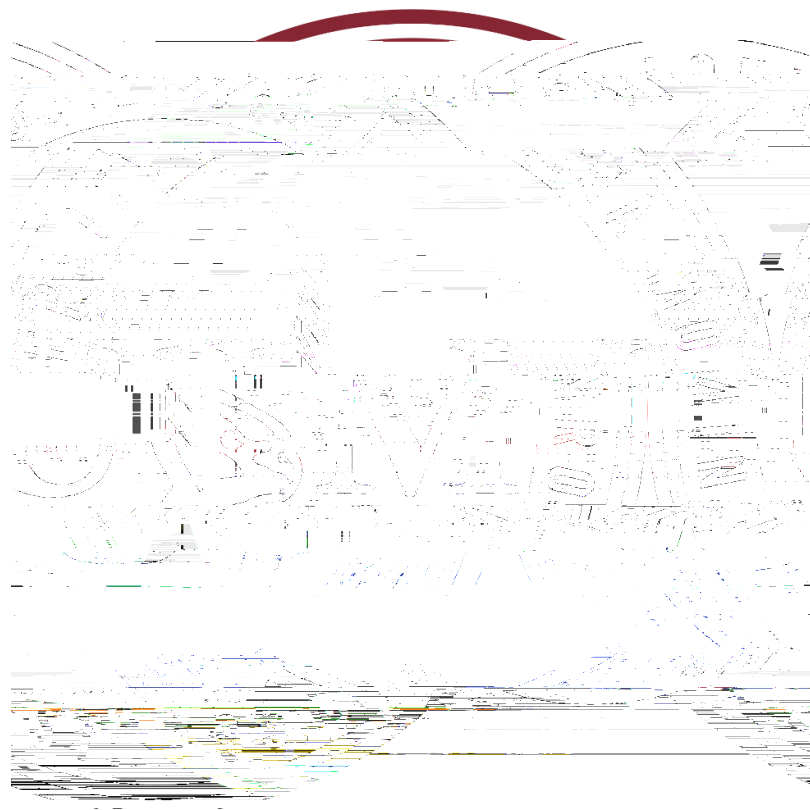


CHS BUSINESS CONTINUITY PLAN



College of Health Sciences

CHS Business Continuity Plan

COLLEGE OF HEALTH SCIENCES

ALLHAZARD EMERGENCY RESPONSE PLAN

Basic Information

| <u>General Type of personnel</u> | <u>Number (Count) of Personnel</u> | <u>Comments</u> |
|----------------------------------|------------------------------------|-----------------|
| Students | 1, | |
| Faculty | 1 | |
| Staff | | |
| Volunteers | 0 | |

| <u>General Function</u> | <u>Check All That Apply</u> | <u>Comments</u> |
|------------------------------|-----------------------------|-----------------|
| Education/Instruction | X | |
| Research | X | |
| Student Services | X | |
| Operations/Support services | X | |
| Healthcare/Clinic Operations | X | |

Clinic Locations

There are (6) clinics housed within the College of Health Sciences, which provide healthcare services to the public:

| <u>Clinic</u> | <u>Main Location(s)</u> | <u>Reception Area</u> | <u>Main Phone</u> |
|-----------------------|-------------------------|-----------------------|-------------------|
| Dental Hygiene Clinic | Caldwell Hall 125 | Caldwell Hall 124 | (318) 3421609 |

Evacuation/Shelter-in-Place

There are two primary response options in the event of any immediate emergency or disaster: evacuation or shelter-in-place. The primary purpose for evacuation is to put distance between personnel and a hazard, because it is safer than enacting barriers and shelter-in-place. All Units/ Subunits need to have a pre-determined Emergency Assembly Point (sometimes referred to as an Evacuation Assembly Area or Rally Point) for all locations occupied where all Unit/Subunit personnel will meet and account for one another. The primary purpose for sheltering in place is to put barriers between personnel and a hazard, because it is safer than facing uncertainty in evacuation. All Units/ Subunits need to pre-identify multiple areas within all locations occupied that would be ideal shelter-in-place options. Faculty are to ensure students are aware of the designated Emergency Assembly Point for their respective building. Emergency Assembly Points must be posted in every floor of each building.

| <u>Building</u> | <u>Address</u> | <u>Emergency Assembly Point</u> | <u>Shelter-in-place options</u> |
|-----------------|------------------|-----------------------------------------------|---------------------------------|
| Brown Hall | 4001 Desiard St. | University Police Station parking lot (south) | 1 st floor hallway |

| COHS Crisis Response Team | | | | | |
|---------------------------|--------------------------------------------------|-------------|---------------|------------|------------------------|
| Team | Name | Area | Office Phone | Cell Phone | Email address |
| 1 | Dr. : H Q G \ % D L H O H Q \ V | COHS | (318)342-1 | | E D L @ulm.edu |
| 1 | Dr. Paula Griswold | ' H D Q \ V | (318) 3423805 | | griswold@ulm.edu |
| 1 | 0 L F K D H O / H H D Q \ V | COHS | (318)342-3 | | O @ulm.edu |
| 1 | All other COHS ' H D Q \ V 2 1 1 Personnel | | | | |
| 2 | Dr. 6 D Q G \ % D K D S O N | KDSON | (318)342-1 | | Vbaile@ulm.edu |
| 2 | Dr. - H Q Q L I H U S O K L W H G | USOKLWHG | (318)342-13 | | Z K L @ulm.edu |
| 3 | ' U . D W K \ . H K D S O N G \ | KDSONG | (318)342-1 | | N H Q @ulm.edu |
| 3 | Dr. 0 D U W K D * R R G P D Q | KDSON | (318)342-16 | | J R R G P D Q @ulm.edu |
| | | | | | |
| 3 | All other KDSON Faculty & Staff | KDSON | | | |
| 4 | . L P : K R U W R Q | RDHYG | (318)342-16 | | Z K R U W R Q @ulm.edu |
| 4 | Dr. Jessica Dolecheck | HLST | (318) 3425583 | | dolecheck@ulm.edu |
| 4 | Dr. - R V K X D * B I N S Q | BINSQ | (318)342- | | J D Q Q @ulm.edu |

| | |
|---|---------------|
| 5 | OLF KDHO / HH |
|---|---------------|

Emergency Supplies

Each Unit/Subunit is responsible for maintaining their own inventory of emergency supplies, adequate to protect critical equipment, and having a plan for deploying the supplies when ordered. Inventories must be inspected and replenished as needed and should also be checked prior to June 1st when Hurricane Season begins. The Emergency Leadership of each Unit/Subunit must procure emergency supplies based on their knowledge of what they are protecting.

| Item Name & Description | Location |
|-------------------------|----------------------------------|
| First Aid Kit | Nursing front office (NURS 125) |
| First Aid Kit | Nursing labs (NURS 218, 325) |
| First Aid Kit | Dental Hygiene Clinic (CALD 125) |
| First Aid Kit | MFT Main Office (STRS 367) |
| First Aid Kit | & 2 + 6 H D Q ↑ V 2H DLQ HD |

HAZARD SPECIFIC EMERGENCY RESPONSE PLAN

Hazard Profile (3=most likely)



| | |
|--|--|
| | |
|--|--|

Before (Preparedness)

For each of the above indicated hazards, identify specific preparedness steps your Unit should take in the event you were faced with a potential impact. It may be helpful to make the steps in the form of a checklist. Those hazards with the greatest likelihood should receive priority in planning.

| Hazard | Preparedness Steps |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fire | Conduct fire drills and review Emergency Assembly Point Map and Fire Escape Routes (posted in all buildings). |
| Severe Weather | Read University severe weather emergency procedures. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location. |
| Tornadoes | Read University severe weather emergency procedures. |
| Floods | Read University severe weather emergency procedures. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location. |
| Hurricanes | Read University severe weather emergency procedures. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location. |
| Utility Failures (Network) | |
| Chemical | Follow safe protocol and contact safety officer |
| Hazardous Materials | Follow safe protocol and contact safety officer |
| Active Shooter/Armed I | |

During (Response)

| Hazard | Response steps |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fire Severe weather | Evacuate building to predefined assembly points Seek shelter; follow University procedures and campus specific policies regarding campus closures and experiential education students. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc. as to minimize potential damage. For equipment, files, etc. located 23.9 577.78 323.3d (such as closure equipment) |

After (Recovery)

| Hazard | Response Steps |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fire | Conduct a damage assessment and ensure that the area has been safe before reentry. |
| Severe Weather | Watch for email/notices regarding the reopening of the affected campus. When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening. |
| Tornadoes | Watch for email/notices regarding the reopening of the affected campus. When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening. |
| Floods | Watch for email/notices regarding the reopening of the affected campus. When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening. |

CONTINUITY OF OPERATIONS PLAN

A Continuity of Operations Plan (COOP), in its most simple and basic sense, encompasses continuing to do what you need to do despite a disaster impact. It is important that all Units/Subunits have a COOP to ensure they can continue to execute their critical functions no matter what happens.

Critical Functions & Dependencies

Critical Functions are major activities that each Unit/Subunit normally performs to meet its core mission.

The failure to restart or maintain a Critical Function in a timely manner will have consequences. For the previously identified Critical Functions, identify and explain (if necessary) the harmful consequences associated with failing to restart. Possible harmful consequences may include, but are not limited to: interruption of teaching, disruption of research, disruption of patient care, departure of faculty/staff/students, inability of faculty/staff/students, unmet payment deadlines, loss of revenue, unmet legal obligations, public relations fallout, impact on other Units/Subunits, impact to other partners, and other issues.

| Critical Function # | Harmful consequences | Explanation (if needed) |
|---------------------|------------------------------------------------------------------------------------------|----------------------------------|
| 1 | Disruption to teaching, impact to students, loss of revenue | |
| 2 | Disruption to research | Some research is time sensitive. |
| 3 | Direct, negative impact to students | |
| 4 | Late bill payments, disruption or ordering & travel arrangements | |
| 5 | Unmet clinical hour requirements for student loss of revenue, disruption of patient care | |

If your Unit/Subunit has one or more Critical Functions that encompass instruction or teaching with any level of criticality other than deferrable, it is very important to plan for the resumption of each course or instructional program in the event of a disaster impact all non-deferrable courses below. 3 OHDVH XVH WKH IXOO FRXUVH QXPEHU DQG RIILFLDO FR Catalog.

In the comments/details/special issues section, consider noting the following:
 ‡ 6 RPH FRXUVHV UHTXLUH VSHF, which may pose particular challenges to the continuation of instruction after a disaster impact. Such specialized resources may include access to laboratories, design or performance studios, specialized instructional software, collections such as physical libraries and museums, or encompass such activities as fieldwork, internships, or experiential learning. Be sure to note any specialized resources required for the course.
 ‡ Moodle/Zoomis utilized, to what extent and could all course information be conveyed electronically? If Moodle/Zoomis not utilized, why not and could it be?

Course #

A plan for instructor substitution is important. Note any such practices your Unit/ Subject engages in such as team teaching, rotating instructors, or substituting "topics in" courses.

Essential Equipment, Supplies & Facilities

Critical Functions often require minimum facilities/equipment/supplies in order to be performed. Consider physical space needs, office equipment, and specialized supplies

| Facility/ Equipment/ Supply Item Needed (Note Size/ Quantity) | Correlating Critical/ Emergency Function # Above | Detailed Description | Where can the Facility/ Equipment/ Supply Item be Obtained |
|---------------------------------------------------------------|--------------------------------------------------|----------------------|------------------------------------------------------------------------------|
| Computer Workstations | 1, 2, 3, 4, 5 | | Unaffected area(s) on campus, community partnership |
| Telephones | 1, 2, 3, 4, 5 | | Unaffected area(s) on campus, community partnership, personal cell-phone use |
| Printer/Scanner/Fax | 1, 2, 3, 4, 5 | | Unaffected area(s) on campus, community partnership, working from home |
| Auditoriums | 1 | | Unaffected area(s) on campus, community partnership |
| Classrooms | 1 | | Unaffected area(s) on campus, community partnership |
| Laboratories | 1, 2, 5 | | Unaffected area(s) on campus, community partnership |
| Clinic Areas | 1, 5 | | Unaffected area(s) on campus, community partnership |
| | | | |
| | | | |

Information Technology

Individual computer workstations are used to some extent by the majority of personnel across the University. Therefore, it is imperative that important data is saved in a manner that will ensure it will not be lost in the event of single or multiple workstation failure. Complete the below table using rough/ approximate percentages or numbers.

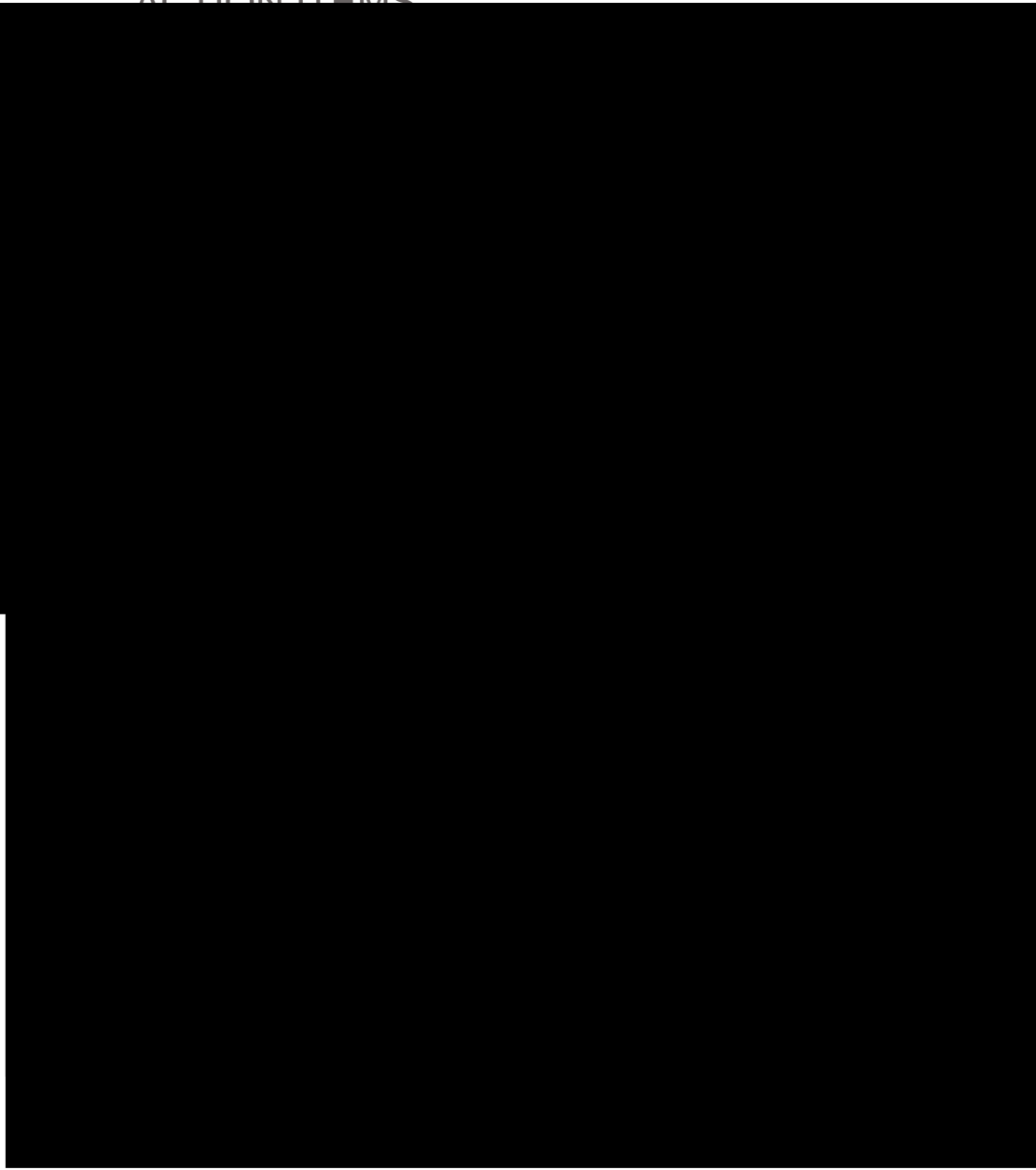
| Workstation Backup Method | % of personnel using method | Comments (note backup location) |
|------------------------------------------------------------------------------------|-----------------------------|---------------------------------|
| ALL critical files are stored on a backup server (fileshare, network, drive, etc). | 20 | |
| ALL critical files are regularly backed up by an automated process | | |
| ALL critical files are regularly backed up by a manual process | | |
| SOME critical files are stored on a backup server (fileshare, network, drive, etc) | | |
| SOME critical files are regularly backed up by an automated process. | | |
| SOME critical files are regularly backed up by a manual process. | | |
| No critical files are backed up. | | |
| Other/Do Not Know | 80 | |

Some personnel may be able to electronically work from remote locations if their physical work location is inaccessible. Identify personnel within the Unit/Subunit who could perform some or all work functions from a remote location, then note if the individual has access to a computer with high speed internet connection to actually do so.

Coping

Restarting or maintaining Critical Functions may be a challenge when resources are limited.

ACTION ITEMS



el of your Unit/SubUnit;
processes, or anything
example is: Cross
the Unit website, how to
another example is: Purchase
es in case of
Continuity Plan Template,
do not need to be immediately
at funding or resources far
LPSRUWDQW WKDW 3
WHUP' DQG HDVLO\ DF
UH FRQWLQXR XV HQR
leted, they should be checked
management is a process

| Line and | Status/Completion date |
|----------|------------------------|
|----------|------------------------|

plan
To be
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n BT /TT1/aCID 13 >>u QT EMCm3

