

BUSINESS CONTINUITY PLAN

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Business Continuity Plan

Introduction

The SLCC Business Continuity Plan (BCP) is a roadmap for answering "what if" questions, establishing priorities to the many unique areas of the college and identifying resources that will lead a department or school back to a condition when normal operations can resume. The "business" of a division, school, department or section may vary from teaching biology or history to human resources or institutional marketing. The BCP applies to faculty and staff alike.

Salt Lake Community College faces a variety of risks from hazards that can disrupt instruction, sporting events and theatrical productions as well as the many other functions that keep the College operational. These risks can be all encompassing (major earthquake, ice and snow) or localized (a building fire or an active shooter). Because the College plays such an integral part in so many people's lives, plans for continuity and restoration must be in place regardless of the results of an emergency. Some departments will be expected not only to remain but to expand their services during these times.

The expectation of the Salt Lake Community College Department of Public Safety is that each division, department and section will use this template to develop a fundamental, yet comprehensive plan to restore their cog of the college machine to an operational status in a safe and timely manner.

The completion of your Business Continuity Plan (BCP) will help ensure your department is prepared to respond to various types of operational interruptions, whether it is a major disaster or lesser interruption. An emergency puts planning in perspective and makes it more likely that a crisis response will run smoothly, maximum service levels are maintained, and departments recover as quickly as possible. In addition, business continuity planning helps identify areas for training, exercising and education.

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Scope

When developing the Business Continuity Plan of your department, keep in mind the following objectives:

- Mitigate disruptions to operations, the loss of life, and property damage/loss.
- Execute an order of succession with accompanying authorities in the event disruption renders College and/or Departmental leadership unable, unavailable, or incapable of assuming and performing their responsibilities of the office.
- Ensure that each Department has facilities where it can continue to perform its Mission Essential Functions.
- Protect essential facilities, equipment, records, and other assets.
- Identify alternate sources for supplies, resources and locations.
- Identify counterparts that must be notified in the event of a disaster.
- Provide procedures and resources needed to assist in a timely and orderly recovery from an emergency.
- Validate continuity readiness through a dynamic and integrated test, training and exercise program by documenting and reviewing recovery procedures.

The real work of implementing the BCP through specific action items takes place at the department level. Recognizing that in a complex and diverse organization such as SLCC, a single set of actions and measures of response are not sufficient to achieve every goal for individual units. For each College department to complete an individualized "do-it-yourself" BCP, the process should be thought-provoking but not time-consuming.

Authority



This plan has been developed in accordance with recommendations and guidelines from the following federal regulations and Executive Orders:

- The Homeland Security Act of 2002, PL 107-296, enacted 11/25/02.
- The National Security Act of 1947, 50 U.S.C. 401 (as amended).
- Federal Continuity Directive 1 (FDC 1)
- Govt Record Access Mgmt Act (GRAMA)
- Incident Command System (ICS)
- National Response Framework (NFR)
- National Incident Management System (NIMS)

Phase I: Readiness and Preparedness

DEPARTMENT IDENTIFICATION

Describe the Nature of Department/Division
(Instruction, Administration, Athletics, Service, Entertainment):

The mission of _____ is to:

To accomplish this mission, your department must ensure its operations are performed efficiently with minimal disruption, especially during an emergency. This document provides planning and program guidance for implementing the Business Continuity Plan to ensure the organization is capable of executing its Emergency Support Functions (ESFs) and Mission Essential Functions (MEFs) under all threats and conditions. These functions may be required by law, protect essential facilities, equipment, vital records, and other assets.

Keep in mind that the ultimate goal of creating this plan is to restore your school, department or division to the condition that it can accomplish its mission stated above.

ESFs & MEFs



Emergency Support

Function (ESF):

The functions which represent the overarching responsibilities to lead and sustain the College during a catastrophic emergency. These functions must be continued throughout, or resumed shortly after, a disruption of normal operations.

Mission Essential Function

(MEF):

the limited set of College -level functions that are secondary or tertiary to carrying out the responsibilities of the department.

DEPARTMENT FUNCTIONS

Emergency Support Functions (**ESFs**) and Mission Essential Functions (**MEFs**) enable an organization to provide vital services, exercise leadership and maintain the safety of the college students and employees during the disruption of normal operations. For each ESF and MEF that is carried out by _____, assign a level of criticality using the criteria on the right.

Emergency Support Functions (ESFs)

FEMA identifies 15 ESFs as having an immediate effect on preventing loss of life, personal injury, or loss of property. Refer to the table below to compare the ESF scopes to _____ operations, programs and resources that are provided to save lives, protect property and the environment, to restore essential services and critical infrastructure, and help victims and the College to return to normal operations.

Roles and Responsibilities of ESFs	
ESF	Scope
ESF #1 - Transportation	Use of vehicles for transportation of passengers or goods to support, response, relief and recovery of College Departments.
ESF #2 – Communications	Emergency Alerts, Notifications or Announcements.
ESF #3 – Public Works and Engineering	Emergency repair of damaged infrastructure or provision of power, water, sanitation, etc.
ESF #4 – Firefighting	Protection of life, property, and environment from fire incidents.
ESF #5 – Emergency Management	Managing preparedness, response, recovery & mitigation.
ESF #6 – Mass Care, Emergency Assistance, Housing, and Human Services	Shelter, feeding operations, emergency first aid, bulk distribution of emergency items, collecting and providing information on survivors to family members.
ESF #7 – Resource Support	Logistical, operational, or financial support to locate, procure and issue resources.
ESF #8 – Health and Medical Services	Public health and medical support to College students, faculty and staff.
ESF #9 – Search and Rescue	Field operations to assist individuals in distress due to the demise or collapse of campus structures.
ESF #10 – Hazardous Materials	Minimize impact of an unplanned hazardous materials release to protect life and property.
ESF #11 – Nutrition Services	Dining operations and nutritional needs.
ESF #12 – Energy	Critical utility services and energy systems.
ESF #13 – Public Safety and Security	Force and critical infrastructure protection, security planning and technical assistance, technology support and general law enforcement assistance.
ESF #14 – Long-Term Recovery	Coordinating and conducting recovery operations.
ESF #15 – External Affairs	Disseminating consistent, timely, and accurate public information and instructions. "Maximize disclosure with minimum delay".

Levels of Criticality



Critical 3: Must be continued at normal or increased service load. Cannot pause. Necessary to life, health, and security.

Critical 2: Must be continued if at all possible, perhaps in reduced mode. Pausing completely will have grave consequences.

Critical 1: May pause if forced to do so, but must resume in 30 days or sooner.

Deferrable: May pause; resume when conditions permit.

If the _____ carries out any of the above FEMA-defined ESFs, please identify, assign responsibility, and classify the level of criticality and its time sensitivity for each Emergency Support Function in the following table:

ESF Component (1-15)	Responsible Division/ Department	Responsible Position	Level of Criticality 3=High 2=Moderate 1=Low 0=Deferrable	Time Sensitivity 0-12 hrs 12 hrs - 30 days > 30 days	Peaks of High Activity Annually Semester Monthly Daily
Ex: ESF#2 Communication	Information Technology	Director of Technology	3	0 -12 hrs	Daily
1.					
2.					
3.					
4.					
5.					

Mission Essential Functions (MEFs)

Each department has its own set of operational priorities that contribute to the overall success of the College. These priorities are called Mission Essential Functions (MEFs).

Consider the following:

- Support to students
- Location and availability of staff/faculty
- Well-being of students
- Payment deadlines
- Availability of financial aid
- Legal exposure to the Institution
- Enrollment increase/decrease
- Impact on business partner(s)
- Access to sensitive records

Identify, assign responsibility, and classify the prioritized level of criticality and its time sensitivity for each Mission Essential Function in the following table:

MEF Component	Responsible Unit	Responsible Position	Level of Criticality 3=High 2=Moderate 1=Low 0=Deferrable	Time Sensitivity 0-12 hrs 12 hrs - 30 days > 30 days	Peaks of High Activity Annually Semester Monthly Daily
Ex: Meet Payment Deadlines	Business Office	Accounting Manager	2	>30 days	Monthly
1.					
2.					
3.					
4.					
5.					

ACCOUNTING OF EMPLOYEES

One person doesn't run the department; one person cannot identify, plan, and prioritize the work needed to get operations up and running when a disaster occurs. College's and their departments grow and change; new systems and services come online and older systems are retired, and most importantly, staff turns over.

Identify _____ staff by the number of personnel (as of this date):

Faculty and other academic appointees:	
Staff (full-time):	
Staff (part-time, excluding students):	
Student Staff:	
Volunteers:	
Guests:	
Other:	

Emergency Essential Personnel

All employees are important to the operations of any organization. During a crisis situation, choosing the right person for an organization's staff is vitally important. Leaders and employees with departmental experience and knowledge are essential to set priorities and keep focus during a continuity/emergency event. These essential employees will be activated to perform assigned response duties. This category is commonly referred to as Emergency Essential Personnel (EEP).

In respect to EEP members, _____ has designated the following positions and personnel, known to possess the skill sets necessary to execute ESFs and MEFs, to be critical to operations in any given emergency situation:

Emergency Essential Personnel Member	Position Title	Contact Info (Work Station, Phone(s), Email)
Ex. Daniel Hansen	Heat Plant Manager	957-4538
1.		
2.		
3.		
4.		
5.		

LEADERSHIP

Orders of Succession

Pre-identifying orders of succession and under which conditions succession will take place, the method of notification, and the limitations of authority is critical to ensuring effective leadership during an emergency. In the event an incumbent is incapable or unavailable to fulfill essential duties, successors need to be identified to ensure there is no lapse in essential decision making authority.

Orders of succession are:

- At least three positions deep, when possible, ensuring sufficient authority and coverage confirming the department's ability to manage and direct its essential functions and operations
- To include counterparts, where applicable
- Geographically dispersed, where feasible
- Described by positions or titles, rather than by names of individuals holding those offices
- Reviewed by the department as changes occur
- Included as a vital record

For Example:

Position	Designated Successors
Assist VP of IT	1. Director of Technology
	2. Director of Enterprise Infrastructure
	3. Director of Administrative Computing

has identified successors for its essential and critical positions. The successors have been chosen not only to coordinate an effective and efficient response to the crisis but to lead the efforts to restore their given division or department to an operational status.

The named successors possess legal authority to make key policy decisions during a continuity situation. Delegations of authority are outlined formally by the individual who is authorized to make decisions or act on behalf of the department.

Generally, pre-determined delegations of authority will take effect when normal channels of direction are disrupted and terminate when these channels have resumed.

All lists of division and department successor lists are included in the Salt Lake Community College Emergency Operations Plan (EOP). Refer to the department head and SLCC EOP for the department successor list.

Phase II: Activation and Relocation (0-12 hours)

COMMUNICATION

It is important to keep all staff; especially individuals not identified as Emergency Essential Personnel informed and accounted for during a large-scale emergency or disaster. All Salt Lake Community College employees are responsible for keeping informed of emergencies by monitoring news media reports, the SLCC 957-INFO line, and the college web page updated with the latest available news at www.slcc.edu.

More importantly, SLCC has a proactive Emergency Alert System (EAS) used to communicate information during an emergency or crisis that disrupts normal operation of the college or threatens the immediate health or safety of members of the college community. The SLCC EAS contacts registered individuals via the communication devices listed when they input and/or update their MyPage information. The communication devices and methods of emergency contact are; mobile telephones, SMS (text messages), work/home telephones and work/home email. All College faculty and staff are automatically registered for the SLCC EAS. The Department of Public Safety strongly encourages each student to register for the SLCC EAS and update, as necessary, their contact information such as mobile numbers (voice/text) and personal email addresses to their MyPage account. Parents, media, visitors, and other interested parties are advised to visit the College's website and call 957-INFO for timely, applicable information.

Employees are expected to remain in contact with their supervisors during any closure or relocation situation. _____ will determine the communication procedures and extent to which employees are expected to remain in contact. Further, _____ communicates staff guidance for emergencies (pay, leave, staffing, work scheduling, benefits, telecommuting, hiring authorities and other staff flexibilities) to managers in an effort to help continue essential functions during an emergency.

Procedures for contacting and accounting for employees in the event of an emergency will follow protocol established in the department call-down lists and can be utilized as applicable to the emergency or event. Departmental call-down lists should be distributed to all individuals included in the lists and all updated information must be forwarded to the Emergency Response Manager.

The departmental call-down list is an essential element to the Salt Lake Community College Emergency Operations Plan (EOP). For a copy of the call-down list refer to _____ or the SLCC EOP.

CONTINUITY OF LOCATIONS

Relocation involves the actual movement of essential functions, personnel, records, and equipment to the alternate operation facility. Relocation may also involve transferring communications capabilities to the alternate facility, ordering supplies and equipment that are not already in place at the alternate facility, and other planned activities, such as providing network access.

In the event that a department's primary operating facility is unavailable, emergency support functions or mission essential functions will require relocating. At least one alternate facility must be identified and maintained, which could include alternate uses of existing facilities or virtual office options. The facility must provide sufficient space and be located where the potential disruption of the organization's ability to initiate and sustain operations is minimized. When designating an alternate continuity facility, consider access to, or the provision of, equipment and transportation, as well as, whether other departments have designated the same alternate facilities. Please make considerations for shared space and implementing an agreement or contact with the alternate facility(ies). These agreements tend to be more applicable when a department has responsibilities, functions and offices on other campuses.

Locations	Number of workstations	Equipment needed at location
1.		
2.		
3.		

List (3) Action Items / Preventable Measures for Phase II: Activation & Relocation:

Ex.	Store and maintain bins or other means of moving equipment to a new temporary location
1.	
2.	
3.	

Phase III: Continuity of Operations (12 hours – 30 days or until resumption of normal operations)

Following activation of the Business Continuity Plan and notification of personnel, vital records and supplies must be moved to the continuity facility. Upon arrival, continuity personnel must establish an operational capability and perform emergency support functions and/or mission essential functions within 12 hours from the time of the activation of the Continuity Plan, for up to a 30-day period or until normal operations can be resumed.

RECORDS AND INFORMATION MANAGEMENT

It is important to identify and protect those files, records, and databases that are imperative for departmental operations. Some records are needed to make and receive payments, protect legal and financial rights, and maintain confidential information.

Full and incremental backups preserve informational assets and should be performed on a regular basis for files that are irreplaceable, have a high replacement cost, or are considered critical. Backup media should be stored in a secure, geographically separate location from the original and isolated from environmental hazards.

In this section, please outline the departmental-specific vital records and their locations. You may also attach maps, facility floor plans and equipment inventory.

Vital Record	Hard Copy Location	Electronic Copy Location	Responsible Contact	Level of Confidentiality
1.				
2.				
3.				
4.				
5.				

Departments are accountable for carrying out the provisions of record retention for specific data. Please explain the current record retention policy and specify which records must be retained and for how long.

Record Retention Policy:		
Record Description	Retention Duration	Mandating Authority
1.		
2.		
3.		
4.		
5.		

If access to your department's information and systems is essential in an emergency, describe the emergency access plan below.

Internal Dependency

Recognizing that some services or products must be continuously delivered without interruption, identify the dependencies that are provided internally, within Salt Lake Community College and its departments. (i.e. Information Technology, Facilities, Heat Plant, Motor Pool, etc.)

Internal Dependency	Provider (SLCC Department)	Contact Info
1.		
2.		
3.		
4.		
5.		

External Dependency

What are the products and services that must be continuously delivered without interruption that are sought outside the College, with other public and/or private institutions? (i.e. Utah P&L, Utilities, AT&T, Windstream, Office Max, etc.)

External Dependency	Provider	Contact Info
1.		
2.		
3.		
4.		
5.		

List (3) Action Items / Preventable Measures for Phase III: Continuity of Operations:

Ex.	Make known to staff the list of emergency telephone numbers for utility companies
1.	
2.	
3.	

Phase IV: Restoration (recovery, mitigation and termination)

RESUMPTION OF OPERATIONS

When considering procedures and resources needed to assist in timely and orderly recovery, a time phased approach may be most appropriate. This may include procedures for returning to the primary facility, if available, or procedures for acquiring a new facility. Notification procedures for all employees returning to work must also be addressed. The development of an After-Action Report (AAR) to determine the effectiveness of the college/department's Business Continuity Plans and procedures should be considered.

In describing your Plan to fully resume operations, identify and address who will evaluate the structural soundness of the building, the presence of hazardous materials and their clean-up, and authorization of re-occupancy. At what point and who will be responsible for resumption/scheduling of normal activities and services, resupply of inventories, continued absenteeism, the use of earned time off, and emotional needs.

Example:

Restoration Activity	Responsible Authority
Phase I: Assess condition of the interior and exterior utilities and coordinate repair.	Heat Plant Manager
Phase II: Pay for purchase of tablets, laptops and printers for use during the emergency.	Accounting & Purchasing
Phase III: Relocation of classes on long term in mobile trailer or other building/facility. Relocation of office space or work areas.	Environmental Health & Safety and the SLCC Fire Marshal
Phase IV: Departmental restoration team allowed entry and usage of facility.	Facility Services
Phase V: General occupancy of the facility and departmental space.	Facility Services & Risk Management

has identified the following restoration course of action:

Restoration Activity	Responsible Authority
Phase I:	
Phase II:	
Phase III:	
Phase IV:	
Phase V:	

TEST, TRAINING, & EXERCISE

Should an area of weakness be found in the completion of your department's Business Continuity Plan, components should be tested and corrective actions developed to ensure familiarity with activation and restoration procedures and compliance by all continuity personnel. Tests confirm whether or not procedures, processes, and systems function as intended. Training ensures that all personnel know what to do, how to do it, and when it should be done. Exercises provide practice and verification of whether parts of the plan or the entire plan works as intended.

Salt Lake Community College maintains a robust Training and Exercise program in accordance with recommendations from FEMA and the U.S. Department of Homeland Security. Tabletops, drills, and functional exercises are scheduled regularly and provide measures to ensure the departmental plan is capable of supporting the execution of emergency support functions and /or mission essential functions throughout the duration of a continuity situation. Data from exercise evaluations and actual incidents are collected and analyzed and serve as the basis for After-Action-Reports and lessons learned.

The Department of Public Safety is available to assist with training and exercises on issues affecting the College, campuses or buildings as schedules permit. For questions regarding training, evaluation and vulnerability assessments, or to create a Department Emergency Action Plan, contact Scott Jones, the Emergency Response Manager at 801-957-4963 or scott.jones@slcc.edu. For detailed information regarding emergency management at the College visit www.slcc.edu/emergency-prepare.

STAFF READINESS

The College recognizes that the well being of employees and their families is paramount. Following an emergency or crisis it is important to provide information and support to accommodate employee stress and family life issues that will include child and elder care, counseling and mental health. Salt Lake Community College personnel must plan in advance what to do in an emergency and develop a Family Support Plan to increase personal and family preparedness. To develop your Family Support Plan, use the templates available at www.ready.gov. This site includes a "Get Ready Now" pamphlet, which explains the importance of planning and provides a template that you and your family can use to develop your specific plan. The SLCC Emergency Response Manager provides and/or facilitates training on topics dealing with hazard mitigation, planning, emergency preparedness and response activities.

PLAN MAINTENANCE

Organizations that achieve full alignment between people, process, and technology not only become highly efficient, they also become agile and adapt to changing circumstances and capitalizing on opportunities. Disaster recovery planning is an ongoing, never ending process. Annual review and assessment of your plan's effectiveness is required but should also be updated when a member of your department's Business Continuity Planning Team is added, removed or changes roles. It should also be revised following a change in response protocol or any departmental incident involving business continuity activation.

Date:	Justification for plan update:

List (3) Action Items / Preventable Measures for Phase IV: Restoration

Ex.	Contact Public Safety to schedule training for the department
1.	
2.	
3.	

Business Continuity Plan Authorization and Contact

I hereby approve and authorize implementation of this Business Continuity Plan.

Signature

Date