in the 20th century:

[1] (Chancellor's Office Avian [Bird] Pandemic Influenza Business Continuity Planning Guide, 2005)

- 1918-19 “Spanish Flu” (H1N1) is estimated to have caused over 500,000 deaths in the U.S. and up to 50 million deaths worldwide. It is believed to have started in either an army base in Kansas or in Europe. It spread rapidly, and many died within a few days of infection. Others died from secondary complications. Nearly half of those who died were young, healthy adults.
- 1957-58, “Asian Flu” (H2N2) caused about 70,000 deaths in the United States. It was identified in China in late February 1957 and spread to the U.S. by June 1957.
- 1968-69, “Hong Kong Flu” (H3N2) caused about 34,000 deaths in the U.S. This virus was first detected in Hong Kong in early 1968 and spread to the United States later that year. Influenza A (H3N2) viruses still circulate today.

Viruses containing a combination of genetic material from a human influenza virus and an avian flu virus caused both the1957-58 and 1968-69 pandemics. The 1918-19 pandemic virus also appears to have an avian flu virus origin.

The Center for Disease Control (CDC) in Atlanta and the World Health Organization (WHO) based in Switzerland support large surveillance programs to monitor and detect influenza activity around the globe, including the emergence of new strains or possible pandemic strains of influenza. There are currently 113 national centers in 84 countries tracking and analyzing over 200,000 samples per year.

It is only a matter of time until the next influenza pandemic occurs. The severity of the next pandemic cannot be predicted, but modeling suggests that the impact on the United States could be substantial. In the absence of any control measures (vaccines or anti-viral drug therapies), it is estimated that a “medium level” pandemic in the U.S. could cause 89,000 – 207,000 deaths, 314,000-734,000 hospitalizations, 1-42 million outpatient visits, and another 20-47 million people being sick. Between 15% and 35% of the U.S. population could be affected by influenza pandemic. The economic impact could range between $71 and $167 billion.

President Bush announced his “Super-Flu” plan in November 2005 with the National Institutes of Health (NIH) that includes the following highlights:

- $1.2 billion for the government to purchase enough doses of vaccine against the current (2004-05 strain) of bird flu to protect 20 million Americans;
- $1 billion to stockpile anti-viral drugs that lessen the severity of flu symptoms (so far only oseltamivir [trade name Tamiflu] has shown to have any effect on the H5N1 virus);
- $2.8 billion to speed development of vaccines as new strains emerge, a process that now takes months, and
- $583 million for states and local governments to prepare emergency plans to respond to an outbreak. To date (November 19, 2005) the federal government has not released any details on the availability and process to apply for these grants.

The U.S. Department of Health and Human Services (HHS) also supports activities in the areas of surveillance, vaccine development and production, strategic stockpiling of antiviral medications, and research and risk communications. In May 2005 the U.S. Secretary of HHS created a multi-agency National Influenza Pandemic Preparedness and Response Task group. This unified initiative involves CDC, as well as international,

national, state, local and private agencies in planning for a potential pandemic. Its responsibilities include revision of a U.S. National Pandemic Influenza Response Plan.

Within the CSU, our Standardized Emergency Management System (SEMS) will serve as the structure for handling a contagious disease outbreak of significant magnitude; however, CSUSB will be developing a response using a Business Continuity Plan model.

Should a pandemic occur, it would be the responsibility of the Public Health departments at the local, county and state level to issue quarantine orders, direct facilities closure, and provide critical information designating key healthcare facilities as well as distribution of anti-viral medications.

2.1.1. Community Perspective

With an annual operations of more than $130 million, the University is one of the largest business concerns in the city of San Bernardino and the surrounding San Bernardino County. By employing more than 2,000 people and providing service to more than 16,431 students, the University provides significant, continuing financial input to local economies. Various outreach programs (nursing, education – conventional and special education, counseling, business, etc.) also provide important intangible services to the surrounding communities. Disruption of the economy or the services provided by the University could have a significant impact on the surrounding areas.

2.1.2. Anticipated Demands for Services Provided by CSUSB

There are numerous services provided by CSUSB but to maintain the focus of this Plan, only significant primary services will be addressed. The most important service is identified in the University's *Vision and Mission Statement*, which is in part "to enhance the intellectual, cultural and personal development of its students." To that end, the University provides educational services necessary for the development of its students. Instruction, social interaction, and exposure to a variety of cultural opportunities by "expand[*ing*]) its role as one of the preeminent centers of cultural and intellectual activity in inland Southern California" are the steps by which the university will accomplish its goals. The University promotes these goals in part when "faculty, staff, administrators, and students sponsor conferences, institutes, workshops, exhibitions, and other continuing education activities."

2.1.2.1. Employee Expectations

Service demands by employees will begin with the expectation that the university will provide a relatively hazard-free environment in which to work. This means controlling as much as possible the potential exposure to viral strains that are uniquely deployed during a pandemic. Employees will also expect facilities and infrastructure that allow employees the environment necessary for accomplishing individual tasks that comprise operating the university. Employees will expect fundamental resources associated with their jobs to be available and ready for use. Employees will also expect updated information concerning the status of the pandemic and the strategies for maintaining

operation of the university. Finally, employees will expect information on protecting themselves and their families from the virus, proper responses to dealing with infection, and campus policies regarding absenteeism during the pandemic.

2.1.2.2. Student Expectations

Students will have the same expectation for a relatively hazard-free environment with functional facilities. However, the students will also expect uninterrupted instruction, compliance with the published class schedules, access to libraries, food facilities, athletics resources, and other amenities provided by the university. Students will also expect communication about the status of the pandemic and how that may affect their status at the university. Students will also expect information on protecting themselves from contracting the virus, what services are available to them if they do contract the virus, and what resources are available to them during the infection stage. The most significant need for resources by students will be felt by those who live on campus.

2.1.3. Similarities to and Differences from other Emergencies

Similarities to other types of emergencies include the reduction or elimination of some resources associated with the operation of the university. The primary resource affected at the university by an influenza pandemic would be service personnel.

Differences to other types of emergencies are significant and allow preparation for a pandemic to be more predictable. The greatest concern associated with an influenza pandemic is the reduction of service personnel (faculty and staff) available at the university. This differs from the effects of other types of disasters in that the university facilities and infrastructure will be relatively unaffected. All facilities, infrastructure, and equipment would be unaffected except to the extent that maintenance and operations would be affected by the reduction in service personnel.

2.2. Focus

2.2.1. Focus of the Plan

The focus of this plan is to reduce the impact of a pandemic on California State University, San Bernardino by:

2.2.1.1. Reducing the spread or transmission of the disease (see Appendix C);

2.2.1.2. Delivering an effective response to the occurrence of the disease (see Appendix B).

2.2.2. The Plan Addresses the Following Audiences:

2.2.2.1. Internal

Internal audiences to be considered during an influenza pandemic include:

a) Students;
b) Faculty;
c) Staff;
d) Visitors.

2.2.2.2. External

External audiences include:

a) Spouses and family members of faculty, staff, and students;
b) Office of the Chancellor;
c) Donors and benefactors;
d) San Bernardino County Health Department officials;
e) Emergency management system personnel;
f) Vendors and suppliers.

2.3. Defining the Structure and Key Roles

2.3.1. Leadership and Direction within the Campus

Leadership and direction within the campus have been established in the California State University, San Bernardino Standard Emergency Management System (SEMS) Handbook, which states "The President, Emergency Operations Executive and Policy Group/Command Staff are the ultimate decision makers and comprise executive management during disaster mitigation. The President, if necessary, will convene the Policy Group/Command Staff and the Emergency Operations Executive in order to make decisions, set policies, coordinate responses and support the Emergency Operations Center (EOC). When the EOC is not activated and multiple departments are involved, the Emergency Operations Executive will coordinate the efforts of the University Police, Facilities Services and other departments responding to the disaster."

2.3.2. Communications

Communications are also addressed in the SEMS Handbook. "During normal business hours, emergency notifications shall follow the same plan as outlined in the procedures for faculty and staff. Notification of all other persons on campus shall be made by the University Police Department, other law enforcement agencies, Facilities Services, Public Affairs, using campus wide voicemail and e-mail (if feasible), by the floor warden and other building coordinator systems, by building alarm alerts, mobile address systems, public phones and satellite phones."

2.3.3. Expectations During a Pandemic

To the greatest extent possible, non-infected personnel will continue to function at the levels of responsibility currently assigned. Depending upon the impact and reduction of personnel available during the pandemic, non-infected personnel may be assigned additional tasks or responsibilities.

2.3.4. Responsibility for Business Continuity Plan

The California State University, San Bernardino Environmental, Health, and Safety Department, with the consultation and consensus of senior management throughout the campus, is responsible for development and maintenance of the Plan.

2.4. Human Resources Issues

2.4.1. Designation of "Influenza Manager"

Jon Mohoroski, Manager of the Environmental, Health, and Safety Department, has been designated as the primary Influenza Manager for California State University, San Bernardino. Dr. Patricia Smith, Director of the Student Health Center, has been designated as the secondary Influenza Manager for the campus.

2.4.2. Risks to Employees

Because of the demonstrated widespread nature of an influenza agent that precipitates a pandemic, the risk to employees of the university, as a sub-group of the general population, is no greater or less than that of the general population. Mitigating factors of risk could include general health condition, previous vaccination, exposure to similar strains of virus in the past, and time interval before seeking medical aid. It should be stressed that employees of the university do not suffer a greater risk of contracting the disease simply because of employment at the university.

2.4.3. Absenteeism Policies

Absenteeism policies will be no different during a pandemic than they are during normal times unless directives issued by the Office of the Chancellor indicate differently.

2.4.4. Keeping Communication Open

The university has always undertaken efforts to communicate as much salient information as possible to all employees, students and visitors to the campus. It is not expected that those efforts will be curtailed. Forms of communication specifically addressing the possible pandemic event currently include web pages on the EHS web site, informational brochures, and pandemic influenza informational meetings hosted by the EHS Department.

2.4.5. Training and Exercising the Plan

Once the Plan has been accepted by the Office of the Chancellor, faculty, staff, and administrators will be trained to implement the plan. Training will become a part of EOC exercises supplemented by the distribution of information to the entire campus community.

2.5. Supplies

2.5.1. Inventory of Essential Supplies

Essential supplies are those considered necessary for responding to the direct cause of the emergency. For the threatening pandemic the supplies necessary are those that will prevent or reduce the transmission of the disease. The supplies that will be kept in stock for this potential emergency include five hundred N-95 or dust-type respirators, five hundred pairs of latex or nitrile gloves, and more than thirty gallons of liquid, anti-bacterial hand washing solution for supplying campus restrooms and hand sinks.

2.5.2. Communication with Vendors for Replenishing Essential Supplies

The primary essential supplies are provided by a reliable supplier, Grainger Corporation. Grainger is a $5.5 billion dollar supply firm with more than 400 locations nationwide. With 4% of the general supply market share Grainger has market dominance in the ability to procure supplies. The university has an exclusive contract with Grainger for general supplies and because of this, the university is given a priority for receiving necessary supplies. The Grainger Corporation supply service was tested during the severe fire conditions experienced by the university in October 2003. Grainger was able to deliver more than 700 respirators, 300 pairs of gloves and 500 pairs of safety glasses within four hours of request on a Sunday. Should circumstances cause a disruption of Grainger's ability to provide essential supplies, the university would then approach secondary vendors. Those vendors include Fischer Scientific and Lab Safety Supply.

2.5.3. Personal Protective Equipment

Personal protective equipment for pandemic or epidemic events is primarily used to interrupt the transmission of the viral agent. Airborne transmission is the predominant form of transmission of the influenza virus; however, because the virus may persist for several hours, direct contact transmission is also a possibility. To protect against airborne transmission, persons coming into direct contact with infected persons should, at a minimum, put on a N-95 respirator, protective gloves (latex or nitrile), and protective eyewear. Supplies of these are in place in the Student Health Center, the University Police Department, and the EHS Department. To prevent against direct contact transmission personnel are advised to consciously recognize fomites (an inanimate object that functions to transfer infectious organisms from one individual to another, e.g. door knobs, light switches, etc.) and to wash hands with anti-bacterial soaps or solutions after hands may have contacted the fomite. Anti-bacterial soaps and solutions are available at restrooms and hand sinks throughout the university.

2.6. Communications

2.6.1. Public Education and Awareness

Public education and awareness is most effective when presented in multi-media form and the message is offered consistently. To that end, the university currently provides education and awareness in several formats. The university has begun a series of pandemic open forums during which members of the EHS Department give an overview of influenza pandemics and describe the response plan of the university to such an event. The university also sponsors a web page with information and links to influenza related sites. Pamphlets and brochures with influenza information have also been distributed to members of the campus community. The EHS Department has a 24-hour telephone number that can be used by any employee seeking information concerning influenza or any other health or safety related issue.

2.6.2. Faculty, Staff, and Students Alerts

Communication in the form of alerts is addressed in the SEMS Handbook and identifies the following resources.

- Campus emergency hotline: (909) 537-5999
- Campus websites: http://news.csusb.edu and http://www.csusb.edu
- "Flash" e-mail list serve
- CSUSB Policy on Internal/External Communication Procedures for Critical Incidents (http://policies.csusb.edu/crtinc.htm)
- CSUSB Policy on Emergency Notification of Staff and Faculty (http://policies.csusb.edu/emergplan/htm)

2.6.3. Psychological Counseling

The Student Health and Psychological Counseling Center will provide full support to students throughout the event. Employees will receive up to two counseling sessions after which they will be directed to their insurance medical care provider.

3. Preparations in Business Continuity Planning

3.1. Planning Assumptions

When developing the plan, the following assumptions were made regarding the possible impact a pandemic outbreak or wave in Southern California would have on the University's ability to continue its operations.

- Outbreaks will occur at multiple locations at the same time. Unlike a natural disaster, outbreaks will not be site specific. Thus, the University cannot depend on outside help to respond to the effects of the pandemic.

- Estimates are that between 20% and 40% of the University's faculty, staff and students would be unable or unwilling to come to work or go to school. A recent study by the Harvard School of Public Health suggests that up to 68% of faculty, students and staff would be unable or unwilling to work, go to school or have their children attend school. Thus, based on spring 2006 data, it is possible that in a "best case" pandemic scenario approximately 3,286 students and 400 faculty and staff may be unable or unwilling to come to campus during an outbreak. In a "worst case" scenario 11,173 students and 1,360 faculty and staff can be expected to be unwilling or unable to come to campus.
- Highest illness rates can be expected to occur in the elderly, children, and healthy individuals between the ages of 18 and 40. This is expected to occur because, as in the case of the Spanish Flu Pandemic and as appears to be true with the current strain of avian flu, it was not the flu itself but the body's over-reaction to the flu that affected those with strong immune systems more than those with weak immune systems.
- Of those who become ill or symptomatic, 50% will seek outpatient care. Thus, demand on the Student Health and Psychological Counseling Center may exceed its ability to provide services and/or may require continuous service. Faculty, staff and students who become ill while on campus or in the residence halls will be treated first at the SH & PC Center.
- At least two disease outbreaks or waves are likely, the second being more virulent than the first or any subsequent wave.
- Public health departments at the county and state levels will issue quarantine orders and require the University to close the campus for up to a month at a time. Thus, there will be limited law enforcement assistance through existing mutual aid agreements, an increase in campus property, and insufficient staff in University Police to secure treatment centers, secure the campus and establish a quarantine facility.
- Due to the inevitable lack of vaccines and antiviral drugs, non-pharmaceutical measures may be the only response available to reduce transmission and spread of the virus.
- On average, infected persons will transmit infection to approximately 2 other people.
- In an affected community, a pandemic outbreak will last about 6 to 8 weeks.
- Some students will be unable to leave the residence halls because they have no other place to live.
- Traditional methods of instructional delivery will not be adequate. However, if able to do so in a safe manner, faculty and students will want to continue course activity despite the pandemic outbreak.
- Concerns about the continuation of payroll will be paramount to employees.
- Some facility, instructional and research equipment may fail due to a lack of resources to maintain all equipment and research.
- Some faculty and students working with ongoing chemical and biological research will need to maintain a level of activity or risk losing valuable data.

- Essential laboratory services must be maintained such as animal care, maintenance of cell cultures, and receiving shipped critical radioactive/and biological materials. This includes maintaining laboratory operations and services such as fume hoods, cold rooms, disposal services, etc.
- Grant research will be maintained when possible.

3.1.1. Susceptibility

All children and adults are equally susceptible, except those who have lived through earlier epidemics caused by an antigenically similar subtype of virus.

3.1.2. Clinical Attack Rates

(from the Health and Human Services Pandemic Influenza Plan November 1, 2005)

3.1.2.1. Thirty (30) percent in the overall population**.**

3.1.2.2. Highest illness rates of up to forty (40) percent will be among school aged children and decline with age.

3.1.2.3. Among working adults, an average of twenty (20) percent will become ill during a community outbreak.

3.1.2.4. Of those who become ill with influenza, 50% will seek outpatient care.

3.1.2.5. The number of hospitalizations and deaths will depend on the virulence of the virus.

3.1.2.6. Risk groups for severe and fatal infections cannot be predicted with certainty.

3.1.2.7. The typical incubation period for influenza averages two days. Assume this would be the same for the novel strain that is transmitted between people by respiratory secretions.

3.1.2.8. Persons who become ill may shed virus and can transmit infection for one-half to one day before the onset of illness. Viral shedding and the risk for transmission will be greatest during the first 2 days of illness. Children will shed the greatest amount of virus and, therefore, are likely to pose the greatest risk for transmission.

3.1.2.9. On average about 2 secondary infections will occur as a result of transmission from someone who is ill. Estimates vary and experience in past pandemics has been higher, with 2 to 3 secondary infections per primary case.

3.1.2.10. In an affected community, a pandemic will last about 6 to 8 weeks. At least two disease waves are likely. Following the pandemic, the new viral subtype is likely to continue circulating and to contribute to seasonal influenza.

3.1.2.11. The seasonality of pandemic cannot be predicted with certainty, though past occurrences were predominately in fall and winter. Experience from the 1957 pandemic may be instructive in that the first U.S. cases occurred in June but no community outbreaks occurred until August and the first waves peaked in October.

3.2 Business Impact Analysis

3.2.1. Impact Analysis

Separate Business Impact Analyses have been produced by various departments within the university and are provided in Appendix A.

3.2.2. Essential and Core Personnel and Skills

The President, the Emergency Operations Executive and Policy Group/Command staff are the ultimate decision makers on campus. They will be kept informed by the Influenza Manager who has the responsibility of receiving and coordinating information to provide to the key decision makers. University Police, Student Health Center, and Facilities personnel are essential for the continued operation of facilities. Faculty and staff are critical to continue conducting academic programs of the university.

3.2.3. Essential Telecommunications, Mechanical and Safety Systems

At any time the university is in operation the most important systems are those that relate to fire and life safety. Such systems include telecommunications, smoke and heat detectors, alarm controllers, alarm horns and strobes, emergency egress lighting as well as fire sprinklers and sprinkler systems. Certification of the fire systems is currently done by The Simplex Company under contract to the university. Telecommunications systems are maintained by the Telecommunications and Network Services Department. Emergency generators associated with fire and life safety systems are located on major buildings throughout the campus. Maintenance of these generators is done by the Facilities Services Department. Of secondary importance is the equipment necessary for routine operations on campus. This equipment includes domestic hot and cold water delivery systems and ventilation systems. There are no life support systems on campus. Also to be considered are those unique pieces of equipment involved in teaching and research (e.g. fume hoods, environmental chambers, cold rooms, etc.).

3.2.4. Training and Plan Exercises

Training on and exercising the Avian Pandemic Influenza Business Continuity Plan will be scheduled once the plan has received approval by the CSU Chancellor's Office. This training will be part of the continuing emergency training provided to address disaster preparedness at CSUSB. It is anticipated that training will take place within six months of final approval and subsequently during each disaster preparedness training session.

3.2.5. Suggested Actions during Each Alert

Suggested actions have been provided by the CSU Office of Risk Management and are incorporated in Appendix B.

3.2.6. Preparing for Work Place Closure

This is the most serious scenario for the campus and will only be done in extreme circumstances. There are two possible sources for campus closure: internal and external. Internal closure will only be initiated by the President after thoughtful contemplation of the ability of the campus to continue operations. Lack of physical or human resources will be a significant factor in deciding to close the campus. Interrupting the transmission of the virus and protecting students, staff, and faculty will be another cogent reason for the closure of campus initiated internally. Externally initiated closure will be done by the San Bernardino County Health Officer should conditions require campus closure as a part of the overall response strategy developed by the county.

4. Knowledge Management

The Business Impact Analyses (BIA) in Appendix A identify how department specific information will be made available for operations during an emergency. These BIA's also describe back-up systems developed by departments to assure uninterrupted access to critical information.

5. Communications

5.0.1. Office of the Chancellor

Type and frequency of communications with the Office of the Chancellor will be dictated by need. The need for communications will be determined by the President and method of contact will be standard telephone contact or e-mail contact.

5.0.2. News Media Contact

The CSUSB Public Affairs Office is the only source of formal communication with news media.

5.0.3. Communication with the San Bernardino County Department of Health Department

The Influenza Manager is the primary contact with the San Bernardino County Department of Health concerning influenza pandemic issues.

5.0.4. Communication with Key Suppliers

Each department utilizing suppliers will be responsible for maintaining those relationships during an emergency.

5.0.5. Communication with Employees

Just as during normal operations communication with employees will come from different levels. Scheduling and task communication will come from direct supervisors, absentee and benefit information will come from Human Resources, and policy communications will come from the Vice President or the President level. As identified in 2.6.2, the following methods of communication may be used:

- Campus emergency hotline: (909) 537-5999
- Campus websites: http://news.csusb.edu and http://www.csusb.edu
- "Flash" e-mail list serve
- CSUSB Policy on Internal/External Communication Procedures for Critical Incidents (http://policies.csusb.edu/crtinc.htm)
- CSUSB Policy on Emergency Notification of Staff and Faculty (http://policies.csusb.edu/emergplan/htm)

5.0.6. Students and Families

To avoid confusion and to control rumors, the Public Affairs Office will take the lead in developing communications to students and student families during a pandemic. The

delivery of communications will be done through web pages, call centers, press conferences or by mail.

5.0.7. Contractor Communication

Contractor communication will follow the same procedures as those for communicating with key suppliers (see section 5.0.4.).

5.1. Alternative Methods to deliver Services and Classes

Alternative methods for delivering classes can include web-based training, distance learning programs, traditional delivery at alternate locations, CD based instruction or any of a number of multi-media options that may be initiated after the onset of an emergency.

5.2. Faculty and Staff Travel

The President or his designee will identify and authorize "essential travel" for faculty and staff during a pandemic event. However, travel disruptions can be expected to occur due to conditions outside of the control of the university. Restricted visas, reduced travel modes (airlines, trains, etc.), and foreign travel restrictions can all be expected to occur at some level.

5.3. Legal Preparedness

Because the General Counsel is the Chief Legal Officer of the CSU, all directives, procedures, and legal interpretations will originate in this office. The General Counsel will be consulted by the university with any legal issues affecting the operation of the university.

6. Response Actions

The President or his designee is responsible for making the decision to initiate each response action during each phase of the pandemic emergency. Response actions are identified in Appendix B.

6.1. Active Response

There are clearly defined responses the university will implement during the different phases of a pandemic event. Those phases and responses are identified in Appendix B and are taken directly from the Planning Guide prepared by the Office of the Chancellor.

6.1.1 Alerting Staff to Change in Pandemic Status

Staff communication regarding the different phase changes during a pandemic event will follow the communications procedures identified in section 2.6.2.of this Plan.

6.1.2. Activating Staff Overseas Travel Restrictions

As identified in section 5.2. of this Plan, the President or his designee is responsible for identifying essential travel or implementing travel restrictions.

6.1.3. Reviewing and/or Testing of Essential Business Continuity Measures

The Plan will be reviewed on a continuing basis. Training and Plan exercises will be conducted as identified in sections 2.4.5. and 3.2.4.

6.2. Management of the Event

As identified in the Avian Pandemic Influenza Business Continuity Planning Guide developed by the Office of the Chancellor, the management technique to be used during a pandemic event will be the "cluster control"/pandemic management procedure. This procedure attempts to control the development of the groups or "clusters" of infected populations by disrupting the transmission of the virus. Appendix B "Suggested Actions During Each Alert Code" describes the various steps to be taken in the management of the event.

7. Recovery Processes

7.1. Criteria and Process to "Return to Business"

Because the campus has the unique experience of having been closed and reopened on several occasions due to high wind conditions and fire danger, the campus has discovered its remarkable resiliency and ability to cope with disruption of operations. Human resource reductions will present a unique challenge during a pandemic but it must be remembered that reopening the campus after closure due to fire also had to be done with reduced human resources. Personnel were either prevented from coming to work because of county road closures and restrictions or because employees had to deal with issues associated with personal property destruction.

If campus closure is due to external authorities (San Bernardino County Health Officer) as part of a regional response, the campus will re-open when allowed to do so. If the campus was closed internally (by the President or his designee) the campus will be re-opened when consultation with the Office of the Chancellor and other authorities indicates conditions are favorable for re-opening. Upon re-opening, the campus will utilize available staff and management to evaluate current operational status, develop priorities, identify goals, establish steps to accomplish the goals, and finally implement the necessary steps to return as quickly as possible to "business as usual."

8. Conclusion

This Business Continuity Plan recognizes the unique conditions presented by pandemics and identifies various strategies and programs by which the university will respond to a pandemic. Although many of the response actions do not require additional resources, there are response actions that cannot be implemented without dedicating additional resources. Because of this it is recommended that part of the continuous review and improvement of the plan include a mechanism for identifying additional funding that may be necessary to fully implement the Plan.

APPENDIX A

Business Impact Analyses

Academic Affairs
Academic Curriculum
Academic Programs
Accounting Department
Anthropology
Arts and Letters
Associated Students, Incorporated
Bookstore
Capital Planning, Design, and Construction
Career Development Center
Children's Center
Community-University Partnerships
Coussoulis Arena
Dining Services- Commons
Dining Services- Student Union
Enrollment Services
Financial Aid
Housing and Residential Life
Human Resources
Information and Decision Sciences
Information Resources and Technology
Institutional Research
International Center
Management
Marketing
Natural Sciences
Pfau Library Administration
Pfau Library Automation Services
Pfau Library Public Services
Pfau Library Technical Services
Political Science
Public Affairs
Records, Registration, and Evaluations
Services to Students with Disabilities
Student Affairs
Student Health and Psychological Counseling Center
Student Leadership and Development
University Police

APPENDIX A

Name: Jeff Thompson
Department: Academic Affairs

The most critical tasks my department performs for the university are:

1) Teach courses

The minimum resources I need to perform these tasks are:

1) Faculty

2) Students

3) Technicians

If I am denied any of the resources listed above I will compensate by using:

1) Teach as many courses as possible through distance learning (on-line classes through Blackboard)

2) Need to determine when a class must be cancelled (at least temporarily) due to extreme illness of faculty or due to illness of large numbers of students resulting in a class size too small

3) The option of hiring part-time faculty is not feasible (lack of available faculty with specific knowledge in the subject area.

4) Cancel laboratories if technicians cannot prepare them

APPENDIX A

Name: Dwan Ford
Department: Academic Curriculum

The most critical tasks my department performs for the university are:

1) Produce the University Bulletin yearly

2) Process and send to appropriate committees curriculum documents

3) Update curriculum history files

The minimum resources I need to perform these tasks are:

1) Computer (with email)

2) Computer programs: QuarkXpress, InDesign, Excel, Word

3) Printer and paper

If I am denied any of the resources listed above I will compensate by using:

1) Typewriter

2) Lots of manual input

3) Snail Mail

APPENDIX A

Name: Deborah Buck
Department: Academic Programs

The most critical tasks my department performs for the university are:

1) Accreditation payments (throughout the year)

2) Payroll Certification (Due June 1st annually)

3) WASC Annual Report (Due in May, annually)

4) Disbursements to Intellectual Life guest (throughout the year)

The minimum resources I need to perform these tasks are:

1) Access to Peoplesoft

2) Internet access

If I am denied any of the resources listed above I will compensate by using:

1) Hard copies for accreditation payments and Intellectual Life payments

2) Payroll Certification – This is only offered by the CO via web

3) WASC – Hard copy and typewriter

APPENDIX A

Name: Deletta Anderson, Director of Accounting
Department: Accounting Department

The most critical tasks Accounting performs for the university are:

1) Payroll – inputs data for SCO to issue paychecks/direct deposits for faculty and staff for the university.

2) Accounts Payable –primary for paying vendors.

3) Student Accounts – distribute financial aid checks.

4) Bursar – cashiering services.

5) General Accounting – maintain financial records and transactions.

The minimum resources needed to perform these tasks are:

1) Payroll -- 2 staff members that are current with State Controller's Office standards.

2) Accounts Payable -- 3-4 staff members.

3) Student Accounts -- 1 staff person.

4) Bursar -- 2 staff members and on-line access (server maintained in Houston).

5) General Accounting -- 2 staff members.

If Accounting is denied any of the resources listed above, we will compensate by using:

1) Payroll -- Standard pay will be issued, no exceptions for docks and any changes would have to be made after the crisis passed.

2) Accounts Payable – Payments could not be made without trained staff with necessary system roles assigned; employees in other units of Accounting with previous AP training would be granted system access (if possible) to fill in.

3) Student Accounts -- We would only process direct deposit; it would be strongly suggest that all students be moved to direct deposit.

4) Bursar -- Students can pay online. All other internal services would be eliminated such as (petty cash, deposits). The University Hall location would be

closed and the staff pulled over to Sierra Hall location to run the unit and limit the hours of the service window in order to process work.

5) General Accounting -- Financial records could not be maintained without anyone. We would seek professional employees from other campuses to aid us.

APPENDIX A

Name: Peter Robertshaw
Department: Anthropology

The most critical tasks my department performs for the university are:

1) Teaching

2) Doing whatever it takes to increase FTES

3) Filling out forms like this one

4) I doubt that you want me to go on…

The minimum resources I need to perform these tasks are:

1) Healthy faculty

2) Properly equipped classrooms

3) Adequate support services

If I am denied any of the resources listed above I will compensate by using:

1) part-time faculty perhaps for lower-division courses though I think that the logistics will be very difficult

2) unhealthy faculty?

3) grade inflation?

4) dead faculty? Students might not notice, because they will all be out sick too.

APPENDIX A

Name: Eri F. Yasuhara
Department: College of Arts and Letters

The responses below are based on a discussion by the staff of the College.

The most critical tasks my department performs for the university are:

1) Provide instruction, including scheduling, enrollment management, instructional support, hiring of faculty and staff, quarterly processing for adjunct faculty, review for retention, promotion, and tenure.

2) Maintain equipment and physical resources, including art, dance, and video studios, performance theatres, computer laboratories, and language laboratories.

3) Manage fiscal operations, including State, non-state, grants, and donor funds.

4) Attend to student petitions, grievances, advisement, issues of student behavior, and scheduled meetings with students.

5) Oversee faculty professional development, including international travel.

6) Plan and participate in campus-wide events for students such as commencement, student advising and registration, SOAR to Success, PAES, and other recruitment events.

7) Conduct development (fund-raising) activities with donors, alums, and the community, including attending numerous events on and off campus and donor visits.

8) Provide theatrical and musical performances alone and in support of other events.

9) Operate the RVF Art Museum, including scheduled visits from schools, community, and campus totaling about 8,500 visitors per year.

The minimum resources I need to perform these tasks are:

1) Instruction
a. Full complement of tenure track and adjunct faculty;
b. technology support;
c. staff/clerical support;
d. Academic Personnel Office;
e. Payroll Office

2) Resources

a. department chairs;
b. department technical staff;
c. college technical staff

3) Fiscal Operations
a. College AA/S;
b. associate dean;
c. technical support;
d. support from central Budget Office, Accounting and Purchasing and the Foundation

4) Students
a. Assistant Dean;
b. Associate Dean;
c. Associate Provost for Academic Programs;
d. department chairs and faculty

5) Faculty Professional Development
a. department chairs;
b. department staff;
c. College AA/S;
d. support from central Human Resources

6) Campus-wide student events
a. Assistant Dean;
b. College office staff;
c. department chairs, faculty, and staff;
d. Development Associate

7) Development
a. DOD & Development Associate;
b. technology support;
c. support from Central Development;
d. staff/clerical support;

8) Performances
a. Music and Theatre Arts faculty, staff and students

9) Art Museum
a. Museum staff;
b. some technical support

If I am denied any of the resources listed above I will compensate by using:

1) Instruction
a. Faculty “covering” for each other;

b. where possible, hiring additional adjunct faculty;
c. increasing the use of technology (e.g., Blackboard, additional online meetings & assignments);
d. library, lab, and other assignments;
e. pooling of department/college staff to support needs of instructional faculty and input scheduling; Scheduling can be arranged by Associate Dean at home and transmitted electronically to staff for input to system;
f. ACM technical staff and ITCs from other colleges and departments to cover essential technical needs

2) Resources
a. Pooling of college technical staff to maintain minimum level of operation;
b. ACM technical staff and ITCs from other colleges and departments to cover essential technical needs;
c. delay of repairs and planned maintenance until after the emergency;
d. closure of specific non-essential facilities if adequate temporary support can not be provided

3) Fiscal Operations
a. Many activities/transactions can be performed online by the AA/S from home;
b. some operations can be performed by other college or department staff;
c. a back-up AA/S will be identified;
d. use of Budget, Accounting, and Purchasing Office staff

4) Students
a. The college Dean, Associate Dean, and Assistant Dean can substitute for each other;
b. grievance hearings can be delayed or rescheduled;
c. advisement can be done by phone or email;
c. student behavior issues may be directly referred to the Judicial and Student Affairs Management Officer or AVP for Academic Programs

5) Faculty Professional Development
a. College office will centralize decision-making in absence of chairs;
b. pooling of department/college staff for paperwork;
c. committee meetings held on-line, by phone or postponed;
c. alternative staff within Human Resources;
d. possible delay or postponement of professional activity

6) Campus-wide student events
a. Coordinate with central offices;
b. postpone events where possible;
c. use Internet resources, email, and phone

7) Development
a. DoD and Development Associate may substitute for each other;

b. dean will assume some responsibilities with assistance from other College staff;
c. Central Development may substitute for DoD or dean on some occasions;
d. some scheduled events and meetings may need to be postponed to later dates

8) Performances
a. Understudies used where possible;
b. sharing of technical staff between Music and Theatre Arts departments where possible;
c. postponement or cancelation of performances

9) Art Museum
a. Pooling of Art Museum staff to maintain essential operations;
b. reliable student assistants may be hired for the Reception Desk.
c. closing of the Art Museum for duration of emergency

APPENDIX A

Name: Patrick A. Areffi
Department: Associated Students, Incorporated

The most critical tasks my department performs for the university are:

1) Representation of the student interests to the faculty, staff, and the administration.

2) The College Legal Clinic – an attorney referral service which provides legal support to students.

3) Box Office operations in the sale of tickets for theme parks and movie theaters.

4) Representation of student's interest at the state level through CSSA.

5) On campus entertainment and activities though the ASI Activities Board.

6) Proper maintenance of accounting and financial resources of ASI.

The minimum resources I need to perform these tasks are:

1) Office space as well as professional and student staff and the elected officers.

2) Meeting space – usually in the Santos Manuel Student Union.

3) Computer (email) and telephone support.

If I am denied any of the resources listed above I will compensate by using:

1) The ASI office suite for meeting space.

2) Without telephone or computer support, ASI will go back to using paper and pencil as well as walking any message traffic to the appropriate offices. Communicating with PeopleSoft without computer support will be impossible. ASI would keep manual paper-and-pencil records until computer support was restored.

APPENDIX A

Name: Kim Ball
Department: Bookstore

The most critical tasks my department performs for the university are:

1) Provide food and/or clothing in the event of an emergency

2) Should classes be in session, provide materials needed for classes

The minimum resources I need to perform these tasks are:

1) Depending on what level the campus is operating at, at least all full time staff (14 total) and appropriate number of student staff.

2) Depending on the availability of power – utilize disaster recovery program to have access to ICS/POS system

3) If no availability of power – utilize battery operated cash register with manual tracking of sales

4) Ability to access money, credit card sliders, phone line to get authorization

If I am denied any of the resources listed above I will compensate by using:

1) Requesting support from Nebraska book company

2) Determining what services are absolutely essential to provide and eliminate others

APPENDIX A

Name: Hamid Azhand
Department: Capital Planning, Design, and Construction

The most critical tasks my department performs for the university are:

1) Master planning for both San Bernardino and Palm Desert campuses.

2) Planning process for major and minor capital outlay projects.

3) Design coordination for major and minor construction projects.

4) Construction administration of major construction projects.

5) Coordinating feasibility studies, construction permitting process, etc.

The minimum resources I need to perform these tasks are:

1) Professional personnel for each of the above tasks.

2) State and non-state funding sources for projects.

3) Proper equipment and supply material.

4) Suitable work area.

5) Training workshops and seminars for professional staff.

If I am denied any of the resources listed above I will compensate by using:

1) Perform some work in-house instead of hiring outside consultants.

2) Postpone non-urgent projects.

3) Use outside services if economical.

4) Seek donation funds for projects.

5) Increasing efficiency and limiting spending.

APPENDIX A

Name: Carol Dixon
Department: Career Development Center

The most critical tasks my department performs for the university are:

1) Connecting students with employers

2) Providing career counseling

3) Hosting employers on campus and facilitating on-campus interviews

4) Providing workshops and training for career development

5) Holding Career Fairs where students are often hired

The minimum resources I need to perform these tasks are:

1) Salary and operation budget support

If I am denied any of the resources listed above I will compensate by using:

1) Cutting back on programs

2) Reducing available hours and training sessions

3) Hosting fewer events and career fairs

4) Hosting fewer employers on-campus

APPENDIX A

Name: Barbara Kirby
Department: Children's Center

The most critical tasks my department performs for the university are:

1) Early Education Services for children ages 3 – 12 years of students of CSUSB.

2) Employment opportunities for CSUSB students.

The minimum resources I need to perform these tasks are:

1) Teachers, student assistants, nutritionist, administrative support coordinator. (We have a state mandate of keeping with a 1 to 8 child – teacher ratio.

If I am denied any of the resources listed above I will compensate by using:

1) I can use substitutes as long as they are fingerprint clear and have a negative TB test.

2) Substitute teachers need to have a permit or at least at the Associate Teacher level.

3) Substitute nutritionist must have a food handler's permit.

APPENDIX A

Name: Diane Podolske
Department: Community-University Partnerships

The most critical tasks my department performs for the university are:

1) Coordination of partnerships with local nonprofit organizations and schools

2) Community contact point – information and referral, volunteer coordination

The minimum resources I need to perform these tasks are:

1) Telephone and computer (internet) access

If I am denied any of the resources listed above I will compensate by using:

1) Resources available at local nonprofits or other designated disaster/disease coordination check-point

2) Resources from my home

APPENDIX A

Name: Carol Dixon
Department: Coussoulis Arena

The most critical tasks my department performs for the university are:

1) Providing programming & events services for on and off-campus events

2) Facility scheduling, events management, and outreach programs for the university

3) Ticket sales

The minimum resources I need to perform these tasks are:

1) Salary support and operational support

If I am denied any of the resources listed above I will compensate by using:

1) Cutting back on the programs

2) Reducing services provided

3) Closing tickets sales and converting all to TicketMaster (which charges very high fees)

4) We would close or cancel a program in the event of a flue epidemic given public safety concerns

APPENDIX A

Name: Miguel Q. Ruvalcaba
Department: Dining Services-Commons

The most critical tasks my department performs for the university is:

1) Provide Dining Services for campus community from the Obershaw-Commons Building.

The minimum resources I need to perform these tasks are:

1) Utilities to include electric, gas, and water.

2) Communication to network computers for POS system.

3) Staffing for minimal service of 4 to 5 people.

If I am denied any of the resources listed above I will compensate by using:

2) I cannot provide safe food without electricity, Gas, Water . We would be able to provide bottled beverages and pre-packaged snacks.

3) We can manually keep track of food provided to customers and bill different areas later on.

APPENDIX A

Name: Miguel Q. Ruvalcaba
Department: Dining Services- Student Union

The most critical tasks my department performs for the university are:

1) Provide Dining Services for campus community from the Student Union Building.

The minimum resources I need to perform these tasks are:

1) Utilities to include electric, gas, and water.

2) Communication to network computers for POS system.

3) Staffing for minimal service of 4 to 5 people.

If I am denied any of the resources listed above I will compensate by using:

4) I cannot provide safe food without electricity, Gas, Water . We would be able to provide bottled beverages and pre-packaged snacks.

5) We can manually keep track of food provided to customers and bill different areas later on.

APPENDIX A

Name: Bob McGowan / Gennie Robles
Department: Enrollment Services

The most critical tasks my department performs for the university are:

1) Budget reporting and analysis for six departments

2) Enrollment planning and forecasting

3) Attendance and payroll duties (time sheets) for staff and students, four departments

The minimum resources I need to perform these tasks are:

1) Computer, with internet access and access to University network and databases

2) Printer

If I am denied any of the resources listed above I will compensate by using:

1) Laptop from remote location

APPENDIX A

Name: Roseanna Ruiz
Department: Financial Aid

The most critical tasks my department performs for the University are:

1) Provide information to prospective students and enrolled students on Federal, State and local financial aid programs
2) Authorize payment of financial aid to eligible students
3) Work with CSUSB students to resolve problems preventing financial aid awards or financial aid authorizations for disbursement
4) Review financial aid applicants for eligibility and award financial aid
5) Administer the CSUSB scholarship application and selection process for most CSUSB scholarships
6) Assure that all financial aid programs are administered in compliance with federal, state and CSU regulations.

The minimum resources I need to perform these tasks are:

1) The CSUSB Financial Aid Web site provides extensive information and must remain available, including self-service access to financial aid awards via PeopleSoft
2) The PeopleSoft Student Administration system must remain operational and staff from CMS, IRT, Financial Aid, Records, Admissions and Student Accounts available to assist in not only maintaining the system but also assisting with student inquiries.
3) The phone system would be available for student inquiries and would require staffing in the Financial Aid Office to support.
4) Access to the various network drives that the Financial Aid Office keeps data on (Q:/, K:/, H:/ and I:/)

If I am denied any of the resources listed above I will compensate by using:

1) Limited technical staff support to maintain the financial aid data on the Q:/ and K:/ drives.
2) Work with IRT/CMS and Financial Aid Office technical staff to maintain support of the PeopleSoft system and H:/ and I:/ network drives where financial aid servers are located. Some support might be maintained via “telecommuting” but complete support will require some on-site tasks be completed as well.
3) Personal contact between students and staff can be limited to phone calls but would require staff to be on campus to provide such support.

APPENDIX A

Name: Happy Cimenski-Almogela
Department: Office of Housing and Residential Life

The most critical tasks my department performs for the university are:

1) Provide on-campus housing for students.

2) Provide after hours and weekend crisis management/emergency coverage by live-in professional staff members and Resident Assistants.

3) Process on-campus housing applications, including assignments, inputting charges, mailing marketing materials, and responding to phone calls.

4) Provide overall maintenance of buildings, including facilities issues and daily custodial upkeep

The minimum resources I need to perform these tasks are:

1) Lodging for students in fully furnished traditional-style rooms and apartments (includes a bed, desk, chair, and closet/dresser component). For those in traditional-style rooms, minimum resources include a board plan.

2) At a bare minimum, two professional staff members living in an on-campus apartment who are prepared to respond to crisis issues after-hours and during the weekend.

3) At a bare minimum, one staff member to provide overall administrative support to process applications.

4) At a bare minimum, one maintenance staff member to respond to facilities issues (i.e. heating/AC needs, water and electricity issues) and 3 custodial staff members to upkeep the buildings.

If I am denied any of the resources listed above I will compensate by using:

1) In the event of a campus closure, uninfected students remaining on campus will be consolidated into one (or two) buildings depending on the number of students. Infected students will be sent home. If infected students cannot return home (because of restricted airplane travel), students will be housed in a hotel or mobile home unit that provides a non-centralized air duct unit.

2) In the event of a campus closure, at least one uninfected professional staff member will need to remain on campus as long as there are students who continue to live on campus. If live-in professional staff member is infected,

he/she will be asked to return to their home off campus; if the infected professional staff member is unable to return home because of restricted travel, he/she will be housed in a hotel off campus or mobile home unit that provides a non-centralized air duct unit.

3) Administrative work may be reduced drastically, leaving primarily phone response and application processing needed. Local temporary agencies will be able to provide temporary administrative help, i.e. Ameritemp.

4) Assistance from campus Facilities Management will be helpful in responding to facilities issues (i.e. heating/AC needs, water and electricity issues). Assistance from campus custodial staff will be helpful in maintaining the buildings as long as students continue to live on campus. If on-campus facilities and custodial staff are not available, off-campus maintenance and janitorial services will be called.

APPENDIX A

Name: Dale T. West
Department: Human Resources

The most critical tasks my department performs for the university are:

1) Provide HR services to the campus in the areas of employment, worker's compensation etc.

2) Provide guidance, counsel and advice on employment requirements, pay, leaves, benefits, work schedules, compliance etc.

3) Providing adequate human resources to fill and maintain University staff and management positions

4) Processing of employment status documents: pay, leaves, new hires, terminations etc.

5) Providing adequate training and development for employees

The minimum resources I need to perform these tasks are:

1) One HR generalist manager

2) One HR analyst

3) Two administrative support persons

4) Communications, phone, e-mail,

5) Computers

If I am denied any of the resources listed above I will compensate by using:

1) Available managers

2) Available analyst

3) Available support persons

4) Cell phones

5) Laptops

APPENDIX A

Name: Walt Stewart, Chair
Department: Information & Decision Sciences

The most critical tasks my department performs for the university are:

1) Teach core and concentration courses (50 class and lab sections)

2) Advise students

The minimum resources I need to perform these tasks are:

1) Faculty to teach courses

2) Faculty to advise students

If I am denied any of the resources listed above I will compensate by using:

1) If a few faculty cannot teach, other faculty in the department would substitute. It faculty absence is widespread, part-timers would be hired when content of course would allow, else the department would cancel class sessions

2) If faculty unavailable, the department would delay advising

APPENDIX A

Name: Lorraine Frost and Spencer Freund
Department: Information Resources and Technology

The most critical tasks my department performs in priority order for the University are:

ACM

1. Maintain emergency communications external PA systems - VisiPlex
2. Maintain main campus websites/server
3. Maintain and support Blackboard system
4. Maintain and support Distributed Learning video infrastructure
5. Maintain and support Distributed Learning on-line infrastructure
6. Support smart classroom infrastructure
7. Maintain the OneCard ID system

ACS

1. Maintain emergency communications systems - ConnectEd
2. Maintain administrative computer systems for the University (Student, Degree Audit, Human Resources, Financial, Foundation and Development)
3. Maintain access points (portals) to the systems (web, client server, etc.)
4. Respond to reporting needs of the University

DC&HS

1. Support the Central Servers for various departments/colleges 24x7
2. Support for Common Management Systems (CMS) production jobs
3. Support the Blackboard infrastructure 24x7
4. Helpdesk services for faculty/staff/students

ISO

1. Coordinate computer incident response for the campus, including forensic analysis
2. Continuously monitor intrusion prevention and detection systems
3. Conduct vulnerability and risk assessments and implement preventative information security measures

TNS

1. Monitoring the campus network infrastructure
2. Maintain emergency communications internal PA system - Informacast
3. Telecommunications (voicemail)
4. Network communications (voice, data & video)
5. Campus Email
6. E911 Service

The minimum resources I need to perform these tasks are:

ACM

1. 1 FTE – web services
2. 1 FTE – media services

3. 1 FTE – smart classrooms
4. 1 FTE – Instructional Designs
5. 1 FTE – Academic Technology Systems Administration
6. 1 FTE – One Card administration

Total of 6 FTE

ACS

1. 1 FTE each for finance, human resources, student administration (3)
2. 1 FTE each for DBA, network support (2)
3. Additional staff to support Advancement, Degree Audit and Auxiliary Services if possible

Total of 6 FTE

DC&HS

1. 2 FTE to monitor and manage servers
2. 1 FTE manage job submittals
3. 1 FTE to monitor Blackboard environment
4. 2 FTE to manage helpdesk support

Total of 6 FTE

ISO

1. 2 FTE for security analysts
2. 1 FTE ISO Director

Total of 3 FTE

TNS

1. 1 FTE for Voice support
2. 2 FTE for data and network support
3. 1 FTE for email support
4. 1 FTE for E911 support

Total of 5 FTE

26 FTE total to ensure continued business operations for Information Resources and Technology

If I am denied any of the resources listed above I will compensate by using:

Please note that the critical systems under the oversight of IRT are the foundational technology infrastructure for the campus. Without support of these

systems, the continued reliability would be at risk. Most systems can be managed remotely. Therefore, below are those areas that must have on-site inspection and maintenance. All others can be addressed remotely provided the infrastructure is intact. If the infrastructure is lost, all personnel will be required without exception to restore capability. If the personnel responsible for systems become unavailable, support from sister campuses may need to be pursue. An alternate arrangement would be to contract with key vendors providing these services.

ACM –

Remote access, if available

Smart classrooms could not be maintained if onsite capability is unavailable

ACS -

Remote access, if available

DC&HS –

Remote access, if available.

Level 2 helpdesk assistance would need on-site personnel

ISO –

Remote access, if available

TNS – Remote access, if available

Installation of physical devices would require on-site personnel

If 30% of my staff is affected by the influenza the Department would compensate for the temporary loss in staff and infrastructure support by:

If 30% of the IRT staff were incapacitated only maintenance and status quo activities could be assigned. Critical or essential services would require approval at the highest levels. Loss of systems would require contracts with service providers or sister campuses with similar structure.

ACM –

Minimize development and production projects. Reassign alternate staff to maintain infrastructure.

ACS –

Focus on “critical” applications/needs and telecommute if connectivity is available.

DC&HS –

Will have to use a temporary employment agency for technical staff

ISO –

APPENDIX A

Given that we only have 2 positions, i.e. two technicians, if one of them is affected the only way to compensate is by eliminating some or all of the tasks. Otherwise, security monitoring would be discontinued.

TNS –

Contract with vendor for services
Delay nonessential voice, data, and network requests

APPENDIX A

Name: Ross Moran
Department: Institutional Research

The most critical tasks my department performs for the university are:

1) Enrollment projections

2) Statistical Reporting to the CSU system

3) Ad hoc administrative research studies

4) Web-based information dissemination

The minimum resources I need to perform these tasks are:

1) Ability to readily communicate with information requestors and providers (email)

2) Access to appropriate data files

If I am denied any of the resources listed above I will compensate by using:

1) If the CSUSB email system remains in operation and call forwarding to off-campus numbers were to be allowed, the office has the appropriate technological resources for the entire staff to effectively telecommute from home for an extended period of time.

APPENDIX A

Name: Paul Amaya
Department: International Center

The most critical tasks my department performs for the university are:

1) Immigration documentation

2) Orientation programs

3) Health insurance

4) Off-campus housing for international students and airport pick-up

5) Monitoring SEVIS compliance

6) Visiting international scholars reporting of arrival in SEVIS. Need to check health insurance compliance (Visiting scholars arrive at different dates throughout the year)

7) Liaison to embassies and consulates particularly when students incur difficulties

The minimum resources I need to perform these tasks are:

1) DSL connection, laptop, printer, scanner, fax machine, cellular telephone

2) Assurance from the university of reimbursement for postage and supplies

If I am denied any of the resources listed above I will compensate by using:

6) We will not be able to perform the above critical tasks

If we cannot discharge the above critical tasks:

1) Students may be subject to deportation

2) Without current health insurance student might not be able to receive treatment

3) There could be legal ramifications

APPENDIX A

Name: Pat McInturff
Department: Management

The most critical tasks my department performs for the university are:

1) Delivery of educational sets to students.

The minimum resources I need to perform these tasks are:

1) Currently functioning below the minimum.

If I am denied any of the resources listed above I will compensate by using:

1) Reducing class offerings.

APPENDIX A

Name: Vic Johar
Department: Marketing

The most critical tasks my department performs for the university are:

1) Teaching and advising students in the Marketing program of the College of Business.

2) Faculty conducting professional development activities.

3) Faculty providing service related to department, college, university committees and the community.

4) The functioning of the department office for servicing the faculty, students and administrative needs.

The minimum resources I need to perform these tasks are:

1) Availability of faculty and staff to service the above listed tasks.

2) Availability of competent student help to assist in the functioning of the department office for servicing the faculty, students and administrative needs.

If I am denied any of the resources listed above I will compensate by using:

1) For a brief period of time part-time faculty maybe able to provide some of the teaching services. Student help maybe able to help in the partial functioning of the department's administrative and clerical needs.

APPENDIX A

Name: Dean Carlson
Department: College of Natural Sciences

The most critical tasks my department performs for the university are:

1) teaching of classes

2) preparing for classes

3) responding to student and faculty questions

4) repairing equipment

The minimum resources I need to perform these tasks are:

1) faculty with special skills

2) staff with special skills

3) staff with general skills

If I am denied any of the resources listed above I will compensate by using:

1) canceling classes

2) canceling laboratory class and/or let equipment repairs wait

3) referring questions and clerical skills to other locations within the College

APPENDIX A

Name: Johnnie Ann Ralph
Department: Pfau Library Administration

The most critical tasks my department performs for the university are:

1) Operation of Library Administration University Librarian and Administrative Analyst Specialist I.

2) Access to research, reference, and reserve collection, both in print and electronic formats.

3) Technical administration/operation of many servers and centralized programs that support access to library electronic resources and services inside the library, around campus, and remotely: Online Public Access Catalog (OPAC), staff cataloging, acquisitions, serials, book/item circulation, class reserves, Pfau Library web page, reference/research databases, inter-library loan, patron authentication/log-on, other staff and public modules.

4) Processing incoming federal documents within the legal parameters set by the program.

5) Access to extended research collections via Interlibrary Loan services.

The minimum resources I need to perform these tasks are:

1) University Librarian and Administrative Analyst Specialist I.

2) Two Library Assistants and (3) student assistance at the Circulation Desk the

3) Two student assts. or pt.-time equivalent and two information technology professionals in Automation Services.

4) Two Reference Librarians

5) Library Assistant for incoming documents

If I am denied any of the resources listed above I will compensate by using:

1) Agreements with one/many CSU libraries and CSU Chancellor's Office to approve/authenticate CSUSB students, faculty, and staff for access to various electronic resources/services available at those other locations … to the extent that said alternate CSU campuses did not suffer service breaks themselves from the same avian flu outbreak.

APPENDIX A

2) Remote access to Pfau Library catalog and online research databases.

3) Cooperative use and lending arrangements with nearby regional academic libraries.

4) Open Library as Study Hall/Print collections. Do manual searches, Material check out, etc.,

5) 24/7 Reference consortium.

APPENDIX A

Name: Buckley B. Barrett
Department: Library Automation Services

The most critical tasks my department performs for the university are:

1) Technical administration/operation of many servers and centralized programs that support access to library electronic resources and services inside the library, around campus, and remotely: Online Public Access Catalog (OPAC), staff cataloging, acquisitions, serials, book/item circulation, class reserves, Pfau Library web page, reference/research databases, inter-library loan, patron authentication/log-on, other staff and public modules.

2) Installation, maintenance, upgrading of about 200 staff and patron pc's in library which utilize aforementioned resources.

3) General software support for staff and patrons inside library and technical advisory help for remote patrons.

4) Coordination of telecom network within library as controlled by TNS.

The minimum resources I need to perform these tasks are:

1) Two information technology professionals.

2) Two student assts. or pt.-time equivalent.

3) Access to server room (PL-1003) 3-4 days a week for several hours for regular maintenance and special fixes.

If I am denied any of the resources listed above I will compensate by using:

1) Agreements with one/many CSU libraries and CSU Chancellor's Office to approve/authenticate CSUSB students, faculty, and staff for access to various electronic resources/services available at those other locations … to the extent that said alternate CSU campuses did not suffer service breaks themselves from the same avian flu outbreak.

APPENDIX A

Name: Les Kong
Department: Library Public Services

The most critical tasks my department performs for the university are:

1) Access to research, reference, and reserve collections, both in print and electronic formats.

2) Access to extended research collections via Interlibrary Loan services.

3) Assistance to the campus community in the use of research databases.

4) Instruction to classes in the use of research databases and other methodologies.

The minimum resources I need to perform these tasks are:

1) (2) Reference Librarians

2) (2) Library Assistants at the Circulation Desk

3) (1) Library Assistant in the Interlibrary Loan Department

4) (1) Instructional Technology Consultant to support automation needs.

5) (1) Library Assistant in the Music Listening Facility

If I am denied any of the resources listed above I will compensate by using:

1) Cooperative use and lending arrangements with nearby regional academic libraries.

2) 24/7 Reference consortium.

3) Remote access to Pfau Library catalog and online research databases.

4) Remote access to Pfau Library online tutorials (e.g., OLLIE, etc.)

APPENDIX A

Name: Jill Vassilakos-Long
Department: Library Technical Services / Government Documents

The most critical tasks my department performs for the university are:

1) Processing incoming federal documents within the legal parameters set by the program.

2) Cataloging theses.

3) Checking in serials and sending them to be shelved / claiming issues not received is time sensitive.

4) Cataloging purchased materials.

5) Loading cataloging records for electronic government documents.

The minimum resources I need to perform these tasks are:

1) Incoming documents.

2) Theses for cataloging.

3) Incoming serials.

4) Incoming books.

5) Computer access to III Millennium (client /server) and OCLC Connexion (client /server).

If I am denied any of the resources listed above I will compensate by using:

1) I can use OCLC Connexion browser instead of Connexion client; it is more problematic to save work, but it can be done.

2) If there are no materials coming in catalogers will work on catalog maintenance. There is ongoing clean-up work that must be done to maintain the database.

3) If staff could not come in to work it is possible that, if they were provided with computers, internet connections, and appropriate software some of the work could be done from home. With the appropriate resources most could catalog electronic materials from home. Most of the work involves physical materials, not electronic materials. To do that work correctly it is necessary to have the materials in hand, so staff would need to come into the library.

APPENDIX A

Name: Brian Janiskee, Chair
Department: Political Science

> ***The entries below were made under the assumption that there will be extended simultaneous absences by nearly all university personnel and students in the event that the presence of an influenza epidemic on the CSUSB campus is made public.

The most critical tasks our department performs for the university are:

1) Teaching undergraduate and graduate courses

2) Student Advising

3) Faculty Professional Development

4) Service to University, College, and Department Committees

5) Community Service

The minimum resources we need to perform these tasks are:

1) Faculty and Staff

2) Class space

3) Office Space

4) University Computer and Technical Support

5) Office Materials

If we are denied any of the resources listed above, we will compensate by using:

1) Faculty and Staff: Reassign tasks to competent personnel. Chair and ASC should have duplicate access to key resources. Both should have remote access to PeopleSoft or other comparable systems.

2) Class space: Blackboard, Web pages, email and other electronic resources. ODL should, in the event of such an emergency, facilitate the creation of department-wide blackboard pages. Everyone in a department (faculty, staff, students) would be automatically placed on the site, just as if they were

registered for a class. The Chair and the ASC would have joint control over the site, as if they were instructors. This would facilitate communication of procedures, advice, and materials necessary to perform core functions.

3) Office space: Blackboard, Web pages, email and other electronic resources from the homes of faculty or other locations.

4) University Computer and Technical Support: Temporary use of home-based or other resources. In the event of an emergency, the supervisor will assess expertise amongst functioning faculty and staff to determine who could best provide technical assistance in a given situation. It might be wise to undertake a "skills audit" of current faculty and staff in each department. For example, a faculty member may be particularly good at fixing computer problems while another could provide technical assistance on a budget matter.

5) Office Materials: Faculty and staff may be forced to use materials from sources other than campus for official university business. Personnel should keep a record of materials purchased for reimbursement.

APPENDIX A

Name: Sid Robinson
Department: Public Affairs

The most critical tasks my department performs for the university are:

1) Communicate to our publics (internal and external audiences, media)

2) Unite, distribute, and deliver key messages and communications

3) Spokesperson for university

4) Liaison with media and community

The minimum resources I need to perform these tasks are:

1) Access to information (from top leadership)

2) Computers, internet access, other office equipment (cellular phone, etc)

3) Staff of at least three people

4) My existing emergency communications manual

If I am denied any of the resources listed above I will compensate by using:

7) Home office and equipment (or my 'mobile office' which has already been established for emergency situations)

8) Public Affairs staff from other universities

9) Public relations professionals from other organizations in the area

10) Office space and equipment at other universities or other offices

APPENDIX A

Name: Lydia Ortega
Department: Records, Registration, and Evaluations

The most critical tasks my department performs for the university are:

1) Provide academic records: transcripts, enrollment verifications, PAWS

2) Process change of majors, graduation, petitions, evaluate coursework

3) Register students at the front window

4) Answer the phone to assist students on issues related to registration, records and evaluations

5) Provide services to students at the front counter, information center and phones

The minimum resources I need to perform these tasks are:

1) Access to PeopleSoft via computers

2) Access to DARWIN via computers

3) Access to our phones

4) Access to printers

5) Access to other offices

If I am denied any of the resources listed above I will compensate by using:

1)Without the resources above almost no services can be provided, however, proactive measures could be taken to have these resources available from home computers or by phone at home or a satellite office.

APPENDIX A

Name: Beth Jaworski
Department: Services to Students with Disabilities

The most critical tasks my department performs for the university are:

1) Provide academic accommodations to students with disabilities

2) Provide on-campus mobility to students with disabilities

3) Act as liaison between faculty/staff and students with disabilities regarding academic accommodations

4) Act as resource for disability issues on campus

The minimum resources I need to perform these tasks are:

1) Personnel – director, 5 professional counseling staff, 5 support staff, 10 student assistants, 6 interpreters, 3 captionists

2) Equipment - 2 wheelchair accessible mobility carts, 15 computers/printers, 3 scanners, computer software including Microsoft Office and assistive technology programs

3) Materials/Supplies – alternate media supplies (e.g., CDs, audiotapes), general office supplies

4) Access to university databases and departmental server

If I am denied any of the resources listed above I will compensate by using:

1) Personnel - hiring contract staff, consult with disability professionals at other CSUs

2) Equipment – borrow from other departments or utilize other vendors

3) Materials/Supplies – borrow from other departments or utilize other vendors

4) Access to databases/servers – maintain individual computer records and/or written records

APPENDIX A

Name: Kim Hunsaker
Title: Aide to the Vice President
Department: Student Affairs
Phone #: (909) 537-3806

The most critical tasks my department performs for the university are:

1) Monitoring all offices within Student Affairs

2) In charge of central division budget and the Vice President's budget

3) Handling both student and staff personnel problems

4) Judicial affairs and grievances

5) Vice President in conjunction with the President and other Vice Presidents make decisions for university.

The minimum resources I need to perform these tasks are:

1) We believe that our office could close for a short period of time without it impacting the university.

2) Judicial Affairs Officer

If I am denied any of the resources listed above I will compensate by using:

11) If no one was in the office for a week or two, the Vice President, assistant Vice President, the Judicial Affairs Officer and the Aide to the Vice President would communicate via cellular phone.

12) Judicial affairs decisions could conceivably wait or another person would be assigned to handle the matter.

2) Walk-ins and phone calls could be transferred to another department, and a voicemail message with information about when the office would re-open for business could be utilized.

APPENDIX A

Name: Dr. Patricia Smith
Department: Student Health and Psychological Counseling Center

The most critical tasks my department performs for the university are:

1) Provide medical and nursing care to support student learning, academic achievement and retention in college.

2) Provide Primary Prevention Services

3) Disease Surveillance

4) Disaster Preparation

5) Psychological Counseling including Crisis Counseling

The minimum resources I need to perform these tasks are:

1) Licensed medical personnel

2) Medical material and supplies including cots and bedding

3) Protective devices/equip for medical personnel

4) Quarantine areas

If I am denied any of the resources listed above I will compensate by using:

1) Utilizing licensed personnel from Nursing

2) Utilizing Nursing/Health Science Students

3) University Police

4) County Health Department

APPENDIX A

Name: Mark Hartley
Department: Student Leadership and Development

The most critical tasks my department performs for the university are:

1) Risk management for student organizations

2) Retention efforts – orientation, leadership education

3) Other programming

4) Facility scheduling

The minimum resources I need to perform these tasks are:

1) Human resources – depends

2) Fiscal resources – depends

If I am denied any of the resources listed above I will compensate by using:

1) We would close and/or postpone programs

APPENDIX A

Name: Jimmie Brown
Department: University Police

The most critical tasks my department performs for the University are:

1) Provide for Public Safety/Life Safety

2) Protection of University property

3) Traffic control/monitoring

4) Emergency communication networking

5) Security at designated quarantined or medical facility on campus

The minimum resources I need to perform these tasks are:

1) Fourteen (14) Police Officers (Full staffing)

2) Five (5) Dispatchers (Full Staffing)

3) Five Police vehicles

4) Protective masks for officers in the field

5) Traffic control devices (Cones, signs etc.)

If I am denied any of the resources listed above, I will compensate by using:

1) Request of allied support per MOU with San Bernardino PD

2) Utilize CSU CRU (Critical Response Unit) to supplement forces

3) Request and utilize allied agency command post vehicle

4) Utilize the Sheriff's or SBPD dispatch center for radio communications, in the event coverage is needed

5) Request and utilize Police Officer staffing from other CSU's that are not affected.

APPENDIX A

APPENDIX B

OVERALL PANDEMIC MANAGEMENT STAGES AND ASSOCIATED OBJECTIVES

STAGE	CSU STRATEGY	ALERT CODE	OBJECTIVE AND ACTION
1	PLANNING PREPAREDNESS	WHITE	Designate an "Influenza Manager" Develop a plan to reduce the health and economic effect of a pandemic in the CSU. Develop short, medium and long term BCP Engage in discussion and consultation with: Chancellor Office of Business and Finance Office of Risk Management Office of General Counsel Office of Human Resources Student Health Center Other Campuses Pre-arrange psychological counseling for "as needed" basis
2	STANDBY	ORANGE	Consider Implementation of Short Term Pandemic BCP
3	CLUSTER CONTROL	YELLOW	Increase internal surveillance and preventative measures Student Health Center and "Influenza Manager" monitor situation and report to President and CO. Investigate and follow up suspected cases, unexpected absences Control Clusters in departments, residence halls Restrict movements into/out of affected areas Consider Implementation of Medium-Long Term Response BCP
4	MANAGING THE EVENT	RED	Social distancing measures should be implemented (i.e. allow greater numbers of employees to telecommute, begin canceling large size classes, consider closing student unions or other places of large gatherings and events). Provide psychological counseling for essential and core personnel
5	RECOVERY	GREEN	Expedite recovery of campus by phasing in "Return to Business as Usual"

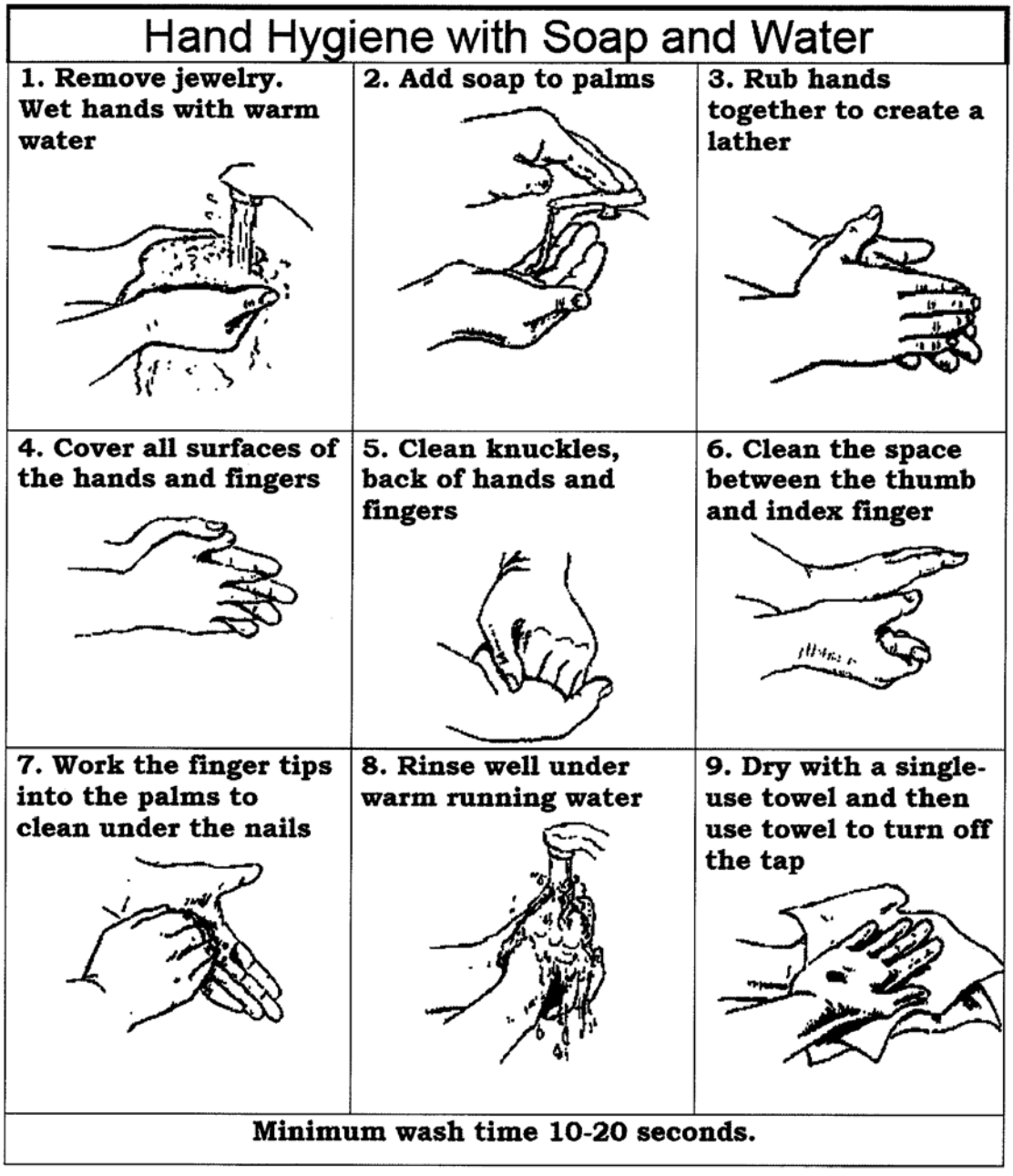
APPENDIX B

SUGGESTED ACTIONS DURING EACH ALERT CODE

STAGE	STRATEGY	ALERT CODE	SUGGESTED ACTIONS
1	PLANNING PREPAREDNESS	WHITE	Develop Planning Assumptions Conduct Business Impact Analysis Conduct Risk Identification/Impact Analysis Identify Essential and Core Personnel, Assess Skill Requirements Identify Essential Services (including contracted services) Identify Essential Mechanical Systems and those Requiring physical intervention on a periodic basis Identify and Schedule Training and Plan Exercises Plan for absences up to 50% at height of pandemic Identify means of "social distancing" in the workplace Consider organizational policies to encourage ill employees to remain at home or enable telecommuting when possible Communicate: Personal hygiene, public health flyers Identify needs for PPE and cleaning equipment Check HVAC systems and change filters when influenza appears in clusters Purchase contingency supplies
2	STANDBY	ORANGE	Alert staff and students to change in pandemic status Consider Implementation of Short Term Pandemic BCP Increase internal surveillance and preventative measures Student Health Center and "Influenza Manager" monitor situation and report to President and CO
3	CLUSTER CONTROL	YELLOW	Alert staff and students to change in pandemic status Investigate and follow up suspected cases, unexpected absences Implement Cluster Control in departments, residence halls Consider partial closure Restrict movements into/out of affected areas Consider Implementation of Medium-Long Term Response BCP
4	MANAGING THE EVENT	RED	Alert staff and students of change in pandemic status Activate Essential business continuity measures Consider total campus closure Communicate measures to minimize introduction and/or spread of influenza in work place Activate process for recovered/well employees to return to work
5	RECOVERY	GREEN	Expedite recovery of campus by phasing in "Return to Business as Usual"

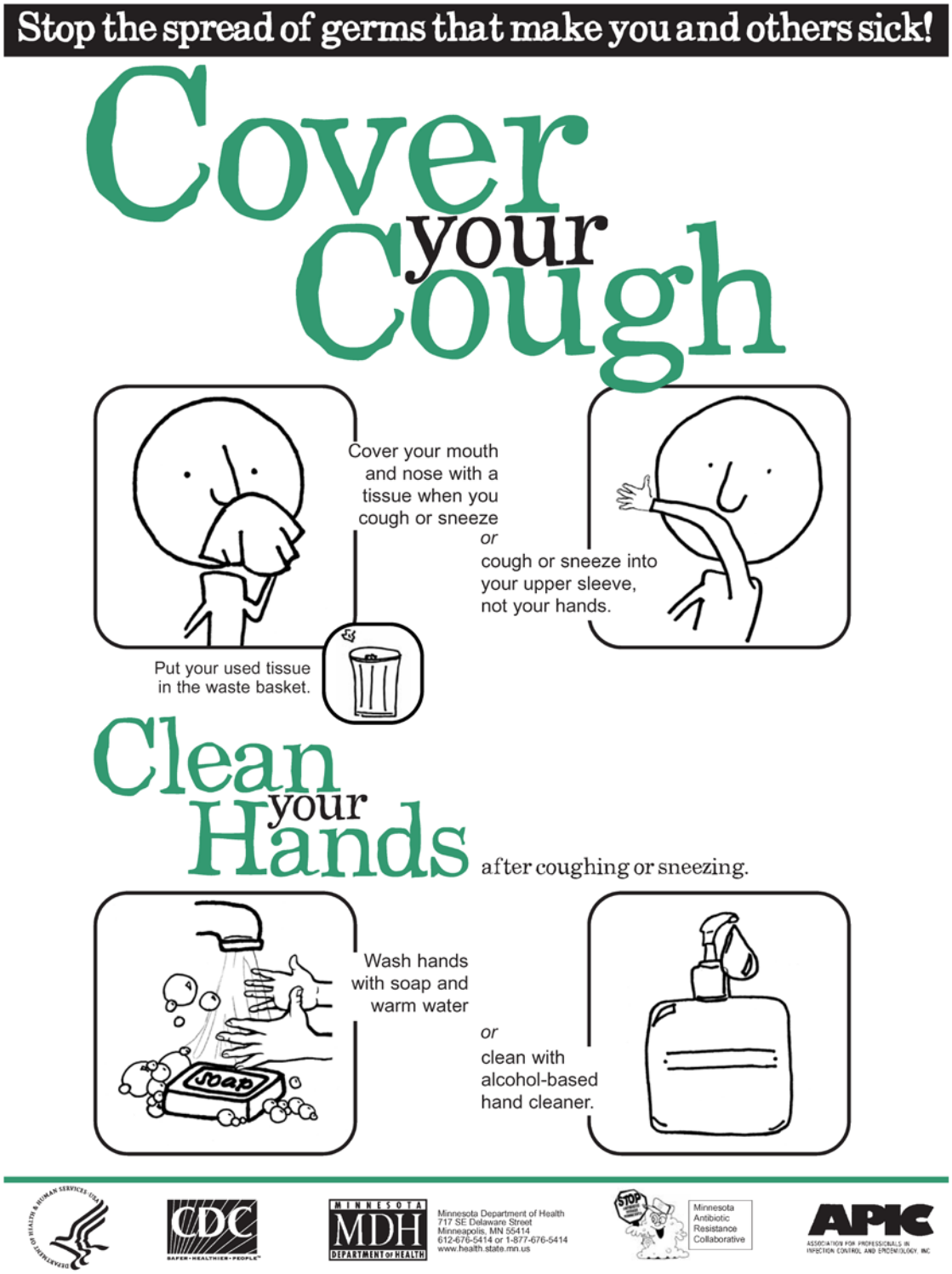
APPENDIX C

HAND HYGIENE NOTICES



Source: Vancouver Coastal Health's Regional Pandemic Influenza Response Plan

APPENDIX C


Stop the spread of germs that make you and others sick!
Cover your Cough
Cover your mouth and nose with a tissue when you cough or sneeze
or
cough or sneeze into your upper sleeve, not your hands.
Put your used tissue in the waste basket.
Clean your Hands
after coughing or sneezing.
Wash hands with soap and warm water
or
clean with alcohol-based hand cleaner.
SOAP
CDC
MINNESOTA MDH DEPARTMENT OF HEALTH
Minnesota Department of Health
717 SE Delaware Street
Minneapolis, MN 55414
612-676-5414 or 1-877-676-5414
www.health.state.mn.us
STOP
Minnesota Antibiotic Resistance Collaborative
APIC

APPENDIX C

SUMMARY OF INFLUENZA PROTECTION MEASURES

Protection Measure	Where applicable
Hand Hygiene, cough etiquette, ventilation	Everyone, all the time
Campus Organizational Policies	Every campus, all the time
Social Distancing	Everyone, whenever practical
Protective barriers	In situations where regular work practice requires unavoidable, relatively close contact with the public
Disposable surgical masks	Workers in any community or health care setting who are caring for the sick (this includes first responders) Also as a possible adjunct to protective barriers
Disposable particulate respirator masks, eye protection, gloves and gowns	Health care workers participating directly in close contact with respiratory secretions, particularly via aerosols (mostly inpatient settings)