



**Guide to
Business Continuity Planning**

Guide to Business Continuity Planning
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Instructions

Welcome to University of North Dakota’s (UND) guide to Business Continuity Planning. As you pursue academic and research excellence on campus, we are pleased that you are taking time to ensure that your college/department is prepared to respond to various types of operational interruptions. To be better prepared, all UND departments and components may use this form to complete a Business Continuity Plan (BCP) to describe how your college/department will operate during an emergency, and recover afterward to be fully operational. The intent is to help you plan not only for major disasters (e.g., total loss of a building) but also lesser interruptions to service (e.g., the computers are down). It puts planning in perspective and makes it more likely that crisis response will run smoothly.

The goals of a BCP and recovery are:

- To ensure that maximum possible service levels are maintained during an event, and
- To ensure that college/departments recover from interruptions as quickly as possible.

For guidance and more information, see the UND Emergency Management website at <http://und.edu/emergency-management/> or contact Terry Sando, senior emergency manager, at 777-5931 or by email: Terry.Sando@email.und.edu.

College/Department			
Plan Development	Developer		Date Plan Updated
Head of Operations	Name	Phone Number	Alt Phone Number
Email Address			

A Background Information for Emergency Planning

Business Continuity Planning must be reasonable, practical and achievable. We are not planning for every possibility that could cause an interruption. Instead we are planning for the effects of any interruption. For example, your building may be unavailable for many reasons (fire, flood, tornado, etc.), but the effect is still the same: you cannot work in that location.

Generally speaking, we need four things to do our jobs on campus:

- Employees/staff
- Utilities
- IT and communications
- A facility in which to work

Some offices also need specialized equipment. The template will address each of these needs and guide you through your planning process.

There is no more important resource on campus than human resources. After a disaster, computer backups and new facilities are useless without staff. Before an incident or interruption occurs, share your college/department's business continuity and recovery plans with staff and co-workers. They may offer additional ideas or options that could enhance planning.

No one can predict when an emergency might happen or how severe it will be. It is prudent to plan for one, especially since these plans can be applied to any major emergency that could threaten the health and safety of the campus community or disrupt University programs and essential operations. This plan should address any kind of emergency that is severe enough to impact the UND community including an infectious disease epidemic, severe weather events, fires or explosions, hazardous materials releases, extended utility outages, floods, terrorism or mass casualty events.

In the event of an emergency, UND will have four objectives:

- Sustain the safety and welfare of University employees, students and visitors;
- Deliver academic programs to students;
- Preserve critical research; and
- Maintain critical business, finance, and infrastructure operations.

During a crisis or disaster, a college/department should strive to maintain as high a level of operations as possible. By identifying your objectives and essential functions, you can better determine which staff, materials, procedures and equipment are absolutely necessary to keep your college/department functioning.

We suggest that you discuss identified risks and the potential effects with leadership, co-workers, and staff. As more mitigation strategies are implemented, the risks will diminish or change, as will potential effects, and your college/department will be better prepared for interruptions. Set a date to review risks and the plan each year (such as the first of the new calendar year or when a new semester begins).

Consider the minimum number of employees necessary for maintaining your college/department's essential functions. Determine what type of cross-training may be needed to ensure backup for essential functions/roles if key personnel are unavailable.

In the event your facility is unavailable, some employees may be able to work from home. In the event of a catastrophic event or disaster, it would not be necessary to receive prior approval from Human Resources for staff to work from home. It would be wise to develop some general good practices, such as providing daily updates of work completed, tracking hours worked, etc. This will be especially helpful when tracking Time and Effort reporting.

Briefly describe your college/department’s work-at-home plan:

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Providing for your staff and co-workers’ well-being is recognized as one of the best ways to ensure effective recovery. If individuals and families are prepared, your college/department is better positioned for emergency situations. Following a disaster, basic services such as electricity, gas, water, sewage treatment, and telephones may be out of service for days or longer.

A key element of personal preparedness is the creation of a Family Preparedness Plan that includes a basic disaster supply kit. A Family Preparedness Plan template can be found on the Emergency Management Web Site, <http://und.edu/emergency-management/> and more information can be found at www.ready.gov.

B More Details Regarding Your College/Department

Complete the contact information below for your college/department.

	Name	Phone Number	Email
BCP Contact			
Dept. Email Address			
Dept. Locations			

Please indicate below the principle nature of your college/department’s operations (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Student life support |
| <input type="checkbox"/> Laboratory research | <input type="checkbox"/> Research support |
| <input type="checkbox"/> Other research | <input type="checkbox"/> Facilities support |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Other (describe): |

C Your College/Department's Objectives

Considering your college/department's unique mission, describe your teaching, research and service objectives. What does your college/department receive funding or payment to do?

Describe the priority operations of your college/department:

D Your College/Department’s Essential Functions

During a crisis or disaster, colleges/departments should strive to maintain as high a level of operations as possible. By identifying your essential functions, you can better determine which capabilities and associated staff, materials, procedures, and equipment are absolutely necessary to keep your college/department functioning.

Another important consideration is how long before you would need to resume operations to prevent significant loss of service, revenue, or materials. Would this be days or hours? This will be your Recovery Time Objective (RTO). You can put your essential functions in order based on RTOs.

Essential functions should be defined as those whose loss would cause adverse effects on students, faculty, or clients. Some might determine this based on loss of income or loss of important research. Briefly identify your college/department’s essential functions below.

- Identify who should be contacted if this function is in jeopardy.
- Identify the essential position title which is responsible for each essential function.
- Identify primary personnel and alternate personnel and make sure that alternates are sufficiently cross-trained to assume responsibilities.

Essential Function:			
Recovery Time Objective (RTO):			
Essential Position Title:			
	Primary	Alternate	Second Alternate
People Responsible			
Phone Number			
What would be the effect of loss of staff on this function? This loss could be due to health concerns, furloughs, adverse weather, etc.		What is your continuity strategy for this risk?	
What would be the effect of loss of utilities on this function? Examples would be loss of electricity, gas, and water.		What is your continuity strategy for this risk?	
What would be the effect of loss of IT and comm on this function? This includes phones, computers, and internet access.		What is your continuity strategy for this risk?	
What would happen if there was an entire loss of facility on this function? This could be due to fire, tornado, gas release, etc.		What is your continuity strategy for this risk?	

Essential Function:			
Recovery Time Objective (RTO)			
Essential Position Title:			
	Primary	Alternate	Second Alternate
People Responsible			
Phone Numbers			
What would be the effect of loss of staff on this function? This loss could be due to health concerns, furloughs, adverse weather, etc.		What is your continuity strategy for this risk?	
What would be the effect of loss of utilities on this function? Examples would be loss of electricity, gas, and water.		What is your continuity strategy for this risk?	
What would be the effect of loss of IT and comm on this function? This includes phones, computers, and internet access.		What is your continuity strategy for this risk?	
What would happen if there was an entire loss of facility on this function? This could be due to fire, tornado, gas release, etc.		What is your continuity strategy for this risk?	

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Recovery Time Objective (RTO)			
Essential Position Title:			
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What would be the effect of loss of IT and comm on this function? This includes phones, computers, and internet access.		What is your continuity strategy for this risk?	
What would happen if there was an entire loss of facility on this function? This could be due to fire, tornado, gas release, etc.		What is your continuity strategy for this risk?	

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Recovery Time Objective (RTO)			
Essential Position Title:			
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What would happen if there was an entire loss of facility on this function? This could be due to fire, tornado, gas release, etc.		What is your continuity strategy for this risk?	

Sections C and E contain the list of your department’s key personnel and leaders - those responsible for the above essential functions. The Head of Operations and each primary person listed in an essential position are your department’s primary Essential Personnel. In an emergency, essential personnel are expected to report to work unless directed by supervisor or the Emergency Management Team not to report for health and safety reasons.

E Your Department’s Leadership Succession

The first priority in a disaster or significant interruption is to communicate with your college/department leadership to let them know what has happened. This contact will provide an opportunity for initial assessment and to give initial guidance as necessary. Campus leadership may also need to assist with alerting the public if necessary. List the people who can make business decisions if the head of your college/department or unit is absent.

	Name	Phone Number	Alt Phone Number
Head of Business Operations			
First Successor			
Second Successor			
Third Successor			

F Emergency Communication Systems

Communications is the most frequent point of failure in a disaster event. Poor communications is usually at the top of customer and staff complaints. Therefore, it is important for you to carefully consider the planning items below and implement a schedule for testing your communications plan for an unexpected event. Your communications plan should include the following areas:

- Audience – Who should receive the communication?
- Responsibility – Who is responsible for the communication?
- Medium – In what way will your message be delivered?
- Content – What information will your message include?
 - Who, what, where, when, why, and how
- Timing/Frequency – How often will information be presented or updated?

After an incident on campus, one of the most important priorities will be to communicate with your staff as soon as possible. You will want to update them on the effects of the incident and current status of your college/department. This may also be the time to give staff alternative work plans or information regarding relocation.

After a serious disaster or major event that happens off campus, it may prevent staff and students from getting to the University. Designate a phone number in your college/department where staff can call and leave a voicemail message saying ‘I’m Okay’ or a similar personal update message. This could be an administrator’s number or another designated number.

Employee Update Number: _____

Make a list of your college/department's most important customers and all students/faculty/staff. Be proactive in developing a plan to communicate regularly with them before, during, and after an incident. Make sure to share with them your crisis communication plan.

All UND employees are responsible for keeping informed of emergencies by monitoring news media reports, UND's web home page, UND's Emergency Management website, by calling the UND Emergency Hotline (777-6700), email and phone alert messages. To rapidly communicate with your employees in an emergency, all departments are encouraged to prepare and maintain a call tree. These can be easily created in an Excel file. A sample is also available from Emergency Management (<http://und.edu/emergency-management/>). You can modify the sample to fit your college/department's particular needs. Call tree drills should be conducted at least every six months, or whenever there is a significant staff turnover. If you are conducting a drill, you should say, "This is a test of the [college/department] call tree". This will discourage unnecessary panic.

It is important to train staff on how the call tree works so they will know what to expect and what is expected of them. Here are three important tips.

- Write down the message so you can be confident that you are relaying the appropriate information.
- If the caller reaches an answering machine, leave a message and then call the next person on the call tree.
- If no one answers, call the next person on the call tree. Make a note of the person who didn't answer and try again later.

Effective crisis communications relies on "push," where the information is pushed and disseminated to the audience via different systems. You might want to supplement those systems with a "pull" method in which information is made available, but your staff has to access it. A college/department website is a good example of a "pull" method of communications. If you intend on using a website for providing updates, be sure to inform your audience of that plan and give them the appropriate URL address before and during the event.

Before a crisis, as your college/department shares information about business continuity and recovery planning, you may want to use newsletters, staff meetings, and other communications tools. The purpose is to make sure that information is fully shared and understood, so using a variety of communication mediums is appropriate.

When considering content and timing in communications planning use the following for guidance.

- Keep initial crisis messaging simple, report only what is known without speculation.
- Explain that more information will be provided as it becomes available.
- Direct them to any additional resources such as the college/department website for updates if appropriate.
- Outline procedures for follow-up by scheduling times to continue communicating and provide the additional information as promised.
- If the situation has not changed, communicate that fact. Failure to communicate effectively and frequently may escalate anxieties and contribute to further problems.

Note below the system(s) you will use to contact your employees in an emergency. Colleges/departments should identify multiple communication systems that can be used for backup, after hours, when not on campus, or for other contingencies.

- Phone Email Text messaging
 Call tree Departmental web site Pager
 Instant messaging Other (describe):

G Emergency Access to Information and Systems

In this exciting age of technological advances, it is difficult to imagine how we could possibly work without our computers and internet access. Computer and system crashes can seriously jeopardize our work and productivity.

- What if software and data are not accessible or are corrupted?
- What if equipment (hardware) has malfunctioned or is destroyed? How would the college/department function if the mainframe, network, and /or Internet access were not available?
- What critical interdependencies exist between internal systems, applications and business processes? What other departments depend on the work your department produces?

Although the college/department will rarely be in a position to prevent catastrophic incidents, it can at a minimum, create plans and strategies to mitigate the potential impact. For example, maintaining a list of vital records and ensures that electronic copies are maintained on more than one computer and/or on more than one system. Documents usually can be quickly retrieved or recreated if they reside on more than one system.

In the event of a network problem in which you cannot access your software, files, or emails, contact the IT support within your college/department to establish the nature and duration of the problem. This will be a reflection point to help decide whether or not to retrieve your vital records from their backup location and what actions can be continued.

College/Department IT Support Contact Information

Name:	Phone number:
Email:	

Make copies and a list of important documents and store them somewhere other than your office to ensure they are retrievable in the event of a system or computer crash. Some examples include continuity plans, insurance policies, financial account information, laboratory research notes, grade books, etc.

	Document Name (and file name)	Backup Location
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

If access to your college/department’s information and systems is essential in an emergency, describe your emergency access plan below. This may include remote access (or authorization to allow remote access), contacting IT support, Blackboard, off-site data backup, backup files on flash drives, hard copies, Blackberry/Treo or use of alternate email systems (e.g., Yahoo). Identify what critical data and records are backed up, whether the backup is stored on-site or off-site. Simulate a failure scenario that tests the ability to recover “lost” critical data. Describe how your college/department will respond to the destruction of critical data. List essential functions that will need to have remote access to systems and individuals authorized to perform temporary but critical work from home.

H Key Internal (Within UND) Dependencies

All UND colleges/departments and components rely on IT, Payroll, Purchasing, Business & Finance, University Police, Human Resources and Office of Facilities Management. List below are the other products and services upon which your department depends and the internal UND colleges/departments or units that provide them.

Dependency (product or service) :	
Provider (UND college/department):	

Dependency (product or service) :	
Provider (UND college/department):	

Dependency (product or service) :	
Provider (UND college/department):	

Dependency (product or service) :	
Provider (UND college/department):	

Dependency (product or service) :	
Provider (UND college/department):	

Dependency (product or service) :	
Provider (UND college/department):	

Dependency (product or service) :	
Provider (UND college/department):	

Dependency (product or service) :	
Provider (UND college/department):	

I Key External Dependencies

List below the products, services, suppliers and providers upon which your college/department depends. We recommend that you encourage them to prepare a business continuity plan.

Dependency (product or service) :		
	Primary	Alternate
Supplier/Provider		
Phone Numbers		

Dependency (product or service) :		
	Primary	Alternate
Supplier/Provider		
Phone Numbers		

Dependency (product or service) :		
	Primary	Alternate
Supplier/Provider		
Phone Numbers		

Dependency (product or service) :		
	Primary	Alternate
Supplier/Provider		
Phone Numbers		

Dependency (product or service) :		
	Primary	Alternate
Supplier/Provider		
Phone Numbers		

Dependency (product or service) :		
	Primary	Alternate
Supplier/Provider		
Phone Numbers		

J Academic Continuity

Academic continuity is vitally important because it focuses on the core business of UND, providing students with the opportunity to learn. In the event of a disaster on campus, or other significant interruption, it may be necessary to provide alternative means of instruction. The checklists below provide faculty with ideas to improve their own preparedness for online, hybrid, or face-to-face course formats.

Prior to starting class:

- Record and backup student names, email addresses, and phone contact information.
- Record email and phone number of your chair or other appropriate point of contact for your primary program or department.
- Prepare a backup working copy of your gradebook to ensure continuity of grading and reporting to students and administration if your primary online gradebook is not available for an extended period of time.
- Backup critical teaching materials including lectures, assignments, instructions, quizzes, discussion topics, syllabus, schedule, and other important documents. You may be able to provide these materials to your students via internet in the event of a significant classroom interruption. You may not be able to save some materials such as reserved readings, library resources, etc.
- Consider creating an external Web presence in preparation for a disaster or significant interruption to campus Internet capabilities.

Once Class Has Begun:

- Send a test email message to students in your class. This test message will help you identify any possible problems with spam filters or firewalls that may block receipt of your emails. If this should occur, ask the students to add you to their approved recipient list. Create a group distribution list based on your students' email contact information.
- Send students a welcome email blast with your contact information and ask them to save the email. Maintain a copy for your own records. This practice will ensure that both you and your students have each other's current email address.
- Let students know that it is critical for them to provide you with current email and contact information throughout the semester.
- Remind students regularly about the importance of keeping backup electronic copies of their assignments.
- Download students' assignments when they are submitted so that you will always have ready access to them in the event of a system failure.
- Download and maintain copies of online discussions if possible.
- Stay informed about other technologies you may need to use temporarily to continue teaching and learning activities if your classroom were to remain inaccessible for an extended period of time.
- Let students know of your plans for continuing instruction and communication in the event of a disaster or significant interruption. You may want to have students test their ability to access any external websites you have created in preparation for such events.

Course Continuity During an Interruption:

- Use the distribution list you created at the beginning of the semester to send an email to students reminding them of when and how they may contact you. Let them know of any changes to your syllabus.

- Continue timely sharing of lectures and supporting materials by using your backup copies, and sharing via email or your department's website (if available).
- Post comments, materials and assignments on your external website if necessary.
- Consider excusing students from the requirement to interact, either online or through class participation, and ask them instead to submit individual contributions (especially if Web access is limited).
- If you adjust the requirements for interaction during the classroom interruption, prepare a synopsis of student submissions, add substantive comments, and send this information to all students via email.
- If you supplement assignment information with Web postings, send that additional information to students via email and also retain a copy.
- Consider setting up and learning how to use a telephone conference call or using an instant messaging/chat program.
- Use your backup grade book if necessary. Communicate individual grading and feedback information to each student via email and retain a copy.
- Consider posting classroom communications and lecture materials or conducting student discussions on Internet blogs or a wiki during classroom or system interruption. Ensure that viewing and writing access is restricted to members of the class. In a wiki, you may be able to create individual student pages with restricted page-level access so that each student has a private space for communicating with you and/or submitting an assignment.
- Encourage students to communicate with each other as support for class teams if appropriate.
- Backup or print all email and/or Web submissions and comments from students during the interruption.

Explore Additional Technologies

Below is a sample list of optional technologies and tools you may want to investigate and/or use if your class is interrupted. These tools are only suggested as alternatives and are not required for normal course activity. You may want to consult the [Centre for Learning & Performance Technology](#) for more information on teaching resources. This Web site has a top 100 list and many ideas for using social media for education and teaching. Here are the Top 10 Tools for 2010:

- Twitter – micro-updating tool
- YouTube – video hosting and sharing tool
- GoogleDocs – online collaboration tool
- Delicious – social bookmarking tool
- Slideshare – presentation hosting and sharing tool
- Google Reader – RSS feed reader
- Wordpress – blogging tool
- Skype – instant messaging and VoIP call tool
- Moodle – course management system
- Facebook – social networking site

If you have any doubt about how to handle the situations and responsibilities outlined in this section, seek advice from your chair. Consult with him/her to ensure that your plans for continuity do not constitute a substantial change in course requirements as described in the syllabus. Discuss your ideas with other faculty.

Research Continuity

Loss of utilities may significantly affect campus research laboratories. Laboratory directors are encouraged to consult with the Emergency Management Office and Safety and Environmental Health (777-3759) to develop effective and safe plans for emergency shutdown and/or potential continuity strategies.

In addition, colleges/departments that host laboratory animals have special heating, cooling, and air quality needs are also encouraged to consult with the Emergency Management Office and Safety and Environmental Health (777-3759) for best practices in the event of a utility outage.

Some buildings and offices have emergency backup power systems. These usually consist of backup generators. In the event of a large scale power outage, all attempts will be made to do a graceful degradation of electrical systems. If your building has a backup generator, determine where your college/department is on the campus priority list. Learn more about what to expect in the event of a large scale crisis/event and also to provide input on what equipment should be powered by the generator.

If you have one or more generators, and there is a failure, be prepared to tell Facility Management exactly what type of replacement generator you would need as a replacement.

Model	Load	Adapter	Fuel per hour

Additional Notes:

Names of Principle Investigators in laboratories addressed in this plan (if applicable):

Project		
Location		
Principle Investigator		
Office Phone		
E-mail		
Home/Cell Phones		

Project		
Location		
Principle Investigator		
Office Phone		
E-mail		
Home/Cell Phones		

Project		
Location		
Principle Investigator		
Office Phone		
E-mail		
Home/Cell Phones		

Additional Notes:

Clearly list all special equipment safety precautions in case personnel not familiar with the equipment must access the area. Include cell phone of knowledgeable personnel.

Maintain detailed information regarding feeding/care of laboratory animals in case usual caregivers are unavailable and persons unfamiliar with your research must provide care. Label most valuable animal cages. Make any special notes below, but keep detailed information close to animal cages.

Duplicate stocks, samples, or subsets that are temperature sensitive and crucial to the research. Store duplicates at a remote site in case of power or freezer loss at the primary site. Location of remote site (on or off campus):

Maintain off-site copies of essential vendor contact information, contact information for funding organizations/program officers, backup records of time and effort reporting, and the lab map and inventory list.

Consider supplemental insurance for specific pieces of equipment that are critical to operations. Contact Insurance and Risk Management (777-3341) to discuss options at risk.

Organize research materials for easy access/retrieval in case of emergencies. Label (using weather resistant labels) the most important materials. Designate an emergency rack whose contents will be taken first in the event of an evacuation.

Ensure that temperature or time-sensitive equipment is equipped with failure alarms.

Ensure that freezers, refrigerators, incubators, etc. are on an emergency power supply. Be aware of the emergency generator power source for your area, including how long that power source can be relied upon.

Ensure that research notes, letters, documents, spreadsheets, etc. are backed up to the network drive every day.

Information (data or documents) that is stored on laptops should be routinely uploaded to the network drive. Consider storing copies of critical documentation and findings at an alternative location.

Consider what portion of research efforts (i.e., data analysis, summarizing findings, etc.) could be continued from home or other site.

Peer-to-Peer Support

Provide the name, location, and contact information of a campus or local peer who might be willing and able to assist in your research continuity if an emergency occurs. This person may be able to provide storage space or key supplies in a crisis.

Peer Name	Campus/Institution Location	Contact Information

Peer Name	Campus/Institution Location	Contact Information

Additional Notes

K Mitigation Strategies

Considering your objectives, dependencies and essential functions, describe below the steps you can take now to minimize the impact of various types of crises on your operations. For example, you may wish to stock up on your critical supplies and develop contingency work-at-home procedures. This may be the most important step of your emergency planning process. Formulation of your mitigation strategies may require reevaluation of your objectives and functions.

L Recovery After the Emergency

Continuity and recovery are not the same. Continuity planning prepares you to maintain your essential functions during a crisis. Recovery planning helps you to rebuild all of your typical functions in a more permanent location. Recovery, like continuity, does not begin after a disaster strikes. It has already begun when you and your co-workers started to fill out this template. Your communications plan, the academic and research continuity efforts, computer backup and other mitigation strategies are the very first steps in continuity and recovery. The information you have collected in the previous sections will prepare you for a quick and effective continuity response and finally, recovery.

For small interruptions, such as emergency repairs or utility loss, refer to Facilities Management and first responders for information on the length of the disruption. Keep a list of contact numbers to call for information in these types of circumstances. Unfortunately, a large scale disaster may strike a campus, causing serious damage to one or more buildings. Sometimes University resources can be stretched thin, so prior planning is essential to help your college/department recover quickly.

Sometimes in a large scale disaster, when your college/departments building is unavailable, continuity functions usually will occur in a different location. The following information will highlight some of the issues and challenges your college/department might face at this critical time.

Continuity – Relocating

Considering the essential functions described earlier in this template, if your college/department has an extremely short Recovery Time Objective, there may be a need for a “hot site” where you can immediately move critical operations. A hot site would be equipped with everything your college/department needs to continue or resume operations. Examples would be work stations and computers with duplicate software programs, vital records, supplies, special equipment, etc. A formal agreement should be in place with this service provider.

If you have a hot site, complete the following information:

Location: _____

Main Contact Information: _____

Which of your essential functions could be completed from this site?

--

Key supplies/equipment available:

--

What specialized equipment, forms or supplies would need to be acquired?

Another option is to develop mutual aid agreements with other colleges/departments on campus that offer similar services or use similar equipment as your staff. You can store duplicates of vital records, backup supplies and other key materials you might need in their offices, and perhaps plan to use a conference room as your continuity site. Conversely, your college/department would offer the same help to the other department. These agreements do not need to be excessively formal, but there does need to be an agreement to denote the location, main contact persons, and what space and supplies are available to document for planning purposes. The Emergency Management Office can help to facilitate these agreements.

If you have an agreement, complete the following information:

Location: _____

Main Contact Information: _____

Which of your essential functions could be completed from this site?

Key supplies/equipment available

What specialized equipment, forms or supplies would need to be acquired?

In the event of wide scale destruction on campus, you should have plans for off-campus relocation or at least some ready options. Some examples are office space in the local community that could be leased, employees working from home, relocating to other Universities in the region. Remember to use your department's communications plan to inform your many audiences of the new location and if applicable your limited services. What equipment would be needed at a relocation site to communicate with employees, students, vendors, and customers? Is it Web access available?

A large scale disaster at the University could disrupt or delay numerous campus services. Central purchasing, pay, and delivery services may not be able to process all requested needs of the campus. These functions may also be impacted by the disaster and may not be available for a

number of weeks. Your college/department is encouraged to maintain contact information for its own specialized vendors, including companies and individuals providing repair services to specialized equipment. In the event of a large scale incident on campus, you may need to contact them directly.

Product	Vendor	Contact Information

Recovery

Once the University has determined that the crisis has passed, you may be asked to relocate your offices again, hopefully to a permanent location. To fully re-establish your college/department’s office or other work area, you will need a Recovery Inventory. This inventory is created by assessing what equipment and supplies you currently have and would potentially need to replace, to run at full operations. This could be computers, furniture, specialized equipment, and supplies etc.

Equipment/Supplies	Number	Possible Sources

If you have a more extensive list, it can be included here. Make sure your key staff have copies as well.

Once the work area has been recovered, it is time to recover your college/department’s critical data. Work with your information technology (IT) specialist or the University’s Information Technology Services to retrieve data that has been backed up to network drives or other storage services. Also, retrieve and reproduce any critical document that may have been lost.

Describe your plan to fully resume business operations as soon as possible after the crisis has passed. Identify and address resumption/scheduling of normal activities and services, work backlog, resupply of inventories, absenteeism, the use of earned time off, and emotional needs.

M Special Considerations for Resuming Business

Describe here any additional or unique considerations that your college/department may face in an emergency.

N For Events Impacting the Region Consider Home Emergency Planning for Individuals and Families

Employees, students and their families should plan for any type of emergency that could impact them in their home, apartment or residence hall. Don't wait—an emergency can occur at any time. Past experience has taught us that employees may not show up for work if they are concerned for the safety and security of their families. The following list of guides would be helpful for employees. Information can be accessed on the Emergency Management Website: <http://und.edu/emergency-management/>

- Family Preparedness Plan
- Emergency Procedures
- Emergency Management Websites
- NotiFind: Get Emergency Alerts

O Definitions

- **Alternate Location** – A location, other than the normal facility, used to process data and/or conduct essential functions in the event of a disaster.
- **Business Impact Analysis** – The process of determining the potential consequences of a disruption or degradation of critical and/or business functions.
- **Cold Site** – An alternate site that is reserved for emergency use, but which requires the installation of equipment before it can support operations.
- **Continuity of Operations Planning (COOP)** – The effort to assure that the capability exists to continue essential functions across a wide range of potential emergencies.
- **Delegations of Authority** – Pre-delegated authorities for making policy determinations and decisions in crisis conditions, at alternate locations, etc., as appropriate.
- **Essential Functions** – Activities, processes or functions that could not be interrupted or unavailable without significantly jeopardizing the operation of an organization.
- **Essential Personnel** – Personnel designated by their division as critical to the continuity and/or resumption of essential functions and services.
- **Facility** – A location or work space containing the equipment, supplies, and voice and data communication lines to conduct transactions required to conduct functions and business under normal conditions.
- **Hot Site** – A fully-equipped facility, which includes stand-by computer equipment, environmental systems, communications capabilities and other equipment necessary to fully support a department's immediate work and data processing requirements in the event of a disruption or a disaster.
- **Recovery Time Objective (RTO)** – The period of time in which systems, applications or functions must be recovered after an outage to prevent significant impact on business or service responsibilities.
- **Risk** – An ongoing or impending concern that has a significant probability of adversely affecting operations and business continuity.
- **Risk Management** – The discipline that ensures that an organization does not assume an unacceptable level of risk.
- **Shelter in Place** – The process of staying where you are and taking shelter, rather than trying to evacuate.
- **Vital Records, Systems and Equipment** – Records, files, documents or databases, which, if damaged or destroyed, would cause considerable inconvenience and/or require replacement or re-creation at considerable expense. For legal, regulatory or operational reasons these

records cannot be irretrievably lost or damaged without materially impairing the organization's ability to conduct business.

- **Vulnerability** – The susceptibility of a department to a hazard. The degree of vulnerability to a hazard depends upon its risk and consequences.
- **Warm Site** – An alternate work site which is only partially equipped.

P Exercising Your Plan & Informing Your Staff

Share your completed plan with your staff. Hold exercises to test the plan and maintain awareness. Note below the type of exercises you will use and their scheduled dates.

- | | | |
|--|---|---|
| <input type="checkbox"/> Staff orientation meeting | <input type="checkbox"/> Emergency communication test | <input type="checkbox"/> Interdepartmental exercise |
| <input type="checkbox"/> Call tree drill | <input type="checkbox"/> Off-site information access test | <input type="checkbox"/> Emergency assembly drill |
| <input type="checkbox"/> Tabletop exercise | <input type="checkbox"/> Unscheduled work at home day | |
| <input type="checkbox"/> Other drill: | | |

Staff Distribution Date	
Exercise Dates	

Q BCP Submission

Thank you for completing your department's All Hazards Business Continuity Plan (BCP). Please submit this plan to your Dean or Vice President for approval and identification of essential positions within your department/unit.

Name:	Title:
Signature:	Date Submitted:

Send an electronic copy of this BCP to Terry.Sando@email.und.edu