University of Illinois Springfield

Business Continuity Planning
Description of Continuity Planning

We want to be able to do tomorrow what we were doing yesterday – no matter what happens today.
Key Terms in Preparedness Planning

**Business Continuity**
Time Driven Response (Site, Business, & Image Impact)
- Infrastructure Disruptions
- Business Unit Disruptions
- Administrative Unit Disruptions
- Academic Unit Disruptions
- Supply Chain Disruptions
(failure to deliver product or service)
- Etc.

**Emergency Response** *(Police)*
Event Driven Response (Site Impact)
- Contamination
- Bomb-threat
- Fire
- Earthquake
- Wind
- Etc.

**Crisis Management** *(Public Affairs)*
Event Escalation Response (Campus Impact)
- Non-physical Impacts
- Physical Impacts
- Brand, Image, Reputation Impacts
- Etc.

**Disaster Recovery** *(AITS, CITES, ACCC, ITS)*
Technology Driven Response (Voice & Data Impact)
- Network Failure
- Sabotage
- Virus
- Physical Loss of Systems
- Data Confidentiality Compromised
- Etc.
Why are You Here?

• University of Illinois has finally realized they should be prepared

• Your Role(s)
  • Today
    • Learn UI Ready software
    • Start a Business Continuity Plan (BCP)
  • Future
    • Complete BCP by August 1, 2014
Business Continuity Planning Program

Why, What, Who, Where, How, and When?

- Program Goal
  - Improve the ability to maintain operations during and after an emergency or major adverse event
    - Bring all areas to a high standard of resiliency and preparedness
    - Provide an easily accessible and usable storage location for plans
    - Develop, enhance and update plans for each unit.

- Planning Objectives
  - Continue to perform fundamental mission of the University
  - Preserve reputation/image/name
  - Minimize potential economic loss
  - Maintain accreditation
  - Reduce operational risk by ensuring survivability of equipment, records and assets
  - Maintain commitment to students/faculty/staff
Business Continuity Planning Program
Why, What, Who, Where, How, and When?

- Business Continuity Plan
  - Identify and protect critical functions
    - Ensure “Plan B” (sometimes Plan C, Plan D) for critical functions
    - Preserve acceptable level of operations in the event of interruptions
    - Categorize action items to increase UIS’s resiliency and readiness

- Plan Scope
  - Design plans addressing Resumption, Recovery, and Restoration
    - For all UIS units

- Plan Applicability
  - The plan should be applicable in the event that operations cannot be performed due to a disruptive event
Business Continuity Planning Program
Why, What, Who, Where, How, and When?

Planning Assumptions

- Disaster or a major adverse event affects this campus or a relatively small geographic area
- There may no longer be access to portions of the campus and all documents and equipment within the area may be permanently lost
- Alternate/Recovery facilities and resources are unaffected and can be secured as necessary
- The IT disaster recovery plans are maintained with regard to Testing, Training and Exercising
- Campus staff are available to perform mission critical functions as defined within the BCP
Business Continuity Planning Program
Why, What, Who, Where, **How**, and When?

- **IDENTIFY**
  - Perform Risk Assessment.

- **ANALYZE**
  - Perform Business Impact Analysis.

- **DEVELOP**
  - Select Recovery Strategies.

- **IMPLEMENT**
  - Develop and implement business recovery plans.

- **MAINTAIN**
  - Plan testing, training and maintenance.

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**UNIVERSITY OF ILLINOIS**
Urbana-Champaign • Chicago • Springfield
Business Continuity Planning Program
Why, What, Who, Where, **How**, and When?

Function
Determined by Senior Management

Process
Determined by Senior Management

Resources
- Data
- Vital records
- Vendors
- People
- Work area
- Computing
- Applications

Applications
Internal and External Applications

Criticality is a function of tolerance for downtime and data loss at time of disaster.

RTO
Recovery Time Objective

RPO
Recovery Point Objective

Tolerance for Data Loss

Recovery Point Objective

Event

Tolerance for Downtime
Recovery Time Objective

8hrs 24hrs 48hrs 72hrs 96hrs
Business Continuity Planning
Continuity Considerations

- How will your department make services available if its building is suddenly not available?
- Are there any services in your department which require specialized space? (ex: Cashiering, iCard, call-in, walk-up services, etc.)?
- What can your department do to minimize any lasting impacts of a lengthy service outage?
- Has your department put together a critical personnel contact list?
- What specialized materials and/or equipment in your workspace would you need?
- What critical data or files do you rely on in your building and are they backed up anywhere else?
- What plans can you have in place today that would help you resume your operations elsewhere if the building was lost?
- If you are unable to continue operating, does this affect any grant, state or federal reporting requirements?
- How would you maintain contact with third parties?
Business Continuity Planning Tool
Kuali Ready & University of Illinois Ready

- Web-Based System adopted by all three campuses of the University of Illinois

- Step by step guide to create a Business Continuity Plan that identifies:
  - Critical Functions
  - Information and Strategies
  - Action Items

- Open Source Enterprise Software
  - Functional Buttons
  - Pull-Down Menus
  - Free-Form Entry Options
  - Hosted Application

- Offered by Kuali Foundation
  - Not-For-Profit University Consortium

- University of Illinois is a founding partner
  - Seat/Vote on Project Board
Service Delivery

**US Site:**
- UC Berkeley
- UCLA

**Canadian Site:**
- University of British Columbia
- University of Toronto
Readiness is an Ongoing Process

Start Here

Create Plan

Revise Action Items

Annual Review Session (Review Action Items)

Do Action Items

Constant State of Readiness

Continuity Plan
1. Critical Functions
2. Information & Strategies
3. Action Items
Where do we begin?

The University of Illinois Ready Welcome screen confirms that you have gotten to the right place.

After clicking ‘Begin’ you are directed to the Launch page where you can create and access your plans by clicking “Begin or Edit Your Plan”

Use the “Handy Links” navigation tool to quickly link to your desired action (create a plan, edit your plan, etc...)
Create a New Plan: Enter Department Details

What is the name of the unit for which you are creating a continuity plan? Enter the name of the department whose plan this will be. For example:
- Department of Mathematics
- Orthopaedic Surgery

*indicates a required answer

**Name of unit:**
Business Continuity - Test

**On the org chart, this unit reports upward to:**
Vice President, CFO and Comptroller

Acronym: Is this unit within any of the following? (Select ”None” if not.)
- AP (Vice President/Chief Financial Officer)

**Head of unit:**

First Name  Last Name  EMail (official email from campus directory)  Title
Joseph      DeBarr     debarr@uillinois.edu

[Create a New Plan button]
Where Do We Begin?
The home page for your plan

This is the home page for your plan.

You will be asked a series of questions in Steps 1 through 5 above. When you have done this, you will have created a complete continuity plan.

How to build your plan: Simply answer the questions; your plan will be produced automatically.

How to navigate: Use the tabs above. Some tabs will display sub-menus. It’s OK to use your browser’s Back button.

Use the HandyLinks. This drop-down list, at upper right of every page, makes all the features of this tool easy to reach.

How to save: Hit the “Save” button before leaving a page. If you prefer, the “Save & Continue” buttons will move you through the pages in a pre-set sequence. This is important - leaving a page without saving may lose the data you have just entered.

How to give on-line access to others: Each plan has designated “contact persons” who control the access list. On the “Choose a Plan” screen, click on the green-and-orange “people” icon to see who they are, and contact one of them.

Time-Out Feature: For security, the server will log you off after 1 hour of inactivity. Unsaved data will be lost, so save frequently.

Must every question be answered? It is OK to leave blanks; you will be told when an answer is required.

How to view your plan: At any stage, you can use the Printing Menu button on the left to view or print your plan in its then-current state.

Returning: You may exit at any time and resume later.
Plan Home: Review and Edit Department Details

Continuity Plan for AP - Business Continuity - Test

Information About Your Department

You can use this screen to update any of the information below.

* indicates a required answer

*Name of unit:
Business Continuity - Test

*On the org chart, this unit reports upward to:
Vice President, CFO and Comptroller

Acronym: Is this unit within any of the following? (Select "None" if not.)
AP (Vice President/Chief Financial Officer)

*Head of unit:
First Name | Last Name | EMail (official email from campus directory)
Joseph | DeBarr | debarr@uillinois.edu

Update Plan Org Data

Acronym: Is this unit within any of the following? (Select "None" if not.)
AP (Vice President/Chief Financial Officer)
Plan Home: Add or Remove Authorized Users

Continuity Plan for AP - Business Continuity - Test

Add or Remove Authorized Users of This Plan
Listed below are the persons who have on-line access to this Plan.
To authorize additional users, enter the requested information for each, then hit "Add to List".
When done, hit "Update Plan Users". The new users will each receive an email informing them that they have been given access to this Plan.
You may return at any time to change a person’s "Access" or "Gatekeeper" status.

Please note: Gatekeepers control access to this Plan. Only Gatekeepers like yourself can reach this screen and add people to this list. We recommend that at least 1 or 2 people in addition to yourself be Gatekeepers. This is a security feature – see Guidance at right.

First Name Last Name Email (official email from campus directory) Phone Add to List

Current Authorized Users:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Email</th>
<th>Phone</th>
<th>Access</th>
<th>Gatekeeper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph</td>
<td>DeBarr</td>
<td><a href="mailto:debarr@uillinois.edu">debarr@uillinois.edu</a></td>
<td>+1 217 333 988</td>
<td>Full</td>
<td>Yes</td>
</tr>
<tr>
<td>Giana</td>
<td>Keeley</td>
<td><a href="mailto:gkeley@uillinois.edu">gkeley@uillinois.edu</a></td>
<td>217 244 5568</td>
<td>Full</td>
<td>No</td>
</tr>
</tbody>
</table>

Back Update Plan Users

Who Can Access Your Plan?
• Access to your department’s continuity plan is restricted to those persons specifically authorized for your plan.
• GATEKEEPERS. Within this group of authorized users, one (or several) of them have "Gatekeeper" status. Gatekeepers control the membership of the group.
• This is the screen on which Gatekeepers add or remove group members. The fact that you are seeing this screen means you are a Gatekeeper.
• The creator of the plan is automatically a Gatekeeper.
• Any Gatekeeper can designate another gatekeeper – or remove another Gatekeeper.
• Plan users who are NOT Gatekeepers cannot access this screen.
• Once granted, a person’s authorization (as regular user or as Gatekeeper) remains valid until removed or changed via this screen.
• FULL ACCESS vs. VIEW-ONLY ACCESS. Users with view-only access cannot edit the plan.
• SECURITY. A plan may contain information that is not meant for wide access. In addition, a confidential document may occasionally be uploaded into a plan. Your role as Gatekeeper is to ensure that access to the plan is given only to those who should have it.

Plan Status: COMPLETE

Edit Your Dept Info
Add/Remove User
Interview Forms
Printing Menu
Choose a Different Plan
Instructions for Plan Sign-Off
Instructions for Annual Review Sign-Off

HandyLinks
GO TO...

Guidance
Plan Home: Interview Forms

Plan Status: COMPLETE

Printing Menu
View any of the following documents, then print if desired.

A. Continuity Plan
Your Continuity Plan is an Adobe Acrobat document. You have several options:
- View Entire Plan
- View a section only:
  - Critical Functions
  - Information Technology
  - Instruction
  - Key Resources
  - Action Items

B. Documents that have been Uploaded to Accompany the Continuity Plan
(documents may be uploaded at several places in the plan questionnaire)

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No documents have been uploaded</td>
<td></td>
</tr>
</tbody>
</table>

C. Interview Forms
These are forms you may use when conducting interviews.

<table>
<thead>
<tr>
<th>Interview Form - Step 1 (Department Identification)</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Form - Step 2 (Critical Functions)</td>
<td>View</td>
</tr>
<tr>
<td>Interview Form - Step 3 (Information Technology)</td>
<td>See Guidance at right</td>
</tr>
<tr>
<td>Interview Form - Step 4 (Instruction)</td>
<td>View</td>
</tr>
<tr>
<td>Interview Form - Step 5 (Key Resources)</td>
<td>View</td>
</tr>
<tr>
<td>Interview Form - All Steps</td>
<td>View</td>
</tr>
<tr>
<td>Glossary</td>
<td>View</td>
</tr>
</tbody>
</table>

Back
Plan Home: Printing Menu

Continuity Plan for Business Continuity - Test

Printing Menu
View any of the following documents, then print if desired.

A. Continuity Plan
Your Continuity Plan is an Adobe Acrobat document. You have several options:
- View Entire Plan
- View a section only:
  - Critical Functions
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  - Key Resources
  - Action Items

[View Your Plan As Indicated Above]

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(documents may be uploaded at several places in the plan questionnaire)

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- Interview Form - Step 1 (Department Identification)
- Interview Form - Step 2 (Critical Functions)
- Interview Form - Step 3 (Information Technology)
- Interview Form - Step 4 (Instruction)
- Interview Form - Step 5 (Key Resources)
- Interview Form - All Steps

[View]

Guidance
- You can view or print:
  - Your unit's continuity plan
  - Any documents that have been uploaded
  - Interview forms that will help if you interview others to learn needed information. These forms will assist with handwritten note-taking; they can also be used if you do your note-taking on a laptop.
- No interview form is provided for Step 3 (Information Technology). We recommend that Step 3 be completed on-screen by your departmental IT manager, or other tech support person.

[Back]
Step 1: Department Identification

Department Identification
* indicates a required answer.

Number of personnel: (headcount, approximation is OK)
- Faculty and other academic appointees: 4
- Residents/Fellows: 1
- Staff (full-time): 8
- Staff (part-time, excluding students): 19
- Student-staff: 3
- Volunteers: 1
- Guests: 0
- Other (explain below): 0

*Type of Department: Please select the description that best fits this unit. Select more than one if appropriate.

Please select ...

Type of Department
- Administrative (UIC)

Location(s) occupied:
Click on a building to add it to your list. Please indicate all space used, including storage space.

Please select ...

Building | Ownership | Comments, if needed
---|---|---
Jefferson Hall - JH - 602 | Owned | Jefferson Test Data
Paulina Street Building - PSB - 963 | Owned | Paulina Test Data

Evacuation Plans: Do all your buildings have evacuation plans?
Some, not all

You may upload your evacuation plan(s) on the Documents screen.

Cost Center: What cost center(s) does this plan cover? (Leave blank if this term is not used in your organization.)

Comment or explanation (if needed):
This is a test comment for the Department Identification section of the plan
Step 2: Critical Functions

Critical 1: Cannot pause and must be continued at normal or increased service load. The Recovery Time Objective (RTO) or the maximum amount of time that activities must be recovered and operational is within **0 to 8 hrs**. (Examples: inpatient care, police services, network/IT, animal care)

Critical 2: Must be continued if at all possible, perhaps in reduced mode. Pausing completely will have grave consequences. The RTO is within **8 to 24 hrs**. (Examples: provision of care to at risk outpatients, functioning of data networks, at risk research)

Critical 3: May continue in reduced mode or pause if forced to do so, but must resume in 96hrs or sooner. The RTO is within **24 to 96 hrs**. (Examples: classroom instruction, research, payroll, student advising)

Critical 4: May pause or be deferred, and resume when conditions permit. The RTO is > **1 week < 30 days**. (Examples: elective surgery, routine building maintenance, HR-training)
**Step 2: Critical Functions**

**Analysis**
For each of the categories below, please supply the details requested for the critical function *Analysis*.

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

**Critical Function Name:**

Analysis
(you may edit the name in this box)

**Brief description of this function:**
This includes the development of project materials related to Business Continuity

**Name of section or unit that performs this function (if applicable):**

Delivery Teams

**Responsible person(s) (give names unless this is a generic group):**

Karl Bryant, Julia Holden
### Step 2: Critical Functions

**Continuity Plan for Business Continuity - Test**

<table>
<thead>
<tr>
<th>PLAN HOME</th>
<th>Step 1 Department Identification</th>
<th>Step 2 Critical Functions</th>
<th>Step 3 Information Technology</th>
<th>Step 4 Instruction</th>
<th>Step 5 Key Resources</th>
<th>Action Item Summary</th>
</tr>
</thead>
</table>

**Analysis**

For each of the categories below, please supply the details requested for the critical function **Analysis**

- **a. Description**
- **b. Peak Periods**
- **c. Documents**
- **d. Dependencies**
- **e. Consequences**
- **f. How to Cope**
- **g. Action Items**

**Periods of High Activity**

Please indicate any months when you would expect there to be especially high activity involved in accomplishing this function. This might be a peak workload period such as the annual fiscal closing for accounting functions; or it might denote activities that happen only at certain times - such as course-registration that happens once per semester.

Select as many months as needed. Explain if necessary. If this function has no peak periods, leave blank.

- [ ] Jan
- [ ] Feb
- [ ] Mar
- [ ] Apr
- [ ] May
- [ ] Jun
- [ ] July
- [ ] Aug
- [ ] Sept
- [ ] Oct
- [ ] Nov
- [ ] Dec

**Explanation needed?**

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*University of Illinois - Urbana-Champaign, Chicago, Springfield*
Step 2: Critical Functions

Continuity Plan for Business Continuity - Test

Documents

Please identify any documents that are very important to this function – whether they are individual documents (such as policy manuals) or sets of records (such as patient files, research files, vendor invoices, etc.).

The documents listed here may be paper or electronic.

Do not include records that are stored within a database application such as a financial system, an HR system, a medical records system, etc. These will be treated elsewhere.

*indicates a required answer

*Name of document or record:

Description in your words (brief):

Owner (department):

Location where kept (typical answers: Jackson Hall room 24 OR Emily Smith’s computer OR departmental shared drive):

Principal contact person(s):

Backup or other loss-protection measures? (be specific)

Comment (if needed):

Upload file:

Important: Please upload documents in Adobe Acrobat (.pdf) format when possible. Word and Excel documents are also accepted. Please convert Word 2007 and Excel 2007 documents to their 2003 formats prior to uploading. See Guidance at right.

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Step 2: Critical Functions

Dependencies

Please indicate the departments (WITHIN your campus, medical center, or other institution) whose reduced functioning would seriously impair your own department’s ability to perform the above function.

Conversely, please also indicate those departments that would be seriously impacted if YOUR DEPARTMENT could not perform the above function.

In other words, whom do you depend on (upstream dependencies), and who depends on you (downstream dependencies)?

Suggestion: If the entries you would make on this page are similar to the entries you have already made for another of your critical functions, you can populate this page automatically. You can edit afterwards.

Please select critical function... ▼ Populate this page

Upstream Dependencies

Select from this list and/or add your own:

Please select ...

Add to List

Add your own:

Add to List

Downstream Dependencies

Select from this list and/or add your own:

Please select ...

Add to List

Add your own:

Add to List
Step 2: Critical Functions

Consequences of Slow Recovery

Suppose the function named above is not restarted quickly enough following a disaster. Which of the listed "harmful consequences" might occur?

Suggestion: If the entries you would make on this page are similar to the entries you have already made for another of your critical functions, you can populate this page automatically. You can edit afterwards.

Please select ... Populate this page from the selected function

<table>
<thead>
<tr>
<th>Harmful Consequence</th>
<th>May occur</th>
<th>Explain, if needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruption of teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption of research?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption of patient care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure of faculty?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure of staff?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Departure of students?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Well-being of faculty/staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-being of students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payment deadlines unmet?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Loss of revenue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal obligations unmet?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Legal harm to the Institution?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact on other unit(s)?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Impact on important business partner(s)?</td>
<td>✓</td>
<td>Could greatly impact our insurance partners</td>
</tr>
<tr>
<td>Other? (please explain)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Critical Functions
Recovery Considerations – “How to Cope”

- **Space**: How would you carry out this critical function if your usual space is not available?

- **Staff**: How would you carry out this critical function if, for couple of months, your average absence rate of faculty & staff were 50%? This could easily be the case in a flu pandemic.

- **Unique Skills**: Does the successful performance of this critical function require the skills or knowledge of any one particular staff member (or her files)? If so, how will you deal with her absence? Cross-train a co-worker in advance? Outsource? Some other strategy?

- **Working at Home**: Visualize an environment of contagious illness. Suppose the campus requested that as many faculty & staff as possible work from home for a month or two (stay away from campus to minimize contagion). Can you perform this critical function with some (or all) staff working from home? What equipment, supplies, and arrangements would be needed?

- **Network Access**: How would you carry out this critical function if the data network is not available?

- **Show Stoppers**: Is there any resource that is so important or irreplaceable that you CANNOT perform this function without it?

- **Campus Closure**: Visualize that, during a flu pandemic, the campus officially closes, with all operations (except non-stoppable activities) to cease for at least a month. Is it possible for your unit to simply cease doing this critical function?

- **Comment?**

- **Risk**: Will any of your above suggestions expose the institution to risk? If so, can you suggest how to mitigate/control this risk?

- **Policy Exceptions**: What policy exceptions might be needed to carry out your above suggestions? Who would have the authority to grant them?

- **Additional Vulnerabilities**: Is there anything ELSE that could prevent you from continuing or restarting this function?
Step 2: Critical Functions

Continuity Plan for Business Continuity - Test

Action Items

What can be done to PREPARE? What can your unit (or another unit, or the campus) do BEFORE ANY DISASTER STRIKES to lessen its impact on this critical function? Or to make it easier for you to continue/restart this function?

Action Item

Cost

Please select ...

Cost is

Please select ...

Carrying out this action item is within the scope of

Please select ...

Comment?
**Step 3: Information Technology**

**Continuity Plan for Business Continuity - Test**

<table>
<thead>
<tr>
<th>Step 3 Department Identification</th>
<th>Step 2 Critical Functions</th>
<th>Step 3 Information Technology</th>
<th>Step 4 Instruction</th>
<th>Step 5 Key Resources</th>
<th>Action Item Summary</th>
</tr>
</thead>
</table>

### Centrally-Owned Applications

Listed below are some applications owned by the central IT department. For each, please indicate how critical the availability of that application would be FOR YOUR DEPARTMENT while you are recovering from disaster.

The levels of criticality are similar to the levels that you used earlier to classify your critical functions. See the Guidance at right for expanded definitions.

#### Centrally Owned Applications:

<table>
<thead>
<tr>
<th>Name of Application or System</th>
<th>Comment</th>
</tr>
</thead>
</table>

**Add to List**

Are there any other centrally-owned applications that should be on this list?

(Centrally-owned means that Central IT is the technical owner. The functional owner could be any department.)

<table>
<thead>
<tr>
<th>Name of Application or System</th>
<th>Comment</th>
</tr>
</thead>
</table>

Before leaving, please select levels of criticality on the list below.

<table>
<thead>
<tr>
<th>Application</th>
<th>Not important to my dept.</th>
<th>Critical 1</th>
<th>Critical 2</th>
<th>Critical 3</th>
<th>Critical 4</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Directory</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Banner</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Bluestem</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Exchange Server (ACCC)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Web-Server (ACCC)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Webmail</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Please note: If you have questions or concerns please work with your IT representative to complete this section.*
Step 4: Instructional Department

Continuity Plan for Business Continuity - Test

Identify Your Department

This section (Step 4) is for academic departments that provide instruction – either undergraduate or graduate. If your department does not provide instruction, please move to Step 5.

If your department does provide instruction, please pick your department from this list. If necessary, select more than one (see Guidance at right).

Please select your department ...

Add to List

Previous entries:

<table>
<thead>
<tr>
<th>Department</th>
<th>Go To Detail Screens</th>
<th>delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA - Information and Decision Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPH - Environmental and Occupational Health Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Before leaving this screen, please click "Go To Detail Screens."

Save  Save and Continue
Step 4: Instructional Department

Department Name: Accountancy

- a. High Priority Courses
- b. All Courses
- c. Departmental Practices
- d. Special Teaching Issues
- e. Action Items

High Priority Courses

On this screen we give special attention to High Priority courses: the courses whose interruption would most threaten the progress of our students and the integrity of the curriculum.

Per campus policy, a course is considered High Priority if it meets these three criteria: it is an undergraduate course, it is a large-enrollment course, and it is a pre-requisite for a major or part of a sequence. Graduate-level courses in professional schools (e.g. law, business, health sciences) that meet the 2nd and 3rd criteria will also be considered High Priority.

Please list here any High Priority courses taught by your department. If a course does not meet the above criteria but is important for another compelling reason, you may choose to include it.

Course Number (See Guidance at right.) | Course Title
---|---

Add to List

Save  Save and Continue
Step 4: Instructional Department

Department Name: Accountancy

All Courses (undergraduate only)

The following disaster-readiness practices for instructors were developed by faculty, approved by the Academic Senate, and recommended by the Executive Vice Chancellor and Provost. Each practice will facilitate continuity of the curriculum under adverse circumstances.

<table>
<thead>
<tr>
<th>Recommended Practice</th>
<th>Estimate your department’s current usage of this practice.</th>
<th>Can this practice be expanded in your department?</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>BlackBoard Sites</strong>: Every course has a BlackBoard site.</td>
<td>Please select...</td>
<td>Please select...</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Grades Current</strong>: Grades are kept current at all times, using the BlackBoard gradebook tool.</td>
<td>Please select...</td>
<td>Please select...</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Good Communication Among TAs</strong>: Consistency is achieved across discussion &amp; lab sessions by fostering communication among TAs. (Possible methods: regular meetings, a dedicated BlackBoard site for TAs, etc.)</td>
<td>Please select...</td>
<td>Please select...</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Common Course Materials</strong>: When instructors teach the same or similar courses, common textbooks and other course materials are used.</td>
<td>Please select...</td>
<td>Please select...</td>
<td></td>
</tr>
</tbody>
</table>

University of Illinois
Urbana-Champaign • Chicago • Springfield
Step 4: Instructional Department

Department Name: Accountancy

Departmental Practices

The following disaster-readiness practices for departments were developed by faculty, approved by the Academic Senate, and recommended by the Executive Vice Chancellor and Provost. Each practice will facilitate continuity of the curriculum under adverse circumstances.

<table>
<thead>
<tr>
<th>Recommended Practice</th>
<th>Is this currently being done?</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strategy for Disaster Communications: The department has a plan that details how it will communicate rapidly with faculty, staff &amp; students if disaster strikes.</td>
<td>Please select...</td>
<td></td>
</tr>
<tr>
<td>2. Backup Plan for Academic Personnel: The department has a plan for instructor substitution if necessary. The groundwork is laid by practices such as team-teaching, rotating instructors, or substituting &quot;topics in&quot; courses.</td>
<td>Please select...</td>
<td></td>
</tr>
<tr>
<td>3. Faculty Leaves: When faculty leaves are approved, faculty members are informed of the possibility of recall.</td>
<td>Please select...</td>
<td></td>
</tr>
<tr>
<td>4. Innovative Pedagogy: Faculty are actively encouraged to experiment with teaching tools before disaster strikes and to share experiences with colleagues.</td>
<td>Please select...</td>
<td></td>
</tr>
</tbody>
</table>

Save  Save and Continue
Step 4: Instructional Department

Department Name: Accountancy

Special Teaching Issues

Many courses require specialized resources and logistics, for example:

- Laboratories
- Design or performance studios
- Field work / internships / experiential learning
- Specialized instructional software
- Access to collections (library, museum etc.)

These may pose particular challenges to the continuation of instruction during and after a major disaster. If your department teaches courses that have such specialized requirements, please identify them here. Be brief.

Special teaching issue: Please select...

Describe this issue's potential impact on your teaching program:

Are there potential alternatives?

Add to List

Other special teaching issue that is not on the list above:

Describe this issue's potential impact on your teaching program:

Are there potential alternatives?

Add to List
Step 4: Instructional Department

Department Name: Accountancy

Action Items

The previous four screens have raised numerous issues that affect our readiness to continue teaching under adverse circumstances. Please focus on some of these issues and answer the following question –

What can your department do before any disaster strikes to become more ready to continue the curriculum? Please list these action items below. See the Guidance at right.

Action Item

Cost

Cost is

Carrying out this action item is within the scope of

Assigned To

Due Date

Comment?

Add to List
Step 5: Key Resource Requirements

Staff Basics

Does your unit have a (printed) emergency contact list for faculty & staff?

Who holds copies of the emergency contact list? (be specific)

Who updates the emergency contact list?

Who knows how to check messages on your department’s main phone line?

Who knows how to record a greeting on your department’s main phone line?

Who can post messages on your department’s web site (i.e., do the actual mechanics)?

Do your staff use any shared passwords that should be kept available?

Comment?
Step 5: Key Resource Requirements
Staff Basics: Key Person Dependencies

Key People in Your Unit:
Now envision your unit 1-3 days after a major disaster. You are calling together a group to PLAN how to resume operations. Who are the key people (staff or faculty) whose positions or knowledge might place them in that group?

First Name: 

Last Name: 

Title or Function: 

Special Skill: 

Additional Comment: 

If any of these apply, please check:
- [ ] First leadership successor (see Guidance)
- [ ] Second leadership successor
- [ ] Third leadership successor
- [ ] Holds formal delegation(s) of authority (describe in "Additional Comment")

Add to List
Step 5: Key Resource Requirements

Work from Home

Many of us have jobs that could be done (at least partially) from home. Please list below the names of faculty and staff who could do at least part of their work from home if they had adequate computers and high-speed internet access.

It is assumed that all faculty belong in this group, so please list them along with staff.

☐ Not applicable: None of the work that this unit does could be accomplished from home.

Please explain: ________________________________

(If you checked the box above, omit the questions below the line.)

Name: ________________________________

Position: ________________________________

Broadband connection? [ ] Please select ...

Currently does connect from home? [ ] Please select ...

Must his/her office computer be running? [ ] Please select ...

Comment: ________________________________

Add to List
## Step 5: Key Resource Requirements

### Teams

Are there teams that will be important to help your department cope with adverse events?

**Team 1**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1 Name</td>
<td></td>
</tr>
<tr>
<td>Team 1 Purpose</td>
<td></td>
</tr>
<tr>
<td>Team 1 Comment</td>
<td></td>
</tr>
</tbody>
</table>

**Team 2**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 2 Name</td>
<td></td>
</tr>
<tr>
<td>Team 2 Purpose</td>
<td></td>
</tr>
<tr>
<td>Team 2 Comment</td>
<td></td>
</tr>
</tbody>
</table>

[Add member to Team 1](#)

[Add member to Team 2](#)
Step 5: Key Resource Requirements

Skills

In time of crisis, we need to enlist the help of others. We borrow staff, do temporary hiring, enlist volunteers, or engage contractors. Below is a list of **skills, licenses, or certifications** that might be needed post-disaster. Please select those skills appropriate to the performance of your department’s critical functions.

As a reminder, the critical functions that you have identified (Levels 1-3) are:

- Consulting
- Analysis
- Instruction

Choose from this list of skills, if any apply:

Please select...

Add to List

If the skills you may need are not listed, please add them:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Description</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Step 5: Key Resource Requirements**

### Staffing Requirements

The extreme demands that we may face during time of crisis - including the need to ramp up certain services - may require temporary realignments of staff. The questions below are a (very preliminary) attempt to address that need by asking you how many and what types of staff in your department might be available to assist elsewhere.

You have identified your critical functions as shown below.

<table>
<thead>
<tr>
<th>Function (parentheses show criticality level)</th>
<th>Category of staff</th>
<th>Shift</th>
<th>FTE required under normal conditions (use partial FTEs - eg 3.5)</th>
<th>FTE required during crisis (see Guidance on right)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select...</td>
<td>Select...</td>
<td>Select...</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Staff of Other Units

Who are the most important people from elsewhere in your campus or medical center whom your staff will need to contact within the first few hours or days after a disruptive event?

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Work Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name:</td>
<td>Cell Phone:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dept/Organization:</td>
<td>Fax:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>Email:</td>
</tr>
<tr>
<td></td>
<td>Comment:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 5: Key Resource Requirements

Other Stakeholders

Are there any other people that your staff may need to contact after a disruptive event? For example - vendors, clients, project partners, donors, sponsors, other stakeholders?

Please list them here.

When listing vendors, please include only those that your department makes individual purchases from (as opposed to those vendors who sell in bulk to the central purchasing department).

*indicates a required answer.

First Name:                      Work Phone:                      
Last Name:                      
Dept/Organization:              
Address:                        
Email:                          
Products/services supplied (if vendor): 
Comment:                       
Alternate vendors:              
(If vendor, name one or two alternates) 

Work Phone:                      
Cell Phone:                      
Fax:                             
*This is: Please select ...
Step 5: Key Resource Requirements

Documents Summary

These are the key documents you have identified for all of your Critical Functions:

<table>
<thead>
<tr>
<th>Name of document or records</th>
<th>Description</th>
<th>Owner (department)</th>
<th>Location</th>
<th>Uploaded file</th>
<th>Medium</th>
<th>Principal contact person(s)</th>
<th>Backup or other loss-protection measures? (be specific)</th>
<th>Comment, if needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RFP Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Karl Bryant</td>
<td>Restore from backup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response to RFP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hard copy in Karl Bryant’s office; soft copy on network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Table continues]
### Step 5: Key Resource Requirements

#### A. Office Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>Minimum No. Required</th>
<th>Comment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workstation (includes desktop computer, network connection, table, chair)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Laptop computer (car charger advised)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Telephone (hard-wired)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Printer</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Copier</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Scanner</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Server</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

#### B. Other Equipment:

List equipment of any type; major items only. DO NOT list consumables. Explain if necessary. If you prefer, upload lists on the Documents screen.

#### C. Supplies:

What supplies (consumables) must your unit absolutely have in order to function? If you prefer, upload lists on the Documents screen.

In a severe pandemic, deliveries may slow or cease for a couple of months due to employee absences at every level of the supply chain. Might your unit face a supply crisis? Do you need to adjust your inventory practices or to stockpile specific items?
Step 5: Key Resource Requirements

Facilities & Transportation

Facilities: List any special space or facilities needs that are IN ADDITION TO your office/classroom/lab needs. Be brief. Explain if necessary.

Utilities: Please indicate, using this drop-down list, the utilities that are very important to the functioning of your department.

Select important utilities

- Electricity
- Natural Gas
- High Temperature Hot Water
- Steam
- Chilled Water
- Air Conditioning
- Emergency Backup Generator
- Any other special transportation needs.

Comment?

Other Resources: Are there any OTHER resources you will need to continue/resume your critical functions?
- Do not list funds.
- List staff ONLY IF you will need temporary staff - for recovery - in addition to your current staff.
### Action Item Summary

These are the action items you have identified:

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Critical Function</th>
<th>Cost</th>
<th>Cost is</th>
<th>Within Whose Scope</th>
<th>Status</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase iPad’s with 3G service for all consultants so that plan data and internet access can be maintained for the group</td>
<td>Consulting</td>
<td>$1,000 - $10,000</td>
<td>One-time</td>
<td>my unit itself</td>
<td>Not yet begun</td>
<td>This should be considered mission critical!</td>
</tr>
</tbody>
</table>

You may add action items directly to this list: [Add New Action Item]
Success: Plan Complete!

Continuity Plan for Business Continuity - Test

Mark Your Plan Complete

This is the final step to complete your continuity plan.

If your plan was completed in the past and you are now doing an annual review of your plan, please omit this screen and move to the Mark Your Annual Review Complete screen.

Marking your plan “complete” does not require that every on-screen box be filled in. The principal criterion for completeness is your judgment that the plan and its action items will help your unit to become more resilient against disaster (hence more able to continue functioning).

Please fill in:

Completion of our plan is verified by:

First Name       Last Name       Date Plan Completed

* Required Answer

Mark Plan Complete

Well done!

Previous Entries (Note: after 7 days, entries become permanent & cannot be deleted.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Plan Completed</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Ibrahim</td>
<td>12/01/2010</td>
<td>Head of Unit</td>
</tr>
</tbody>
</table>

Note: the date 01/01/1900, if it appears, is a placeholder signifying that this plan was completed in a previous version of this tool. Previous versions did not record name & date when the plan was marked complete.
Annual Review

Mark Your Annual Review Complete

This is the final step in your Annual Review.

If you are completing your plan for the first time rather than reviewing an existing plan, please omit this screen and move to the Mark Your Plan Complete screen.

Marking the Annual Review of your plan “completed” does not require that every on-screen box in your plan be filled in. The principal criterion for completeness is your judgment that your plan and its action items will help your unit to become more resilient against disaster (hence more able to continue functioning).

Please fill in:

Completion of our plan’s Annual Review is verified by:

- First Name
- Last Name
- Date Review Completed
- Head of Unit
- Designee

*Required Answer

Mark Review Complete

Well done!

Previous Entries (Note: after 7 days, entries become permanent & cannot be deleted.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Review Completed</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 2</td>
<td>12/02/2010</td>
<td>Head of Unit</td>
</tr>
</tbody>
</table>

Guidance

- **Leadership Review.** The single most important factor in departmental readiness is engagement by the head of the unit. If your leader has not directly participated in your plan’s Annual Review, we recommend that he or she be asked for input.

- **Future Updates.** Your plan will always be fully accessible for changes via this on-line tool.

- **Communicate Your Plan.** The Acrobat version of your plan is available on the Print Menu. Distribute your plan document to your leaders/managers, and communicate the essentials of your plan to all of your faculty and staff.

- **Carry Out Your Action Items.** Do them as you are able. They are the key to your unit’s readiness.
Future Milestones

- Exercise and Training (March)
  - Workshop Session for participants
  - After-Action Review/Improve Plans

- Plan Documentation (March - July)
  - Work with each Department to complete template
  - Provide to unit Leaders for review and approval/signoff
Contact Information

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