



# **York University Pandemic Influenza Plan**

**2009**



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## BACKGROUND

Outbreaks of influenza have been known to occur for centuries, and three influenza pandemics have occurred in the previous century alone – the Spanish (1918), Asian (1957) and Hong Kong (1968) pandemics. These pandemics resulted in reported numbers of deaths in the millions across continents and world-wide.

International health experts are predicting that another pandemic influenza will occur although the timing and pattern of the pandemic is unpredictable. When it does, the impact could be extensive, with millions in Ontario anticipated to be infected and possibly thousands succumbing to the disease. Clearly, it is important for institutions and businesses to prepare for this possibility.

Work has occurred at the federal level that has resulted in the development of a contingency plan, which reflects the role of the federal government in a pandemic influenza response. Similarly, at the provincial level, the Ministry of Health and Long-Term Care has undertaken a planning process in collaboration with various stakeholders for an Ontario response to a pandemic influenza.

Given the federal and provincial forecasts, municipalities across Ontario need to prepare for such an outbreak and Toronto Public Health has recently completed a Pandemic Influenza Plan, with the involvement of numerous medical and health experts, emergency response agencies, and non-government (outreach/ service) organizations.

Beginning in Fall 2005, York University has been participating in discussions about Pandemic planning with representatives of GTA postsecondary institutions and other organizations and agencies. Additionally, an internal University steering committee, working with representatives of Toronto Public Health, has commenced the development of a Pandemic Influenza Plan for York. The University's plan is being designed to parallel the World Health Organization's model of Alert Phases for a Pandemic, upon which Toronto Public Health has also prepared its plan.

Further communication about York University's pandemic planning will be available through updates to this web page and in announcements to the University community through Y-file and Y-life in the months ahead.

### Related Links:

- World Health Organization <http://www.who.int/csr/disease/influenza/pandemic/en/>
- Government of Canada <http://www.phac-aspc.gc.ca>
- Toronto Public Health Pandemic Influenza Plan <http://www.toronto.ca/health/pandemicflu/index.htm>
- Ontario Ministry of Health and Long-term Care [http://www.health.gov.on.ca/english/public/program/emu/pan\\_flu/pan\\_flu\\_mn.html](http://www.health.gov.on.ca/english/public/program/emu/pan_flu/pan_flu_mn.html)

## ***York University Pandemic Influenza Steering Committee***

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### **Acknowledgement**

The Steering Committee is appreciative of the guidance and assistance provided by Toronto Public Health, Communicable Disease Liaison Unit (Brian Thompson, Elaine Pacheco) in the development of this Plan.

### ***Pandemic Influenza Planning at York University Web Site***

<http://www.yorku.ca/epp/influenza.html>

## PLANNING ASSUMPTIONS

### *Planning Principles*

1. To safeguard the health and wellbeing of individual members of the University.
2. To protect the academic mission of the University through continuity of core activities.
3. To protect of the long-term interests of the University.

### *Planning Assumptions*

1. **A plan for an infectious disease outbreak should provide a framework to guide other potential, similar health-related events that may affect continuity of University operations.** While it is uncertain when a pandemic will occur, perspective needs to be maintained in planning because impacts are uncertain.
2. **The Plan should assume there is no immunity and a high risk of contraction is inevitable if exposed.**
3. **The Plan should assume the following:**
  - i. **15-35% employee absence as a result of illness, caring for sick family members or friends, and closures of schools and daycare facilities (Health Canada) and absenteeism.**
  - ii. **Up to one-third of the York population or 20,000 people to be affected (Toronto Public Health).**
  - iii. **A potential for between 15 and 105 related deaths of York community members based on mortality rates of 1 in 522 to 1 in 2870 (Toronto Public Health).** York's mortality rate could be higher if the University is one of the "clusters" hit hardest.
  - iv. **Previous influenza pandemics have infected regions in multiple waves. The duration of each pandemic influenza wave is likely to be 6 to 8 weeks.**
4. **Given the estimated mortality numbers, it may be an extended period of time before some employees or students are emotionally, financially or otherwise capable of resuming their normal lives.**
5. **In a pandemic situation, processes and actions in York's Plan are likely to be taken out of the direct control of the University by Toronto Public Health and/or External Emergency Response Agencies.**

6. **In a pandemic situation, potential exists for all to be infected, including the emergency response organization and senior University decision-makers** as no antivirals will be made available to York employees or students.
7. **Measures to prevent exposure as long as possible should be planned for the University's emergency management and response personnel.** In order to prevent all response personnel from becoming sick at the same time, exposure should be minimized for as long as possible through the use of personal protective equipment (PPE). This will allow key responders and decision-makers to remain operative until a percentage of sick personnel have survived the ordeal, built immunity, and are able to return to assist in response efforts.
8. **There may be employees and students who may not be prepared and this will result in the University facing greater taxation of its resources to respond to the pandemic, including ill or dependent students in residence.** Preparedness education for the pandemic needs to be at the grassroots level, with responsibility residing with the individual (student, employee) and family. This applies to food, fluids, shelter, care and medication, for employees and students who are physically reliant on medications.
9. **Some employees will be unable to make themselves available to work because of their priority of personal safety, their need to care for family members or others, and a fear of contracting the disease.** Employees faced with conflicting obligations between home and the workplace will gravitate to the care and safety of immediate family members. The University needs to encourage employees to address issues of childcare, family communications and transportation prior to the emergence of a pandemic.
10. **The President with Senate Executive will have to determine at which point the absence of students, faculty and staff becomes an academic disruption (where Senate Policy would have to be invoked and principles of academic integrity, fairness to students and timely communication would apply) and options for remediation considered.**
11. **The University should adopt, on the basis of a percentage of the University population (students, faculty and staff) reported sick or absent, a trigger point for full suspension of operations.** This metric adopted by School Boards in the GTA is 35%.
12. **Students in residence, essential service employees, and members of the emergency response team may not have access to food from normal sources either on-campus and/or off-campus. Additionally, these individuals may not be able to access cash to purchase food if there is disruption to banking services and machines.**
13. **Persons in neighbourhoods adjacent to the University campus may seek support or assistance from the University during a time of crisis and, as a guideline, the University should respond "as resources are available".**

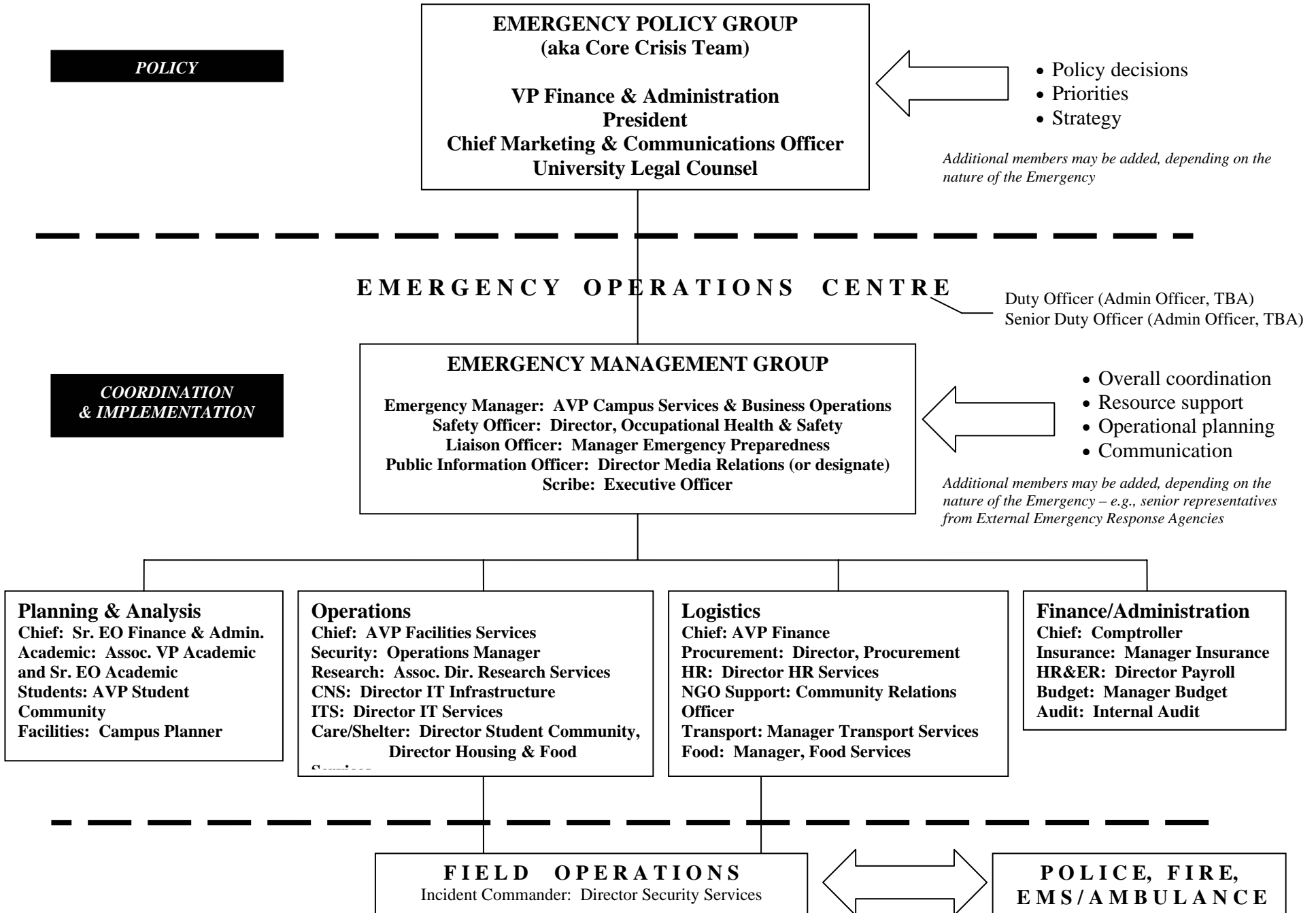
14. **The University should not rely on the Ontario health care system to provide arrangements for caring for sick students in residence (who are unable to go home).** The pandemic will create surge capacity at hospitals and extend to their limits all physicians, nurses and public health workers.
15. **The University should not rely on upper levels of government to provide policy direction before or during a pandemic nor should it assume that assistance will be provided during a pandemic, given the wide-scale demands and limitation of resources.** The University should plan to make its own decisions on policy and guidelines (e.g., closure or scale-back criteria) and should form relationships formed through collaborative planning and personal/professional networks that might provide assistance during an emergency outbreak.
16. **There is an increased probability of exposure in some University buildings and gathering places where there is a greater likelihood of direct contact with others because of high volume of pedestrian traffic or high density of occupants. Examples include Central Square, York Lanes, Student Centre, lecture hall buildings, recreation centre, cafeterias, student residences and apartment buildings.**
17. **The University has specific vulnerable populations that may be at higher risk of exposure or require special care (e.g., young and elderly, persons with disabilities, pregnant women, daycares, apartment tenants, custodial staff, essential service workers, students and employees in international travel, etc.).**
18. **There may be an outbreak affecting one or more identifiable constituencies or areas (“pockets”) of the University.** The Plan needs to address how this scenario would impact the constituency/area and how it should impact the rest of the University.
19. **University services critical to the health and welfare of the population and that are especially important during an outbreak include Security, Student Housing, Hospitality and Food Services, Facilities (utilities and plant services), Computing & Network Services, Animal Care, and Communications.**
20. **Employees (management employees especially) in less “essential” service operations should be re-assigned or co-opted to help out in other ways during the University’s time of crisis.**
21. **Provision should be made for certain employees to work from home (if, for instance, they are under quarantine, have care responsibilities, or are unable to travel). Employees that will need adequate remote connectivity (computing, network, telecommunication) should be identified early in the planning stages.**
22. **Staff should be made available to care for animals in research facilities.**

23. **Proactive preventative measures such as enhancing hygiene practices or inventorying staff skill sets should be initiated now.** Strategic actions designed to reduce potential exposures or mitigate continuity issues don't have to wait for either the Plan to be completed or for the pandemic to arrive.
24. **The University should provide useful information to its employees and students on an ongoing basis, from the beginning of the planning process and throughout an outbreak situation.** If a communication vacuum exists, the community will create rumours and misinformation will fill the gaps. Individuals who are provided information in a clear and consistent manner tend to remain calm, cooperate and help others more than those who are caught off guard by a situation. Ongoing communication will instill community confidence in the University's plans. Bulletins, website messages, employee meetings and other communication tools should be employed to share information and provide an enhanced sense of control.
25. **The University's communication plan for disseminating information should include targeted messages for parents and families of York students as well as tenant organizations and groups on the University's campuses (e.g., Harry Crowe Co-op, Tennis Canada, food service operators, York Lanes retailers, etc.).**
26. **Where possible, senior University officers and leaders within the University community should participate in a pandemic related drills to build employee confidence and improve decision-making processes.** Like any situation, people tend to cope better if the situation has some familiarity.
27. **It will not be possible to offer e-classes as a substitute for academic classes held on University premises.**
28. **There will be the potential for unattended research and loss of intellectual property.**
29. **Because of their distinct geographical locations, the Glendon Campus, the Nadal Management Centre and the Osgoode Hall Law School Downtown Centre may or may not be infected while other campuses are or are not. Faculty of Education sites in school board facilities will have to comply with school board operating and closure decisions.**
30. **There will be the potential for a disruption of transit service to the University campus(es) leading up to or during the pandemic outbreak, so a contingency plan for commuters may be required.** Bill 56 will allow transit drivers not to work (if they feel they are at risk or have dependent care responsibilities). Also, transit drivers may elect not to accept routes to and from the University campus if York community members are an affected population.
31. **In order to maintain services provided by commercial tenants in York Lanes and the Student Centre for as long as possible during an outbreak, mutual aid**

**agreements with YUDC, the Student Centre and individual retail operators/service providers will be pursued by the University.**

- 32. There will be resource implications to deliver a Pandemic Influenza Plan and response program.**
- 33. Resources will be made available as soon as possible to the planning and management of an influenza pandemic.** There is a relatively short time-frame in which planning arrangements need to be made.

# YORK UNIVERSITY INCIDENT MANAGEMENT SYSTEM ORGANIZATIONAL STRUCTURE



## **YORK UNIVERSITY IMS ORGANIZATIONAL STRUCTURE AND STAFFING**

York University has adopted the Incident Management System (IMS) for command, control and coordination of incident response. IMS is widely accepted by response agencies across North America and is the standard organizational structure and management system used to align both private sector and government response organizations. IMS includes five basic components: a designated Incident Commander (IC), and Operations, Planning, Logistics and Finance Sections operating out of a dedicated Emergency Operations Centre (EOC). The Incident Commander is the most senior first-responder to arrive on the scene of an incident and communicates directly with the Emergency Manager (of the EOC), who in turn provides information to, and receives strategic direction from, an Emergency Policy Group.

The following is a brief description of the roles and responsibilities of the York University Incident Management System (IMS) organizational structure, Emergency Operations Centre functional groups, and the affiliated staffing positions.

### ***Emergency Policy Group (EPG)***

The President's Core Crisis Team serves as the Emergency Policy Group. The EPG provides guidance and support to the EOC, including setting priorities and direction for campus response and recovery activities. The Emergency Policy Group is comprised of the following core members:

- President or designate
- VP Finance and Administration
- Chief Marketing and Communications Officer
- University Secretary and General Counsel (or Assistant Counsel)
- Additional members may be added to the EPG, depending on the nature of emergency.

Any member of the EPG can activate the EPG (or Core Crisis Team) when an emergency arises. The EPG assesses the situation and, based on information from the Emergency Management Group (which relies on Functional Support Groups as well as External Emergency Response Agencies). The President or delegate is empowered to declare a University Emergency when:

- a) Conditions exist on or within the vicinity of the campus which result from natural or human caused disasters or civil disorders which pose a threat of serious injury or damage to property, the environment, or University operations.
- b) Extraordinary measures are needed to avert, alleviate, or repair damage to University property or to maintain orderly operation of the campus.

The VPFA has overall responsibility for ensuring that workable plans are in place that will address anticipated emergency situations that could occur on campus.

## ***Emergency Management Group***

The Emergency Management Group is responsible for managing the response and recovery during and following an emergency. The EMG may be activated by the Manager Emergency Preparedness, the Director Security Services (the Incident Commander) or the Assistant Vice-President Campus Services & Business Operations (the Emergency Manager), depending on the nature of the emergency. Housed in a designated Emergency Operations Centre (EOC), the primary functions of the EMG are:

- to seek policy decisions and direction from the Emergency Policy Group, as required;
- to receive, prioritize, route and disseminate information;
- to provide resources needed by the campus;
- to coordinate and provide support to field activities;
- to coordinate support for emergency responders; and
- to deal with issues that are beyond the scope of the field operations.

Under the leadership of the Emergency Manager, the Emergency Management Group responsibilities in the EOC are as follows:

- a) Emergency Operations Centre Manager** (AVP Campus Services & Business Operations or Designate)
  - Liaises with the Emergency Policy Group;
  - Directs activities and organization of the EOC;
  - Determines level of staffing needed in the EOC;
  - Provides regular updates to the Public Information Officer on emergency response activities; and
  - Provides information and updates from the Emergency Policy Group to EOC staff.
- b) Safety Officer** (Director Occupational Health & Safety or Designate)
  - Responsible for the health and safety of the emergency response staff;
  - During the emergency, provides overall safety authorization for operational activities prior to implementation; and
  - Provides advice to the Emergency Management Group regarding protective actions, personal protective equipment requirements, exposure risks (physical, chemical, biological, electrical, radioactive etc) and recommended protective strategies.
- c) Public Information Officer** (Director Media Relations or Designate)
  - Acts as the University spokesperson during and following the emergency;
  - Communicates current information *internally* to the EOC and *externally* to the York community and media;
  - Serves as the primary contact to other external agency PIOs;
  - Liaises with the communications staff to produce media statements, protective action decision statements (PADS), and staff guidance documents;
  - Takes a lead role in identifying subject matter expert spokespersons as appropriate or required;
  - Establishes and updates emergency email listservs, hotlines, and web sites;

- Within Communications, establishes Community/Public Inquiry and Rumour Control functions to research and collect information to support EOC planning objectives, to assist the Emergency Policy Group in the development of key messages, and that may impact emergency response operations; and
- Monitors the EOC activity in order to provide input to the Emergency Policy Group when formulating key messages.

**d) Liaison Officer** (Manager Emergency Preparedness or Designate)

- Interfaces with External Emergency Response Agencies (e.g., fire, law enforcement, provincial/municipal emergency management, etc.), volunteer support groups, other institutions, etc. as needed;
- Serves as advisor to the Emergency Manager regarding plans, standard operating procedures (SOPs) and mutual aid agreements.
- During the emergency, coordinates general situation status reports and briefing notes (even after interfaces are established between IMS staff in external organizations and their respective IMS sectional counterparts in York's EOC);
- Provides direction to Duty Officers and Administration Section staff regarding initial activation, set-up and operational process flow for the Emergency Operations Centre until "operational status" is declared and authority transferred to the Emergency Manager (EOC);
- Provides ongoing interpretation and advice to the Emergency Manager (EOC) regarding emergency management plans, practices, and protocols, and available resources; and
- Requests external operational information (i.e. operational situational reports, incident action plans and updates) from external agencies and support groups as required, and via the Scribe, Finance/Administration Section Chief, and Duty Officers, directs it to appropriate functional cells such as Planning, Operations, Logistics or Finance/Administration sections.

**e) Scribe** (CSBO Administrative Officer or Designate)

- Documents all objectives, decisions and action plans created by the Emergency Management Group;
- Processes the dissemination of information from the EOC, from other internal University emergency management meetings and other related information; and
- Provides situational report updates and informational briefings from the Emergency Management Group via the Administration/Finance Section Chief and Duty Officers to direct it to appropriate functional cells such as Planning, Operations, Logistics or Finance/Admin.

**f) Duty Officer(s)** (Designated Managers CSBO or Alternates)

- Assists in the set-up of the EOC and its equipment and assists with the response to the initial receipt of emergency information.
- Once the EOC is active, receives all general incoming calls and routes them to the appropriate IMS functional cells for action.

- Responsible for all initial outgoing operational communications until the IMS structure is in place and designated positions can communicate directly with their IMS counterparts in other agencies.
- Maintains a log of all requests, actions taken and decisions made and routed through the Duty Officer(s);
- Coordinates with the Administration Section Clerk(s) to update all situation boards, visual displays and electronic logs;
- Coordinates with the Scribe to provide situational report updates and informational briefings from the Emergency Management Group to the Administration/Finance Section Chief to produce reports and direct them to the appropriate functional cells such as Planning, Operations, Logistics or Finance/Administration; and
- Ensures records of all EOC activity are maintained and filed by the staff of the Finance & Admin Section.

*The IMS model allows for both a Duty Officer and a Senior Duty Officer. Both positions may be filled by one individual if emergency activity is minimal and the OEC workload can be managed by one Duty Officer.*

### ***IMS Functional Groups (aka “General Staff”)***

The following “sections” or “cells” make up the general staff that may be needed to respond to an emergency or to provide support in the Emergency Operations Centre. Each section of the General Staff has a Section Chief who will lead the group, serve as the point of contact for the section, and help determine the level of staffing and expertise needed within the section to respond to the emergency.

#### **1. Operations Section**

The Operations Section staff are the “doers” in the EOC. They are responsible for the overall coordination of resources needed to manage the emergency, and set priorities and monitor the needs of the field response. The Operations Section implements the strategies determined by the EOC Manager and the Emergency Policy Group and provides support to the field Incident Commander (IC) and response teams. The Operations Section Chief position can be filled by several of the section’s staff, depending on the type of emergency and will be confirmed by the Emergency Manager upon EOC activation.

The Operations Section may include the following staff:

#### **Security:** (Director, Operations Manager Security, or designate)

- Invokes the Notification System and Activation of the EOC (Determines initial activation level and associated response activities – Monitoring, Partial or Full Activation);
- Manages policing and security functions by supporting the Incident Commander;
- Has the lead for the Operational Action Plan for law enforcement, security, perimeter establishment and control, traffic control, access control, public order, and crime scene preservation as applicable;

- Coordinates with all 3-tier first responders (Police, Fire, EMS);
- In an emergency, acts as primary liaison to Building Emergency Captains (BECs), Emergency Preparedness Coordinators (EPCs) and trained Certified Emergency Response Team (CERT) members; and
- Directs all evacuation and sheltering efforts on or off Campus.

**Facilities:** (AVP Facilities Services or designate)

- Manages and coordinates the prioritized response and exchange of operational information for all buildings, power/water/HVAC utilities, roadways, and grounds through designated personnel in the Facilities Services Department;
- Has the lead for the Operational Action Plan for emergency inspection, damage assessment, repair and restoration operations for all campus buildings, power/water/HVAC utilities, facilities, roadways, and grounds;
- Coordinates emergency power and related support for all field operations and the EOC; and
- Provides reports from outside utilities and transitioning emergency operations for clean-up, repair and restoration operations.

**Research:** (Associate Director Research Services or designate)

- Coordinates response operations for research facilities, including provision of any information that relates to exposure risks specific to such research facilities.
- Manages the provision of animal care, including protecting, feeding, rescue and relocation if necessary.
- Coordinates emergency response operations in conjunction with the priorities for providing environmental health and safety to the animals.
- Reports the status of research animals to the EOC at intervals.

**Computing & Network Services:** (Director IT Infrastructure or designate)

- Maintains the central data and computing infrastructure.
- Assesses operational status of campus data and computing services.
- Ensures support to emergency data network and computing application services..
- Directs restoration of central computing and networking infrastructure and services, arranging for emergency repairs.
- Leads the provision of technical support for campus telephone and communication systems used in the emergency response.
- Directs restoration of communications services on campus, arranging for emergency repairs.
- Establishes alternate means of communication when necessary, and provides communications capabilities to support EOC operations.
- Ensures that approved messages (provided by the PIO) are initiated on the University's central call processing system; and
- With assistance from the EOC Liaison Officer, manages the technical requirements of Volunteer Ham Radio service to the EOC.

- Assesses the need for and initiates appropriate actions (e.g. ensure availability of enterprise services such as Internet access, email, voice communications, central web service, and student service applications and supporting technology) identified in the University's Disaster Recovery Plan to ensure availability of enterprise services to support EOC priorities;
- Ensures that the University's "external" and central "internal" website is operational and updated as necessary (i.e. with key messages provided by the PIO), and available to be used by the Marketing & Communications Division as a primary communication medium during and after the emergency;

**ITS:** (Director IT Services or Designate)

- Assesses the need for and initiates appropriate actions (e.g. ensure availability of key administrative services such as human resources, security systems, and support technology) identified in the University's Disaster Recovery Plan and establishing alternate means of administrative computing services to support EOC priorities;
- Work with CNS to ensure that the University's official website and supporting technology and applications are operational and updated as necessary (i.e. with key messages provided by the PIO);
- Ensures the set-up, activation and configuration of EOC computer hardware, printers, fax machines, visual display monitors, scanner(s), data projectors, and all emergency software applications.

**Care/Shelter:** (Director Student Community & Leadership Development and Director Housing & Food Services or designates)

- Advise the Emergency Management Group (EOC) on all matters pertaining to the provision of emergency food, medication, clothing and shelter for Residences and the University community generally.
- Identify and prepare an appropriate number of buildings to be used as emergency reception centres.
- Oversee/operate, direct and supervise the operation of such centres; and
- With assistance from the Liaison Officer, Emergency Management Group, will liaise with the Community Relations Officer and Manager of Food Services, Logistics Section, to coordinate support from or for Municipal Social Services and/or established Non Government Support Groups (NGOs) such as the Red Cross, Salvation Army et cetera to provide emergency social services including registration and inquiry.

## **2. Planning and Analysis Section**

The Planning and Analysis Section are the "knowers" and "thinkers" in the EOC. They are responsible for determining what needs to be done to fix the problem, including analysis of the situation, writing situation reports, anticipating changing situations, developing action plans, monitoring resources and facilities, managing maps, documenting the response and providing information to the Administration Section staff and Duty Officers to update EOC status boards.

The Planning and Analysis Section may include positions from both the Academic and non-Academic divisions as follows:

**Planning Chief:** (Senior Executive Officer, Finance and Administration or Designate)

- Leads the overall management and analysis of disaster/incident information and assessment of impact and outcomes;
- Manages the receipt, posting, tracking and documentation of disaster/incident information by Planning and Analysis Section staff;
- Provide the Emergency Manager (EOC) and Emergency Policy Group with an analysis of the situation, and interruption to the university programs; and
- Ensures a general EOC log is maintained to document major actions and decisions of the EOC.

**Facilities:** (Campus Planner or Designate)

- Provides information regarding campus lands, facility layout, design and infrastructure, and visually displays information in the EOC as required;
- Liaises with Fire Prevention, Facilities Services and Safety Officer (Emergency Management Group) to determine appropriate evacuation routes and sheltering facilities;
- Assists in damage assessment of facilities and production of inspection and status reports;
- Coordinates with AVP Facilities Services (EOC Operations Section) and Manager of Insurance & Risk Management (Finance & Admin Section) to produce ballpark estimates of damage, loss and reconstruction/repair costs; and
- Assists Planning & Analysis Chief and Operations Section Chief in determining emergency repair priorities.

**Students:** (AVP Student Community & Leadership Development or Designate)

- Represents all student services for the University during the emergency response and recovery;
- Advises the Planning and Analysis Section Chief on the implications of emergency measures on students and support services;
- Maintains an inventory of students with disabilities and arranges for support for students requiring special assistance;
- Works with the Director Student Community and Director Housing and Food Services (Operations Section) to determine housing, food and medication needs and coordinate their provision;
- Works with the EOC Public Information Officer to provide information to the campus community;
- Assists the Community Relations Officer and/or Director HR Services with set-up of registration and inquiry services to reunite families and to collect queries concerning the safety and whereabouts of students; and
- Monitors and provides for crisis-counseling services to students as required.

**Academic:** (Senior Executive Officer Academic and/or Associate VP Academic or Designate)

- Liaises with Faculty Deans and department heads to provide support as needed;
- Obtains input and feedback from academic offices and provides information and expertise in formulating the recommendations of the Planning & Analysis Section;
- Advises the Planning and Analysis Section Chief on the implications of emergency measures on academic programs and activities (classes, examinations, etc.);

### 3. Logistics Section

The Logistics Section is responsible for determining available resources to respond to the incident or emergency and is involved with all that is necessary to support the Operations Section. As the “Getters” of resources, the staff of this section is responsible for acquiring emergency response and recovery workers, employee/student resources, supplies and equipment. The Logistics Section is comprised of the following staff:

**Logistics Section Chief:** (AVP Finance or Designate)

- Provides overall management of resource and logistical support for operations and planning functions that are beyond normal departmental assets;
- Responsible for overall coordination of personnel availability and assignment, equipment and supplies procurement, transportation services, NGO (Non-Government Organization) volunteer support and donation management; and identification and tracking of all existing resources.

**Procurement:** (Director Procurement Services or Designate)

- Sets up all logistics for procurement and delivery of resources, both University/Campus resources and external goods and services;
- Arranges for field receipt and acknowledgement;
- Procures privately owned and vended services;
- Arranges for contracted services, equipment purchase, supplies purchase or support (meals, etc) for emergency operations. If services are not actually purchased through the EOC, then sets up an allocation and tracking process to assure vendors know whom to invoice and how they will be paid; and
- Finds and distributes needed resources.

**Human Resources:** (Director Human Resources Services or Designate)

- Arranges for temporary hires as required;
- Identifies, recruits or co-opts employees from across the University for emergency related roles and tasks as required and appropriate;
- Arranges for EOC and emergency response staffing shift schedules, recall of staff and staff assignment;
- Executes critical processes for employee benefits and payroll, having ensured that exigent systems are in place;

- Maintains an inventory of employees with disabilities and arranges support for both employees and students requiring special assistance; and
- Monitors and provides for crisis-counseling services to employees as required.

**NGO Support:** (Community Relations Officer or Designate)

- Coordinates support from the University Campus and surrounding community, including NGO Support Groups (i.e. Red Cross, Salvation Army, et cetera);
- Coordinates all volunteer resources to support the University's emergency response and recovery needs;
- With support from Human Resources & Employee Relations and other Community Relations staff, sets up processes for registering, screening and managing volunteers (e.g., background checks, emergency contact numbers, signed release from liability; etc.) and
- Arranges for volunteer support coverage and deploys as requested by Operations Section.

**Transportation:** (Manager Transportation Services or Designate)

- Responsible for providing transportation to support emergency operations, including transport of emergency personnel, equipment, supplies, and injured persons, and evacuations across or off Campus;
- Manages the University's van and bus pool;
- Coordinates the provision of municipal transit services to Campus; and
- Maintains an inventory of all available transportation (vehicles) and support (fuel, supplies, and drivers).

**Food:** (Manager, Food Services or Designate)

- Establishes emergency contracts with suppliers to provide emergency supplies of food and fluids to support students in Residence as required; and
- Obtains and allocates food and water supplies to support emergency staff needs (i.e. coordinates resources to provide hot meals and supplemental food for EOC and field level emergency workers).

#### **4. Finance and Administration Section**

The Finance and Administration Section are the "Payers" responsible for determining the short and long-term fiscal impact of the emergency, cost accounting and compensation claims, timekeeping (employee hours worked), EOC administration, and tracking expenditures throughout the emergency. This section is comprised of the following positions:

**Finance and Administration Chief:** (University Comptroller or Designate)

- Provides overall management of financial accounting, analysis and reporting for the emergency response; and
- As required, keeps the Emergency Management Group and Emergency Policy Group advised of the total costs-to-date of the emergency response, estimated losses and financial impacts of the emergency to University businesses, programs and facilities.

**Insurance:** (Manager Insurance and Risk Management or Designate)

- Establishes a process for tracking financial losses or liability for insurance claims;
- Ensures all contractors involved in response support and recovery operations have appropriate insurance coverage; and
- Produces estimated loss reports and financial impact assessments for University businesses, programs and facilities.

**Human Resources & Employee Relations:** (Director Payroll, Records & HR Systems or Designate)

- Maintains timesheets for all emergency response personnel, including external agency workers;
- Calculates total staffing hours and overtime costs for the emergency response; and
- Develops systems (including exigent systems) to ensure employees are paid.

**Budget:** (Manager Budget Office or Designate)

- Establishes an accounting process for tracking expenses for procurement of services, contracts and/or mutual aid or volunteer group expenses, and equipment/supply and service costs;
- Ensures adequate funds are available for the emergency response staff and allocates expenditures to specific cost centres; and
- Assists in the management of financial accounting and analysis for the emergency response in order to produce financial impact reports for the Finance/Administration Section Chief.

**Internal Audit:** (Designate of the Director of Internal Audit)

- Performs post-incident analysis of the emergency response and/or training exercises and drills to determine compliance with standard operating protocols and planning standards;
- Assists in the analysis of actions taken in order to develop post-incident reports providing recommendations for improved preparedness and response; and
- Audits emergency response expenditures and mutual aid support costs for appropriateness and accuracy.

***Field Operations Command Post*****Incident Commander:** (Director Security Services or Operations Manager Security Services or designated Security Supervisor)

The Incident commander (IC) is responsible for all field level activities and operations designed to protect life, health and safety and minimize damage to University property and infrastructure. The broader response will be managed by the Emergency Operations Centre (EOC) and Emergency Policy Group (EPG) once they are convened. The IC is in charge at

the emergency site (i.e. if applicable) and communicates directly with the EOC Manager whose role is to support the Incident Commander.

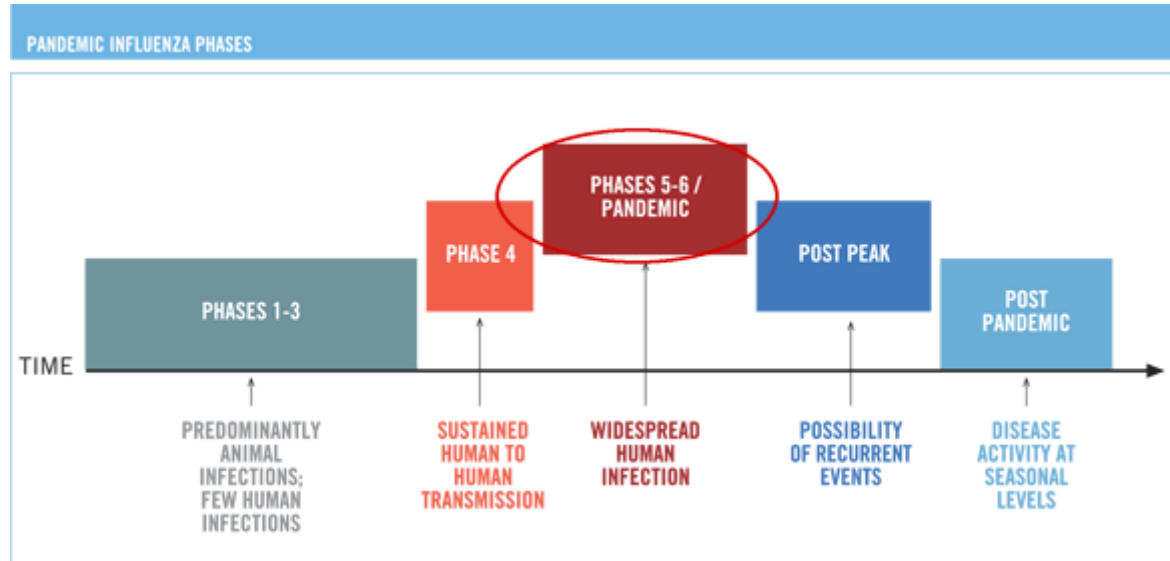
The IC remains in control until relieved by a higher authority at the site, or by a Senior Officer of an appropriate first response agency such as Police, Fire or Emergency Medical Services. Once a higher authority is at the site, the University's Emergency Response Team takes direction from the Senior Officer of the municipal first response agency as part of a "Unified Command" structure.

The Incident Commander is responsible for the following:

- Establishing a "hot zone", inner and outer perimeters to protect responders and members of the University community;
- Implementing the command system at the site;
- Assessing the nature and magnitude of the emergency;
- Determining the immediate threat to human life and structures;
- Determining the need for site evacuation and carrying out evacuations as necessary;
- Providing emergency search-and-rescue and first aid until supported by municipal first response agencies; and
- Coordinating information and activities with the Emergency Operations Centre Manager, once activated.

# YORK UNIVERSITY PANDEMIC INFLUENZA MASTER PLAN

## *World Health Organization Alert Phases for a Pandemic*



In nature, influenza viruses circulate continuously among animals, especially birds. Even though such viruses might theoretically develop into pandemic viruses, in **Phase 1** no viruses circulating among animals have been reported to cause infections in humans.

In **Phase 2** an animal influenza virus circulating among domesticated or wild animals is known to have caused infection in humans, and is therefore considered a potential pandemic threat.

In **Phase 3**, an animal or human-animal influenza reassortant virus has caused sporadic cases or small clusters of disease in people, but has not resulted in human-to-human transmission sufficient to sustain community-level outbreaks. Limited human-to-human transmission may occur under some circumstances, for example, when there is close contact between an infected person and an unprotected caregiver. However, limited transmission under such restricted circumstances does not indicate that the virus has gained the level of transmissibility among humans necessary to cause a pandemic.

**Phase 4** is characterized by verified human-to-human transmission of an animal or human-animal influenza reassortant virus able to cause “community-level outbreaks.” The ability to cause sustained disease outbreaks in a community marks a significant upwards shift in the risk for a pandemic. Any country that suspects or has verified such an event should urgently consult with WHO so that the situation can be jointly assessed and a decision made by the affected country if implementation of a rapid pandemic containment operation is warranted. Phase 4 indicates a significant increase in risk of a pandemic but does not necessarily mean that a pandemic is a forgone conclusion.

**Phase 5** is characterized by human-to-human spread of the virus into at least two countries in one WHO region. While most countries will not be affected at this stage, the declaration of Phase 5 is a strong signal that a pandemic is imminent and that the time to finalize the organization, communication, and implementation of the planned mitigation measures is short.

**Phase 6**, the pandemic phase, is characterized by community level outbreaks in at least one other country in a different WHO region in addition to the criteria defined in **Phase 5**. Designation of this phase will indicate that a global pandemic is under way.

During the **post-peak period**, pandemic disease levels in most countries with adequate surveillance will have dropped below peak observed levels. The post-peak period signifies that pandemic activity appears to be decreasing; however, it is uncertain if additional waves will occur and countries will need to be prepared for a second wave.

Previous pandemics have been characterized by waves of activity spread over months. Once the level of disease activity drops, a critical communications task will be to balance this information with the possibility of another wave. Pandemic waves can be separated by months and an immediate “at-ease” signal may be premature.

In the **post-pandemic period**, influenza disease activity will have returned to levels normally seen for seasonal influenza. It is expected that the pandemic virus will behave as a seasonal influenza A virus. At this stage, it is important to maintain surveillance and update pandemic preparedness and response plans accordingly. An intensive phase of recovery and evaluation may be required.

\*\* The distinction between Phase 1 and Phase 2 is based on the risk of infection or disease from circulating strains in animals.

\*\* The distinction between Phase 3, Phase 4 and Phase 5 is based on the risk of a pandemic.

To prepare the University for the possibility of a pandemic influenza outbreak, a number of actions should be undertaken during each of the Alert Phases to plan, develop and enact mitigation and response strategies and to ensure University community members are appropriately informed and their needs addressed.

Actions have been aligned with the World Health Organization Alert Phases to facilitate internal coordination as well as the University’s required responses to public health messages and directives that are likely to be timed in accordance with these phases.

### ***Interpandemic Period: Phase 1***

No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.

1. Appoint a Steering Committee to develop a Pandemic Influenza Master Plan for the University; to coordinate and oversee the development of unit specific plans; and to coordinate manage, undertake and oversee phased implementation, as required, in accordance with the plans developed.  
*Action: University Executive Committee*
2. Determine appropriate institutional authorities for decision-making (before, during and after a pandemic emergency) in regard to policy and enactment of policy decisions.  
*Action: Vice-President Finance and Administration*
3. Establish a hierarchy of roles and responsibilities for managing a pandemic emergency, consonant with the University's emergency preparedness framework.  
*Action: Vice-President Finance and Administration*
4. Develop an integrated communications/awareness plan for students, staff, faculty, parents/family, and tenant organizations and groups on the University's campuses and initiate a preliminary communication to assure the community that pandemic planning concerns are in hand.  
*Action: Marketing & Communications*
5. Develop informational materials (fact sheets, Q&As, etc.) that explain about the Pandemic; that includes instruction on personal hygiene practices that help mitigate spread; and informs about York's planning activity (undertaken in collaboration with Toronto Public Health and consultation with other GTA postsecondary institutions).  
*Action: Marketing & Communications, Occupational Health & Safety, Student Community & Leadership Development, Emergency Preparedness*
6. Identify highest at-risk emergency response employees and protective equipment required.  
*Action: Occupational Health & Safety*
7. Initiate discussions with employee groups  
*Action: Human Resources & Employee Relations*
8. Estimate and acquire an appropriate supply of equipment and supplies for prevention and employee protection.  
*Action: Occupational Health & Safety, Facilities Services*
9. Allocate funding to ensure above measures are in place.  
*Action: Vice-President Finance and Administration*

***Interpandemic Period: Phase 2***

No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.

1. Develop strategy and procedures for communicating with, recalling and supporting York students who are studying abroad in influenza infected areas as well as faculty and staff who may be in these international locations.  
*Action: Vice-President Academic, York International*
2. Complete unit-specific Pandemic Influenza contingency plans for all essential program/service areas of the University, including:
  - a) Central utilities (Appendix A)  
*Action: Facilities Services*
  - b) Security Services (Appendix B)  
*Action: Security Services, Campus Services & Business Operations*
  - c) Custodial Services (Appendix A)  
*Action: Facilities Services*
  - d) Grounds & Waste Disposal (Appendix A)  
*Action: Facilities Services*
  - e) Communications (Appendix C)  
*Action: Marketing & Communications*
  - f) Occupational Health & Safety (Appendix D)  
*Action: Occupational Health & Safety*
  - g) Network & System Services (Appendix E)  
*Action: Computing & Network Services, Information Technology Services*
  - h) Student Housing and Student Support (Appendices B & F)  
*Action: Housing & Food Services, Campus Services & Business Operations, Student Community Development*
  - i) Maintenance: emergency repairs/shutdowns (Appendix A)  
*Action: Facilities Services*
  - j) Research laboratories (Appendix G)  
*Action: Vice-President Research & Innovation, Vice-President Academic, Human Resources & Employee Relations*

- k) Animal care (Appendix G)  
*Action: Vice-President Research & Innovation, Vice-President Academic, Human Resources & Employee Relations*
  - l) Transportation (Appendix B)  
*Action: Transportation Services, Campus Services & Business Operations, Emergency Preparedness*
  - m) Employee Records and Payroll (Appendix H)  
*Action: Human Resources & Employee Relations*
  - n) Pensions & Benefits (Appendix H)  
*Action: Human Resources & Employee Relations*
  - o) Treasury (Appendix I)  
*Action: Finance, Vice-President Finance & Administration*
3. Develop strategy for food service delivery through all stages of the Pandemic.  
*Action: Campus Services & Business Operations, Food & Housing Services, Emergency Preparedness*
  4. Develop protocols for health monitoring and medical assistance through all stages of the Pandemic.  
*Action: Student Community Development, Health Education, Human Resources & Employee Relations, Campus Services & Business Operations, School of Nursing (Faculty of Health), Toronto Public Health*
  5. Identify needs for mutual aid requirements  
*Action: Campus Services & Business Operations, Emergency Preparedness, Facilities Services, Computing & Network Services*
  6. Initiate discussion with tenant organizations and groups on the University's campuses.  
*Action: Campus Services & Business Operations, Vice-President Finance & Administration*
  7. Develop system(s) for monitoring attendance of (a) students, at scheduled classes and examinations; (b) of faculty, at scheduled classes and examinations; (c) of non-academic staff in their workplaces and for collating this information for plan implementation and institutional decision-making purposes.  
*Action: Registrar, Vice-President Academic, Human Resources & Employee Relations*
  8. Policy decision to be made in regard to "trigger point" of reported absence of students/faculty/staff at which the University would suspend normal operations, including cancellation of classes and examinations, closure of offices and services.  
*Action: President, Senate Executive*

9. Continue discussions with employee groups about Pandemic Planning and possible contingencies (initiated at Phase 1).  
*Action: Human Resources & Employee Relations*
10. Continue the acquisition of an appropriate supply of equipment and supplies for prevention and employee protection (initiated at Phase 2).  
*Action: Occupational Health & Safety, Facilities Services*
11. Allocate funding to ensure above measures are in place.  
*Action: Vice-President Finance and Administration*

### ***Pandemic Alert Period: Phase 3***

Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.

1. Senate Executive to consider parameters for declaring a disruption which would lead to class/examination suspension, guided by the principles of academic integrity, fairness to students and timely information (as stated in the Senate Policy on “Academic Disruptions”). Such parameters might include options to be exercised by individual degree course instructors; options for students impacted by instructor absences, concerned about becoming infected, or who have responsibility to care for others; academic standing of students affected by the influenza or who are otherwise absent from classes; course delivery continuity and remediation.  
*Action: Senate Executive, Vice-President Academic, Registrar*
2. Initiate mutual aid arrangements with food operators and other tenants on campus, other institutions and non-government organizations (NGOs).  
*Action: Campus Services & Business Operations, Emergency Preparedness, Facilities Services*
3. Identify employees authorized to work from home and determine remote access/communication capabilities required.  
*Action: Human Resources & Employee Relations, Computing & Network Services*
4. Step up campus awareness and education initiatives in accordance with the Communications plan.  
*Action: Marketing & Communications, Occupational Health & Safety, Health Education, School of Nursing (Faculty of Health), Emergency Preparedness*
5. Install handwashing signage in campus washrooms. Stock hand sanitizer to supply to departmental offices as requisitioned.  
*Action: Facilities Services, Occupational Health & Safety*
6. Formal meetings with employee groups to be initiated by University management.  
*Action: Human Resources & Employee Relations*
7. Initiate campus program of essential supply stockpiling.  
*Action: Emergency Preparedness, Procurement Services, Facilities Services, Campus Services & Business Operations*
8. Increase vigilance in monitoring incidence of influenza in humans and spread.  
*Action: Occupational Health & Safety, Emergency Preparedness*
9. Establish guidelines for employee situations of work refusal, dependent care absence, quarantine, infection, and return to work.  
*Action: Human Resources & Employee Relations*

***Pandemic Alert Period: Phase 4***

Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.

1. Prepare for Public Health monitoring and screening protocols.  
*Action: Occupational Health & Safety, Emergency Preparedness, Health Education, School of Nursing (Faculty of Health)*
2. As a contingent measure, establish program of emergency financial assistance for students in need during the impending outbreak.  
*Action: Vice-President Students, Vice-President Finance & Administration*
3. Identify emergency response personnel and develop strategies for recruiting volunteers (employees, students, outside NGOs) to assist in emergency response during the Pandemic Phase.  
*Action: Security Services, Emergency Preparedness, Human Resources & Employee Relations, Student Community & Leadership Development*
4. Establish protocols for managing deaths, reports of deaths, and claims for death benefits during an outbreak and/or University closure.  
*Action: Human Resources & Employee Relations, Security Services, Vice-President Academic, Vice-President Finance & Administration*
5. Continue to exercise vigilance in monitoring incidence of influenza in humans and spread.  
*Action: Occupational Health & Safety, Emergency Preparedness*
6. Continue to communicate (status update) with University community, parents/families, tenants and other campus stakeholders.  
*Action: Marketing & Communications*
7. Schedule a Pandemic drill for members of the Emergency Policy team, Emergency Management team, and Incident Commander (and potentially Senate Executive).  
*Action: Campus Services & Business Operations, Emergency Preparedness*

### ***Pandemic Alert Period: Phase 5***

Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).

1. Recall students studying abroad in affected areas and contact faculty members in affected international locations. Re-entry to Canada will be subject to applicable Health Canada screening (as well as possible quarantine or health monitoring).  
*Action: Vice-President Academic, York International*
2. Finalize strategies to prevent exposure for the University's emergency management and response personnel.  
*Action: Occupational Health & Safety, Security Services, Emergency Preparedness*
3. Initiate attendance monitoring for students, faculty and staff.  
*Action: Registrar, Human Resources & Employee Relations, Vice-President Academic*
4. Promote more intensively personal hygiene practices across the campus.  
*Action: Marketing & Communications, Occupational Health & Safety, Health Education, School of Nursing (Faculty of Health)*
5. Prepare for/implement Public Health monitoring and screening protocols (which may include health declaration by visitors).  
*Action: Occupational Health & Safety, Emergency Preparedness, Health Education, School of Nursing (Faculty of Health)*
6. Develop training modules/processes for emergency response workers and those recruited/assigned to treat ill persons.  
*Action: School of Nursing (Faculty of Health), Health Education, Occupational Health & Safety*
7. Determine disinfection and hygiene inspection processes and schedule for facilities.  
*Action: Facilities Services, Occupational Health & Safety*
8. Continue to exercise vigilance in monitoring incidence of influenza in humans and spread.  
*Action: Occupational Health & Safety, Emergency Preparedness*

### ***Pandemic Period: Phase 6***

Pandemic phase: increased and sustained transmission in general population.

#### *Key Assumptions:*

- *there is no immunity and a high risk of contraction is inevitable if exposed.*
- *Up to one-third of the York population or 20,000 people will be affected (Toronto Public Health).*

1. Activate Emergency Management System Policy Team, Management Team, Response Team and Incident Commander in accordance with the University's Emergency Preparedness Plan.  
*Action: Campus Services & Business Operations, Vice-President Finance & Administration*
2. Rigorous implementation of Public Health screening protocols and infection control measures.  
*Action: Occupational Health & Safety, Emergency Preparedness, Health Education, School of Nursing (Faculty of Health), Student Community & Leadership Development, Housing & Food Services*
3. Re-assign staff resources from less essential operations to support emergency response and/or core University activities.  
*Action: Human Resources & Employee Relations*
4. Implement training of emergency response workers and those recruited/assigned to treat ill persons.  
*Action: School of Nursing (Faculty of Health), Health Education, Occupational Health & Safety*
5. Continue to track attendance of students, faculty and staff and report daily to the Emergency Management team.  
*Action: Registrar, Human Resources & Employee Relations, Vice-President Academic*
6. Maintain up-to-date communications messages via the Web and voicemail system.  
*Action: Marketing & Communications*
7. Implement disinfection and hygiene inspection processes and schedule for facilities.  
*Action: Facilities Services, Occupational Health & Safety*
8. Decide about cancellation of classes/exams in localized programs, departments or Faculties or University wide.  
*Action: Deans, Senate Executive*

9. Decide about suspension of operations in localized administrative departments or service offices or University wide.  
*Action: Appropriate Vice-President, Human Resources & Employee Relations*
10. Invoke contingency plans, as required, in essential service/program areas.  
*Action: Refer to Phase 2, #2 (Page 4) and Appendices A – J.*
11. Implement strategy for food service delivery.  
*Action: Campus Services & Business Operations, Housing & Food Services*
12. Implement protocols for health assessment and medical assistance.  
*Action: Student Community Development, Health Education, Human Resources & Employee Relations, Campus Services & Business Operations, School of Nursing (Faculty of Health), Toronto Public Health*
13. Continue to exercise vigilance in monitoring incidence of influenza in humans and spread.  
*Action: Occupational Health & Safety, Emergency Preparedness*

***Post Pandemic Period***

No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.

Possible return to Phase 2

1. University declares a return to normal operations.  
*Action: President*
2. Recovery processes to be enacted by divisions, Faculties, departments and operating units to return to normal operations, in accordance with Pandemic Influenza contingency plans and Unit-Specific Emergency Preparedness Plans.  
*Action: All divisions, Faculties, departments and operating units*

## PANDEMIC PLANNING - ACADEMIC ISSUES

### *York's Academic Mission*

A primary planning assumption of the York University Pandemic Influenza Plan is to protect the academic mission of the University through the continuation of core activities. Teaching and research are integral to the academic mission, therefore planning must provide for the best possible maintenance of these functions during a pandemic and for a rapid resumption of activities in the event of a total shutdown.

The Senate of York University Executive Committee has issued a Communication to the Pandemic Planning Group re: Senate Responsibilities and Processes in the Event of Disruption (appended). This document articulates some of the policies and procedures that will come into effect if and when a pandemic is encountered. Once a Pandemic is in Phase 5, when there is a substantial pandemic risk, it is expected that Senate Executive will meet to translate the principles enunciated in the policy document into effective guidelines and processes.

The impact of a pandemic is likely to be quite different than that of a labour disruption or any other single emergency incident. The transmissibility and virulence of the pathogen likely cannot be ascertained until a pandemic is well under way, and therefore it is difficult to predict what the impact will be. However, based on what is known of other pandemics and the existing avian influenza virus, it is not unreasonable to anticipate that a pandemic could come in waves. The university may need to operate with reduced human resources or may need to close. Furthermore, the institution could be subject to successive closings and re-openings over the course of a pandemic.

Teaching and research are not solely the purview of one unit within the institution. Planning for maintenance of these two functions during a pandemic cannot be done effectively by one unit or individual. Responsibility for planning must ultimately be delegated and undertaken by groups or individuals who are best positioned to maintain teaching and research functions.

The leadership of the deans and others such as Faculty Executive Officers will be critical in mitigating, wherever possible, the negative effects of a pandemic on teaching and research. Therefore, it is recommended that once a pandemic phase 5 has been declared, deans and others in the Faculties will develop and/or update their unit-specific general emergency preparedness plans in light of up to date knowledge of the imminent pandemic, in the context of the broader Pandemic Master Plan.

## *University Research*

### **Considerations**

As research is integral to the University's academic mission, interruption to normal research activities must be minimized to the greatest extent possible in a pandemic situation.

There are two basic scenarios under which research activities must be maintained to the greatest degree possible:

1. University open with decreased staff/services
2. University closed

There will potentially be quite different needs and procedures under each of these two scenarios. Listed below are a number of specific considerations.

- In some cases, research which is left unattended or discontinued in the event of a pandemic could result in loss of data and failure of a research project.
- Research projects which have a number of collaborators or research participants may be compromised when people become unavailable due to illness. In some cases, alternative methodologies may need to be developed.
- Some labs may have complex and expensive equipment which needs to be operated for research purposes and cannot be easily shut down or shut down by someone not familiar with its operation.
- With reasonable rationale, most granting councils are flexible if research grants need to be extended.
- Research with time-limited deliverables could be affected. York normally tries to negotiate Force Majeure clauses into its research contracts. These clauses excuse a party from liability if some unforeseen event beyond the control of that party prevents it from performing its obligations under the contract. Typically, *force majeure* clauses cover natural disasters or other "Acts of God", war, or the failure of third parties--such as suppliers and subcontractors--to perform their obligations to the contracting party. However, not all research contracts have Force Majeure clauses.
- There are research operations/companies that are tenants on campus and who collaborate with York faculty.

## **Maintaining the Research Function during a Pandemic**

A number of different components comprise the research function at York and are addressed below.

### Faculty and student research projects

- This is the key component of the research endeavour at York and is addressed more fully in the section below.

### Vice President Research and Innovation

- The key essential services for this group have been identified as contract monitoring and ethics review. Contingency plans for these services have been prepared.

### Research Accounting

- Any essential services related to Research Accounting are addressed as part of the contingency plan of the Department of Finance.

### Animal Care Facilities

- Procedures for emergency situations affecting the care of animals for research and teaching currently exist and are included in Appendix G of the pandemic plan.

### Biohazardous materials

- As part of a worst case scenario, any biohazardous materials can be left unattended with no risk to safety as York has level 2 containment.
- Faculty who use biohazardous materials as part of their research should include their management in their research contingency planning.
- The advisory committee on Biological Safety has developed a Contingency Plan for Emergency Situations which is included in Appendix G of the plan.

### Faculty and Student Research Projects

- Principal Investigators have the primary responsibility for maintaining their own research and undertaking contingency planning for their research. The Pandemic Planning communication from Senate states that in a brief disruption, individual faculty members are best positioned to determine the extent to which their labs and graduate student supervision has been disrupted and to determine what remedial action is necessary.
- For the purposes of anticipating a pandemic and the uncertain nature of the disruption, Principle Investigators are also in the best position to plan for the optimum maintenance

of their research activities and those of the students they are supervising. Faculty should develop contingency plans for maintaining their research and should assist their students accordingly.

- Faculties and departments as part of the pandemic planning process should provide support and facilitation to the greatest extent possible. Deans have formal responsibility for ensuring that faculty research contingency plans are put in place, supported by appropriate faculty and departmental resources. Deans and Executive Officers may need to facilitate planning and the sharing of resources among research groups.
- A template is included on the following page to assist faculty in contingency planning for their research.

<b><i>Pandemic Period</i></b>	<b><i>Phase</i></b>	<b><i>Description</i></b>	<b><i>Actions to be undertaken (examples below)</i></b>
<b>Interpandemic Period</b>	<b>Phase 1</b>	No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.	
	<b>Phase 2</b>	No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.	<ul style="list-style-type: none"> <li>• Ensure access to relevant existing emergency plans, e.g. the Biological Safety Contingency Plan for Emergency Situations</li> <li>• If not already in place, develop emergency call out lists for laboratories and specific equipment/facilities</li> </ul>
<b>Pandemic Alert Period</b>	<b>Phase 3</b>	Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.	<ul style="list-style-type: none"> <li>• Identify equipment/facilities that would require special attention (i.e. maintenance or shutdown) during a closure or reduced personnel situation</li> </ul>
	<b>Phase 4</b>	Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.	<ul style="list-style-type: none"> <li>• Train personnel in the operation of essential equipment or for general research project backup/maintenance</li> <li>• Plan for adjustments to research methodology where collaboration or research participation may be compromised due to illness.</li> </ul>
	<b>Phase 5</b>	Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).	<ul style="list-style-type: none"> <li>• Ensure that necessary supplies are accessible and on hand</li> <li>• Ensure access in the event of a closure</li> <li>• Plan for optimum maintenance of research or shut down in the event of a closure</li> <li>• Plan for start up if necessary after a closure</li> </ul>
<b>Pandemic Period</b>	<b>Phase 6</b>	Pandemic phase: increased and sustained transmission in general population.	<ul style="list-style-type: none"> <li>• Activate plans</li> </ul>
<b>Postpandemic Period</b>		Return to interpandemic period.	<ul style="list-style-type: none"> <li>• Activate start-up plans where necessary.</li> </ul>



## SENATE OF YORK UNIVERSITY EXECUTIVE COMMITTEE

### *Communication to the Pandemic Planning Group re: Senate Responsibilities and Processes in the Event of a Disruption*

June 13, 2006

The purpose of this communication from Senate Executive is to describe for the Pandemic Planning Group the role played by Senate and its Executive Committee before, during and after a disruption of academic activities. Senate is the highest academic authority in the University. Broad responsibilities are spelled out in the *York University Act* and described in greater detail in the *Senate Handbook*. A disruption of academic activities will not dilute or derogate Senate's authority and responsibility.

The primary purposes of the University are teaching, learning and research. A decision to suspend activities will not be taken lightly and such declarations must be respectful of the academic mission of the University. A decision *not* to close while a pandemic is underway is also a grave matter.

A pandemic has the potential to complicate the decision-making processes described in the text that follows. For example, the impact may register well before, and linger for many weeks or months after, the peak of an outbreak. The effects may also linger and compound depending on morbidity and mortality rates. The situation is unlikely to be as clear cut in terms of scope and duration as a weather emergency or labour dispute. The impact will not be restricted to our campuses and a pandemic will engage all three levels of government and relevant health agencies. For these reasons, it is essential that Senate Executive is provided with thorough, accurate information on a continuous basis. Liaison and communication between the Committee and others at the University must be maintained even if those who are normally responsible for informing and advising Senate Executive are unable to discharge their duties.

#### Relevant Senate Legislation

*Class Cancellation Policy (Senate Executive):* This policy identifies the individuals or bodies that may declare a suspension or cancellation of academic activities, and the circumstances in which such a declaration is made.

*Senate Policy on Sessional Dates and the Scheduling of Examinations:* The policy sets out the principles and normal parameters for scheduling academic terms and examinations, such as the number of days available for instruction.

*Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes:* This policy describes in detail the process by which Senate Executive and Senate discharge their responsibilities in the event of a disruption of academic activities. It includes definitions of the kinds of disruptions (generally differentiated according to length) and the decisions which Senate itself or the Executive Committee acting on behalf of Senate may make before, during and after a disruption.

### Principles of the Legislation in the Event of a Disruption

In the event of a significant disruption of academic activities, decisions made by Senate and / or its Executive Committee must balance two overriding principles:

*Academic Integrity:* In the event of a disruption, the primary obligation of Senate is to ensure the academic integrity of programmes. No dilution of standards normally expected of students should be permitted and there should be as little diminution as possible in the instructional or supervisory support given to students.

*Fairness to Students:* Students who are unable or choose not to participate in academic activities are entitled to immunity from penalty, to reasonable alternative access to materials covered in their absence, to reasonable extensions of deadlines and to such other remedy as Senate deems necessary and consistent with the principle of academic integrity. Such remedies shall not alter the academic standards associated with the missed activity, nor shall it relieve the student of the responsibility for mastering materials covered. The availability of a remedy under this policy does not guarantee students the same learning experience that they would have received in the absence of a Disruption.

Senate's policy also requires *timely information*. Students, staff and faculty have a right to be informed in a timely manner of changed requirements, rescheduled academic activities, and procedures to be in effect at the conclusion of the Disruption. Communications will begin prior to a disruption, and will be sustained during the disruption, will continue after the disruption.

### Previous Applications of Legislation to Academic Disruptions

The Senate *Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* was last amended in June 1999. It was fully activated during the YUFA strike of 1997, the CUPE 3903 strike of 2001, and the strike at Ontario's Colleges of Applied Arts and Technology in 2006. As a result, Senate Executive and the University Secretariat have a great deal of experience in the management of academic affairs in such circumstances.

### Decision to Close Campuses or Suspend Academic Activities

A decision to close the campuses or suspend academic activities may be made by the University or be ordered by the provincial government or one of its authorized agencies.

In a memorandum of understanding dated April 5 the Executive Committee confirmed the following:

“A decision to suspend all or some academic activities in response to a significant health emergency shall be made in consultation, *if possible*, with the Chair of Senate in situations where academic activities (including classes and examinations) are to be cancelled or postponed.”

This text parallels the language found in the University's *Weather Emergency Procedures*. Should the impact of a pandemic require the University to suspend or postpone activities, efforts will be made to consult with the Chair of Senate. However, a decision may be made without such consultation if the situation is sufficiently urgent.

Nothing in this understanding diminishes any authority or responsibility for academic matters held by the Chair of Senate, the Executive Committee or Senate itself.

Academic activities may be suspended or postponed even if the University is not "closed" or if some business operations are maintained.

#### Role of Senate / Role of Senate Executive

Under the "Disruptions" policy, and except when the Executive Committee holds "summer authority," Senate Executive makes decisions on behalf of Senate. However, if a disruption is lengthy, Senate itself must meet to receive reports from Senate Executive. Some decisions – such as significant reductions in the length of an academic term – may only be made by Senate.

Depending on the circumstances, Senate meetings may be held

- on campus;
- at an alternative site off campus;
- by means of electronic communication (a "virtual" meeting) using real time transmissions, listserv communications, etc.

#### Determining the Extent and Impact of a Disruption

In declaring that a disruption has occurred, the Executive Committee will be guided by advice on the extent and impact of a pandemic. The Executive Committee may also be called upon to make certain decisions even if a threshold of absentees or other indicator is not reached. That is, even though an outbreak has minimal in impact, Senate Executive may be called upon to request accommodations in the spirit of the "Disruptions Policy's" interest in fairness to students.

The University has two campuses and two major off-campus facilities in downtown Toronto (at the Nadal Centre and the Osgoode Executive Development Centre). York students also take courses or participate in practica and internships in a variety of other settings. The 2006 strike at Ontario Colleges of Applied Arts and Technology had no direct impact on campus activities, but did have implications for students enrolled in or applying to joint York-CAAT programs and for students (such as those in the Faculty of Education) conducting activities at distant sites or school board facilities. The Executive Committee will determine the extent and impact of a pandemic even if it does not affect the main campuses.

### Communications and Liaison

The University Secretariat will facilitate liaison with other bodies on behalf of Senate and Senate Executive. Communications issued by Senate Executive or Senate will be posted on WebPages, circulated on listservs, and distributed widely to members of the University community.

The Executive Committee will also receive frequent reports from academic administrators, especially the Vice-President Academic (who will provide information from the Faculties), the Vice-President Students and Registrar on the extent and impact of a disruption. Normally information about aspects of the disruption will be communicated through senior academic administrators.

The Executive Committee may request that the University Secretariat and other offices communicate with counterparts at other post-secondary institutions, and use their best offices to ensure that York students are not unreasonably disadvantaged by a disruption.

During a disruption the Executive Committee will meet frequently – normally at least once each week. It will communicate decisions as soon as possible after each meeting.

### Length of Disruptions

#### *Brief Disruptions*

If a disruption is brief -- six or fewer days -- normal academic regulations apply. In such cases, individual faculty members are in the best situation to determine, in the first instance, the extent to which their courses, seminars, graduate supervision, labs, practica, etc., have been affected by a Disruption and what remedial action is required. For example, a course director may conclude that remedial action should include rescheduling in order to preserve course integrity. Fairness to students may include a variety of accommodations such that remedial actions are not arbitrary and that students can prepare for assignments, tests, examinations and the like.

#### *Longer Disruptions*

If a disruption persists beyond a sixth day, Senate Executive will declare that the disruption is lengthy, assume that classes will require remediation of some kind, and will consult with senior academic administrators and Faculties (including Faculty Councils if possible) on appropriate measures.

Assuming that the academic year can resume, the changes directed by Senate and / or the Executive Committee may include the following:

- extensions or adjustments to the length of the academic term;
- directive that a reasonable time elapse before students are required to submit work or sit tests and examinations;
- options for the completion of academic work that maintains academic integrity;
- extensions or adjustments of examination schedules;

- relaxation of rules limiting the weight assigned to tests and examinations in the last two weeks of classes;
- modification of certain sessional dates – such as the date to request withdrawal without penalty, last date to complete deferred course work, last day to request a pass / fail option and increase in the maximum number of courses taken on a pass / fail basis, etc;

No Senate policies or guidelines can be modified without the express consent of Senate.

Only Senate has the authority to declare that a term or year cannot be recovered and that students will receive no credit for work completed.

## APPENDICES

Appendix A - Pandemic Contingency Plan: Facilities Services

Appendix B - Pandemic Contingency Plan: Campus Services & Business Operations  
*includes Security, Transportation, Parking, Food & Housing,  
YU Card, Printing and Bookstores*

Appendix C - Pandemic Contingency Plan: Marketing & Communications

Appendix D - Pandemic Contingency Plan: Occupational Health & Safety

Appendix E - Pandemic Contingency Plan: Computing & Network Services

Appendix F - Pandemic Contingency Plan: Student Community

Appendix G - Pandemic Contingency Plan: Research Services

Appendix H - Pandemic Contingency Plan: Human Resources & Employee Relations

Appendix I - Pandemic Contingency Plan: Finance

Appendix J - Pandemic Contingency Plan: Registrar's Office and Office of Student  
Financial Services

Appendix K - Pandemic Contingency Plans: Other

*Appendices of Contingency Plans include personal contact information and are being held in each department/operating unit and in the Office of Emergency Preparedness.*