

COVID-19 Planning, Response, and Recovery Lessons Learned

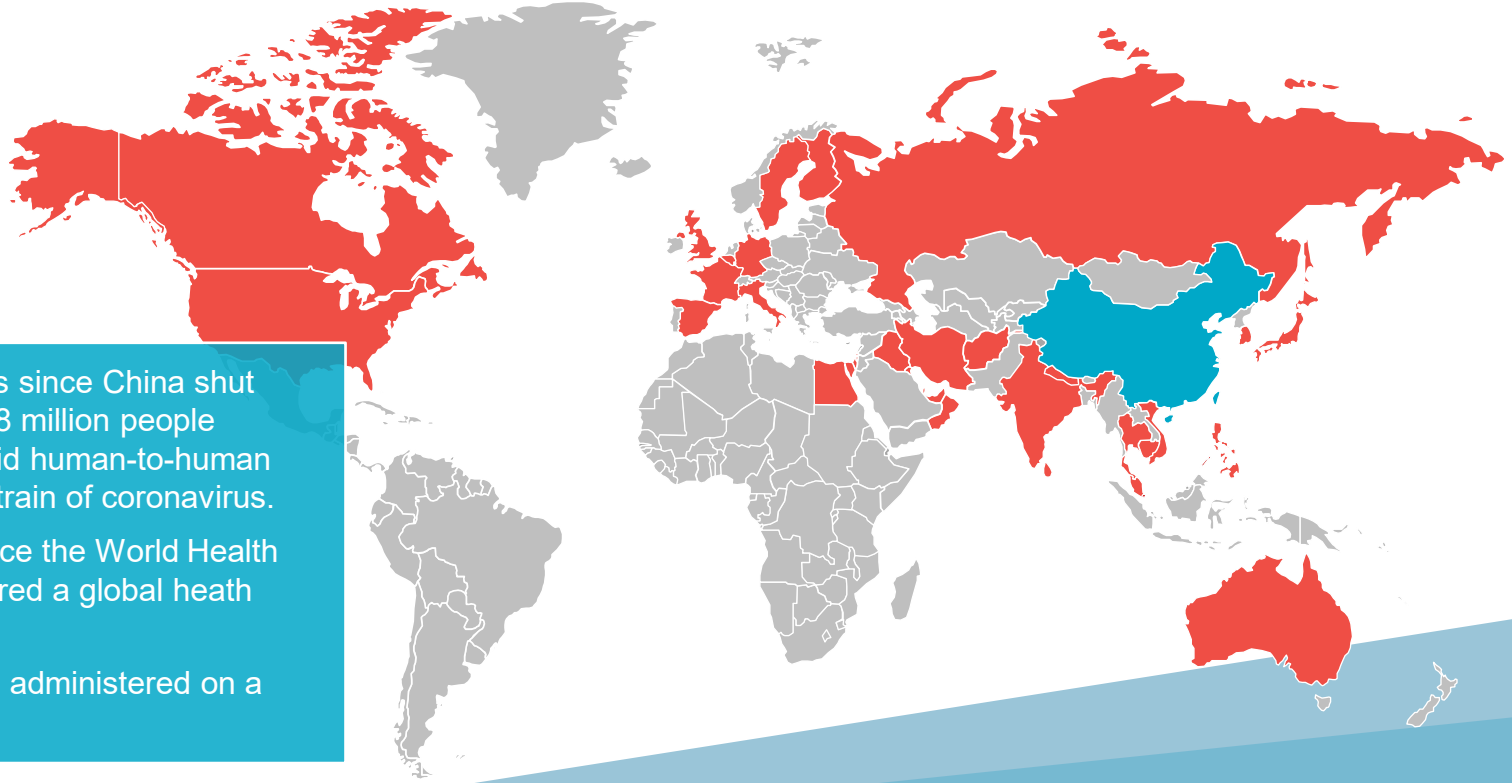
March 3, 2021

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COVID-19 Planning, Response, and Recovery

A Global Emergency



- It's been 14 months since China shut down a region of 18 million people because of the rapid human-to-human transfer of a new strain of coronavirus.
- It's been a year since the World Health Organization declared a global health emergency
- Vaccines are being administered on a global basis.

United States COVID-19 Cases and Deaths

- **TOTAL CASES**

- 28,456,860
- +50,935 New Cases

- **AVERAGE DAILY CASES PER 100K IN LAST 7 DAYS**

- 19.9

- **TOTAL DEATHS**

- 513,122
- +1,283 New Deaths

COVID-19 Vaccinations in the United States

- **Total Doses Delivered**
 - 102,353,940
- **Total Doses Administered**
 - 78,631,601
- **Number of People Receiving 1 or More Doses**
 - 51,755,447 (15.6% of total population)
- **Number of People Receiving 2 Doses**
 - 26,162,122 (7.9% of total population)

Pandemic's Fall Financial Toll Adds Up

- The pandemic presented an enormous financial challenge for colleges and universities this past fall as they reopened online or in person.
- Institutions large and small had to cough up money for expenses related to COVID-19 testing, personal protective equipment and online learning resources. At the same time, they were bleeding tuition, housing and auxiliary services revenue
- Testing was also the largest expense for the APLU respondents -- 50 percent of respondents spent between \$514,000 and \$7.8 million on COVID-19 testing this fall.

Inside Higher Ed, January 12, 2021

Pandemic Preparedness and Response

**When the pandemic hit, how did
your institution respond?**

Pandemic Preparedness and Response

- How well did your institution consider these questions?
 - Did my institution established health procedures to protect staff working in or traveling to affected areas?
 - Were we equipped to operate with the majority of staff working from home or other remote locations?
 - What policies and procedures did we need to put in place to address supply disruptions and maintain operations?
 - Did we seek continuous improvement in our processes and procedures?

COVID-19 Planning, Response, and Recovery

Successful Colleges and Universities

- Established a working group focusing on this risk to:
 - Identify potential vulnerabilities.
 - Understand organizational preparedness.
 - Understand how existing plans work.
 - Keep faculty/staff/students well-informed.
- Working groups:
 - Included representation from across the organization.
 - Set precise criteria to implement policies and procedures.
 - Focused on faculty/staff/student communication.



What role did risk management provide in the process?

- A resource for information and the procurement, when available, for risk transfer.
- Had a seat at the table with senior leadership to create and implement a pandemic response plan.

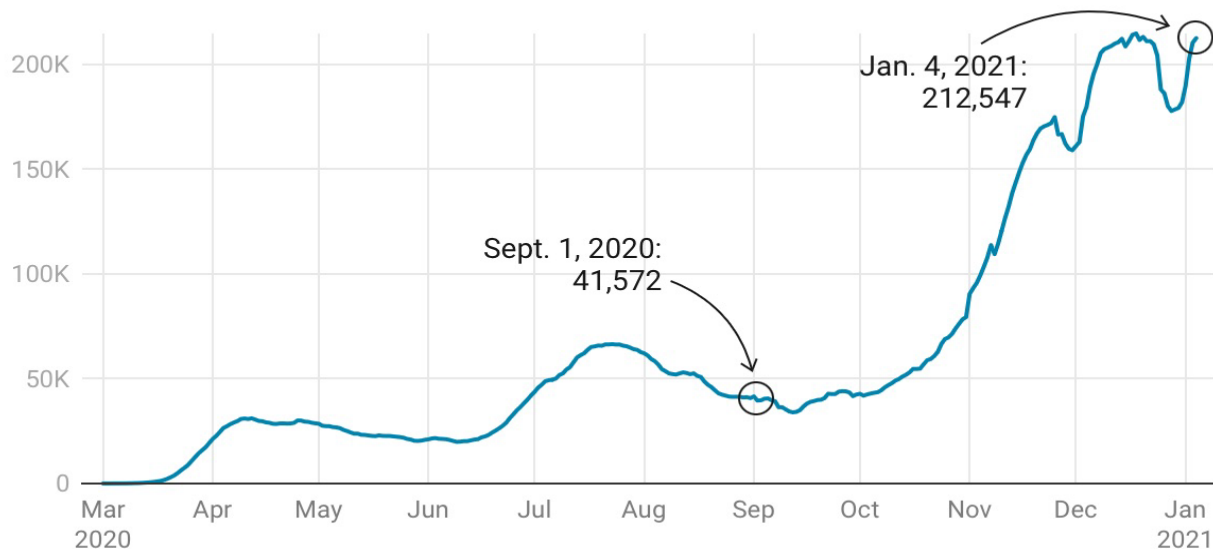


U.S. Higher Education Response

New Cases of Covid-19 , Fall 2020 vs. Spring 2021

New Cases of Covid-19, Fall 2020 vs. Spring 2021

The seven-day average of new Covid-19 cases reported nationwide has increased alarmingly since the fall, when students traveled back to many college campuses.



Source: [The Covid Tracking Project](#) • [Get the data](#) • Created with [Datawrapper](#)

U.S. Higher Education Response

There are a lot of pressures... for institutions to show that they are in person in some way or another.

Chronicle of higher education 2 4 2021

U.S. Higher Education Response – Spring –Reopening Models

- Many colleges have delayed resuming face-to face classes
- Despite the still-rising toll of Covid-19, the trend is toward more in-person learning.
- Colleges are feeling the heat to bring students back to campus.
- Colleges are responding by opening up campus housing and inviting students back.
- Vaccines offer reason for optimism but could also inspire a false sense of security.

ACHA Guidelines

Considerations for Reopening Institutions of Higher Education for the Spring Semester 2021

ACHA Lessons Learned

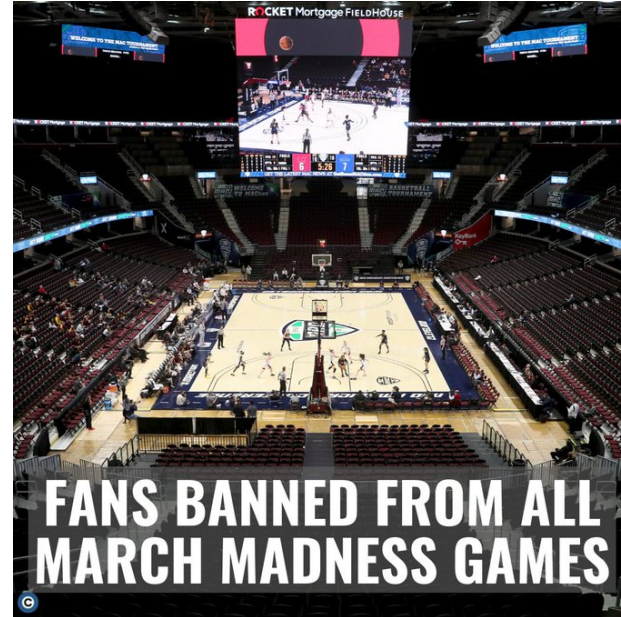
- Planning and preparation, including contingency plans are essential for an organized, effective, and timely response.
- United leadership is critical to a sustained and effective response.
- Most campus outbreaks have been related to small and large gatherings without masking and without physical distancing that have occurred in bars, in on and off-campus residences, and in Greek housing.
- Managing a campus outbreak requires a coordinated response and a close partnership among state and local public health authorities, community leaders and the IHE's COVID-19 emergency response team

ACHA Lessons Learned

- SARS-CoV-2 is primarily transmitted via aerosols/droplets;
- Students with COVID-19 are frequently asymptomatic.
- There is little evidence to show secondary transmission is occurring where everyone is wearing a mask and proper physical distancing is maintained
- High touch areas must be cleaned and disinfected regularly, and all must practice meticulous hand hygiene and avoid self-contamination with unwashed hands.
- The frequency of testing and rapidity of turnaround time are more important than the sensitivity of the test.

ACHA Lessons Learned

- The NCAA has continued to revise their recommended testing strategy for each sport. Testing is important in all intercollegiate sports, with the frequency and timing determined by the sport's risk level.



ACHA Lessons Learned (cont.)

- Student adherence to public health practices and the campus COVID-19 plan is essential for success.
- Students must be involved in planning, messaging, and the development of safer social activities.
- Fostering healthy behaviors requires a social norming approach and the use of all available channels of communication including social media, texts, and email.
- Herd immunity will only be achieved with delivery and widespread public acceptance of a safe and effective vaccine

ACHA Lessons Learned (cont.)



- Recognition of the mental health effects on the campus community cannot be minimized. The emotional impact of loss, uncertainty, isolation, and quarantine have been notable.

ACHA Lessons Learned - The Work Force

- Update COVID-19 safety educational and training materials.
- Have faculty, staff, and students review the updated educational and training materials in a timely manner, ideally within the first two weeks of return to campus.
- Review and update HR policies and employee accommodations based on current CDC guidance.
- Develop plans for alternative work assignments for high-risk staff.
- Develop return to work protocols for staff who have become ill or exposed to COVID-19.
- Address faculty/staff mental wellness and provide resources such as employee assistance programs, financial literacy information, mindfulness teachings, and “care for the caregiver” programs.

ACHA Lessons Learned - The Work Force

Continue daily symptom checking and reinforce messages to stay home or leave work if sick.



Testing and Surveillance

- Testing must be integrated with swift identification and containment of positive patients and contacts, physical distancing, face coverings, and hand hygiene practices to control the spread of COVID-19 on campus and within the community.
- A clearly defined comprehensive campus testing plan based upon available resources, current scientific evidence, and the needs of the campus community is vital.
- Evidence continues to mount in favor of frequent testing of campus constituents on a recurring schedule.

Testing

- **Diagnostic Testing**

- Performed when there **is** a reason to suspect that an individual may be infected with SARSCoV-2.
- Used to diagnose active infection in symptomatic individuals or those with recent exposure



- **Screening or Asymptomatic Testing**

- Testing when there is **no** reason to suspect infection.
- Intended to identify infected individuals prior to the development of symptoms
- Screening for COVID-19 may be beneficial for individuals where physical distancing is more difficult

Surveillance

- **Surveillance Testing**

- Gain information about the population rather than the individual person.
- Ongoing regularly scheduled testing and is helpful in determining the incidence and prevalence of COVID-19 on campus and/or in the campus community.
- True random selection of the appropriate percentage of the campus population can help the campus determine what percentage of the population may be infected with the virus.

- **Wastewater Surveillance**



- COVID-19 virus is shed in the stool by approximately 50 percent of infected persons.
- Stool can be positive in persons who are asymptomatic, presymptomatic, or symptomatic.
- A positive test merely indicates the presence of the virus and cannot be extrapolated to estimate the prevalence of the virus within a community.

Additional Considerations for 2021

- The Role of Student Health Services.
 - Patient Care
 - Facility
 - Staff
- Mental Health
 - Access to Care and Diversity of Services
 - Technology and Telemental Health
 - Ongoing Assessment and Evaluation
- Contact Tracing
- Coordination with Local Public Health
- Housing and Residence Life
- Isolation and Quarantine
- Athletics
- Recreation Programs and Facilities
- Social Gatherings and Events
- Visitors on Campus

What additional considerations do we need to focus on?

- International Travel Policies
 - Students
 - Faculty
 - Staff
- International Students, Faculty (Including Visiting Faculty), and Staff Who Are Incoming to or Present on Campus
 - Communication is key.
 - All new or returning international travelers should refer to CDC returning traveler guidelines and review CDC's "Travelers Prohibited from Entry to the U.S."



COVID-19 Planning, Response, and Recovery

Ongoing Actions for Institutions



People

- Know where your people are.
- Be prepared to amend policies and plans based on evolving advice from governments and health officials.
- Listen to employees' concerns to ease anxiety.
- Think about visitors and guests in addition to employees.



Operations

- Identify and stay in contact with critical suppliers about actual and expected impacts.
- Monitor resilience of suppliers' suppliers.
- Be mindful of competition for alternative suppliers' services.
- Review contractual liabilities.

COVID-19 Lessons Learned

Recovery

COVID-19 Planning, Response, and Recovery

Preparing Your FIMA/CARES Claim

- Work with brokers and claims consultants to review and understand coverage.
 - Consider engaging legal counsel.
- Start gathering documentation.
 - Keep records of anyone entering your premises.
 - Document any relevant government communications.
 - Take note of any specific locations affected by any action or recommendation.
 - Measure financial impacts.



Potential Coverage Triggers

- Presence of virus on an insured's premises.
- Presence of virus at a customer or supplier location.
- Presence of virus in a nearby geographic area.
- Mandatory quarantines.

COVID-19 Planning, Response, and Recovery

Measure Your Financial Impact



**Calculate the
amount of loss.**



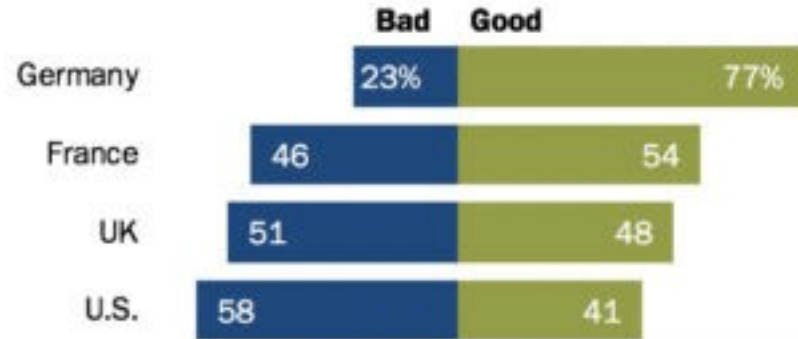
**Capture unusual
costs separately.**



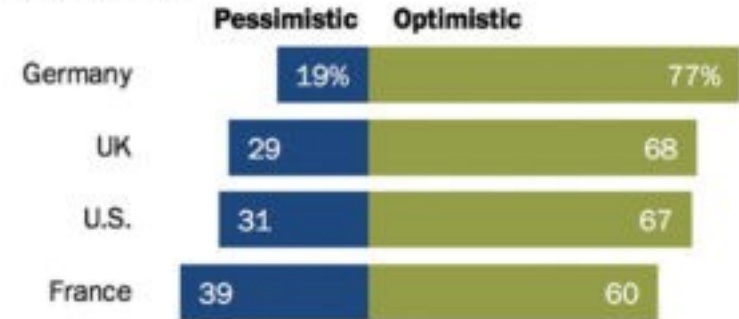
**Use insights for
future risk
mitigation and
transfer decisions.**

Public in Rich Nations Feel Optimistic About Future Crisis Responses Today

% who say their own country has done a ___ job dealing with the coronavirus outbreak



% who say they feel generally ___ about their own country's ability to deal with future global health emergencies



Source: Pew Research Center

COVID-19 2022 Update – New Location!





Marsh is one of the Marsh & McLennan Companies, together with Guy Carpenter, Mercer, and Oliver Wyman.

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