

A Midwestern Higher Education Compact Program



## 2010 Annual Loss Control Workshop



# Emergency Response Programs

## Getting Plans Adopted

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## Today's Agenda

- Why Emergency Planning is Important
- Getting Buy-In and Creating Stakeholders
- Developing Campus Emergency Operations Plans (CEOP)
- Establishing Roles and Responsibilities
- Understanding and Assessing Your Resources
- Training and Exercises
- Where do we go from here?



## Why Emergency Planning is Important

- Natural hazards
  - LSU/Iowa
  
- Man-made hazards
  - Virginia Tech/NIU/Oklahoma
  
- Technological hazards
  - Hazard materials/IT sabotage
  
- We owe it to our faculty/staff/students



## Getting Buy-In and Creating Stakeholders

- Support must come from Campus Administration
  - Declared
  - Demonstrated
  
- Program Director
  - Authority and responsibility alignment
  - Freedom and time to effectively succeed
  
- Resources and financial support must be made available



## Creating Stakeholders

- Establish a campus planning team
  - Administration
  - HR
  - Facilities
  - Security
  
- First responders
  - Internal
  - External
  
- Involve the student body



## Creating Stakeholders

- Solicit input from each group
- Incorporate what's working now
- Transparency
- Set deadlines and hold people accountable

Make it Their Plan



## Developing a Campus Emergency Operations Plan (CEOP)

### What to include in a “basic plan”

- General purpose statement
- List of assumptions
- A concept of operations (using NIMS/ICS)
- Lines of succession
- Functions and responsibilities



## Developing a CEOP

- Maps, or references to maps
- Memorandums of Understanding (MOU's)
- Outside assistance protocols
- Citations to legal authorities
- Plan maintenance/review/evaluation/updating



## Developing a CEOP

### Functional annexes

- Direction and control
- Communications
- Warning/disaster/emergency info
- Public information
- Disaster intelligence/damage assessment



## Developing a CEOP

### Functional annexes (cont'd)

- Evacuation/shelter-in-place/lockdown
- Mass care
- Health and medical
- Mortuary services
- Resource management



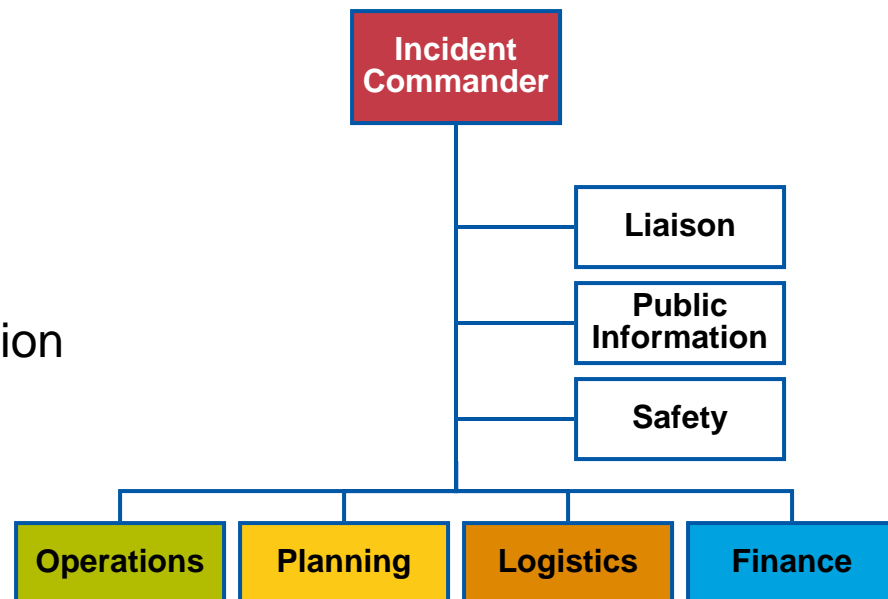
## Establishing Roles and Responsibilities

- National Incident Management System (NIMS)
- Incident Command System (ICS)
- Incident command post vs. emergency operations center
- Incident command/unified command
- Incident action plans
- Playing your part



## Establishing Roles and Responsibilities

- **Command staff**
  - Incident Commander
  - Public information
  - Liaison
  - Safety
- **General staff**
  - Operations
  - Planning
  - Logistics
  - Finance and administration





## NIMS and ICS Training

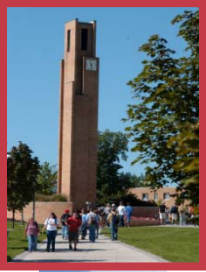
### FEMA independent study program ([www.Fema.Gov](http://www.Fema.Gov))

- **IS—100.HE:** introduction to the incident command system—for higher education
- **IS—200:** ICS for single resources and initial action incidents
- **IS—700:** NIMS, an introduction
- **IS—800:** national response framework, an introduction



## Understanding and Assessing Your Resources

- A CEOP will usually start with some kind of risk assessment or a security/vulnerability assessment
  - Identify key or unique risks or exposures
  - Opportunities to mitigate risk
  
- Identify and evaluate your internal resources
  - Staffing
  - Training
  - Equipment and systems
  - Leadership
  
- Decide what level of response you want to commit to



## Understanding and Assessing Your Resources

- Identify external resources
  - Recovery services
  - NGO's (Red Cross/United Way)
  - Ancillary services (food/water/power)
  
- Identify and assess specialized resources
  - SWAT
  - Hazmat
  - Search and rescue
  - ALS/BLS capabilities
  - Bomb squad
  
- Memorandums of understanding (MOU's)



## Training and Exercises—Long Term Commitment

- All emergency plans and programs must be sustainable
- Initial program creation requires:
  - Resources
  - Time commitment
  - \$\$\$\$
- Annual revisions and updates
- Training and exercises
- Continuous improvement process



## Formula for Success

- Using a 5 year horizon, we recommend the budgeted support for the program be:
- 20 percent—planning
- 30 percent—training
- 50 percent—exercise

**Source:** adapted from, “practical information on crisis planning: a guide for schools and communities”  
**U.S. Department of Education.**





## Where do we go from here....

- Please visit **[www.dps.Illinois.edu](http://www.dps.Illinois.edu)** for additional information (click on **Emergency Planning**)
  - You can see the University of Illinois at Urbana-Champaign's CEOP basic plan
  - You can see the University of Illinois at Urbana-Champaign's BEAP
  - By the summer of 2010, we hope to have our COOP template also available for review
- Please visit **[www.training.fema.gov/IS/](http://www.training.fema.gov/IS/)** for independent study information
- Please visit **[www.marshriskconsulting.com/](http://www.marshriskconsulting.com/)** for Marsh's risk consulting home page



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**Thank you.**