

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?






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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



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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

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Creating Stakeholders

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

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Creating Stakeholders

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

Make it Their Plan

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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

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Developing a CEOP

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

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Developing a CEOP

Functional annexes

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

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Developing a CEOP

Functional annexes (cont'd)

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

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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

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Establishing Roles and Responsibilities

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

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  IC[Incident Commander] --- Liaison
  IC --- PI[Public Information]
  IC --- Safety
  IC --- Operations
  IC --- Planning
  IC --- Logistics
  IC --- Finance
  
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NIMS and ICS Training

FEMA independent study program (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

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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

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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)

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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

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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.



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Where do we go from here....

- Please visit 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/ for independent study information
- Please visit www.marshriskconsulting.com/ for Marsh's risk consulting home page

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Thank you.

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