

## Frequently Asked Questions

- What is a Business Impact Analysis?
  - A Business Impact Analysis (BIA) is a tool to help your department understand the effect of an interruption on your regular operations and critical business functions. This is a departmental exercise where employees outline processes and prioritize them based on urgency to fulfilling the department's mission.
- Why Business Continuity Planning?
  - In the event of any disruption on campus, Cal Poly Pomona's administrative, academic and research operations will be momentarily paused until the emergency situation has been addressed. The Emergency Response Framework has been designed to focus on the mitigation of immediate safety hazards. Any prolonged disruption could have a dual impact on the University. Primarily, student instruction might be impeded and research initiatives may stall while order and safety is assured on the campus. The secondary impact, however, is a more subtle, long-term concern; the University might experience student attrition and the loss of faculty to other institutions. Cal Poly Pomona's response to and recovery from a disruptive event could also color its reputation and public image. Therefore, an organized, efficient course of action to restore operations will be of utmost importance. While restoration efforts to bring CPP to a normal state may occur in stages, based upon the type of incident, the University will prioritize the resumption of core academics and major research projects.
- How can we possibly create a plan to handle unknown circumstances?
  - Business Continuity Planning includes all threats to an organization whether long-term, short-term, isolated, or campus wide. Attempting to identify and plan for each instance is nearly impossible so we employ a methodology for continuity planning that identifies: strategies for continuing the University's critical functions, resources essential to carrying out these functions, and alternatives to performing critical functions with diminished resources.
    - These resources include: -
    - Space (facilities, classrooms, labs, and offices)
    - People (our faculty, staff, and students)
    - Equipment (computers, phones, etc.)
    - Physical data and information technology (networks, email, forms, access to files, etc.)

- Energy (water, electricity, gas)
  - Funds (our income stream)
- What assumptions can we make about what the campus will do for us after a disaster?
  - Here are some reasonable assumptions: Access to buildings. If campus officials have reason to suspect that a building is hazardous to enter, they will immediately close the building and call in trained inspectors. In the worst case (a major earthquake with many buildings damaged), the inspection process alone could take weeks, with hazmat cleanup and repairs taking much longer. You may be unable to enter your building for an extended period of time. Locating temporary space. This will be a huge challenge for the campus, so any arrangements you have made ahead of time will serve you well. For example, make an agreement with another department in a separate building or with colleagues in another institution. Anything you can do within your own unit will be to your benefit, such as sharing labs and offices that remain accessible. Computing infrastructure. Restoration of our many centrally supported IT applications will be of highest priority following any disruption. This includes email, internet, and many other applications, as well as the physical campus data network. Efforts continue to be spent on hardening our IT systems to minimize damage and aid quick recovery. Definite predictions, of course, are not possible. Within your unit, you should be taking steps to backup data and make plans for recovering your own servers and applications. Communication protocol. General communications with students, faculty, staff, and the public will be handled by the Office of Public Affairs, and will be tightly managed so that messages are consistent. As your unit resumes functioning, communications of an operational nature will be your responsibility. Contacting your staff. This will be a departmental responsibility. Each school or department should keep its own emergency contact lists. Care of staff. Many staff issues arise during disaster recovery: pay, temporary leave, temporary reassignments, temporary staffing benefits, telecommuting, and other issues. You should assume that Human Resource Services will be available, even if at minimal capacity, with guidance and mechanisms to assist departments in these complex areas. Departments are encouraged to seek guidance from Human Resource Services when uncertain how to act in these matters, both before and after a disaster.
- How detailed and complete does our plan need to be?

- Your business continuity plan can never be “complete” because readiness requires continuous attention. VEOCI will prompt you for the appropriate level of detail, and most of these details will be things that your department already knows or can easily figure out. BE CONSIDERATE; most questions are best answered with one-to-several sentences or bullets.
- What types of documents should I upload in VEOCI?
  - The following list describes documents that may be useful to your business continuity plan in VEOCI.
    - Documented Business Processes:
      - Desktop manuals
    - Written instructions Specifications, Drawings, Inventory:
      - Specs on specialized equipment that may be needed for expedited replacement (e.g. receipts, purchase orders, photos)
      - Description of inventory
      - Hardware inventories
    - Building plans/drawings Blank Forms:
      - Forms needed to resume your Critical Functions (remember, you may not have access to your office or to the campus website)
    - Order forms Contact Information:
      - Employees
      - Vendors
    - Donors Important Legal Documents
      - Contracts
      - Lease Agreements
    - Service Agreements Research Files Policy Manuals: -
      - Policies
      - Procedures
      - Guidelines
- What are the four levels of criticality?
  - Critical 1: Must affect the campus community as a whole. Must be continued at normal or increased service load. Cannot pause. Necessary to life, health, security. (Examples: inpatient care, police services)
  - Critical 2: Must be continued if at all possible, perhaps in reduced mode. Pausing completely will have grave consequences. (Examples: provision of care to at-risk outpatients, functioning of data networks, at-risk research)

- Critical 3: May pause if forced to do so, but must resume in 30 days or sooner. (Examples: classroom instruction, research, payroll, student advising)
- Deferrable: May pause; resume when conditions permit. (Examples: elective surgery, routine building maintenance, training, marketing)
- What is a Essential/Critical Function?
  - In the context of business continuity planning, a critical function may be defined as a collection of activities normally performed by your unit that must resume during the first 30 days, or sooner, following a disruption in service.
  - A critical function: Enables the University to provide vital services, maintain the safety and well being of the campus community, ensure continuity of administration, and/or protect the University's assets - enables teaching or research to continue. A Critical Function is not a Process. Processes are the steps needed to accomplish a function. For example, the function "provide meals for residents of university housing" is accomplished through the processes of "food buying, food storage, cooking, serving, and cleanup." We focus on major functions because processes are too specific and detailed for our level of planning. Identify the function, not the process. A Critical Function is not the Name of an Entire Department. A department is the organization of resources needed to accomplish a function. For example, the function "provide hazardous materials clean up and disposal" is performed by the Environmental Health & Safety Department. This is only one function of the department, and this function has been identified as critical. Because the focus is on continuing a specific function of the department, "Environmental Health and Safety" cannot be listed as the critical function. A Critical Function is not an Object Functions are the activities performed by a department or unit. For example, "protective equipment" is not an activity; it is an object. When listing critical functions, identify the action (verb) associated with the object. In this example, the action is "provide" and the critical function is "providing protective equipment". To begin identifying your department's functions, consider the following questions: - What activities are normally performed by your department or unit? - In summary, what does your unit do? - What action words accurately describe the purpose for your department? - Your department performs various operations. What is provided to the campus as a result? - What service(s) does your department provide?
- Who should be in the planning group?

- The planning group is typically a staff group, with membership drawn from upper and middle managers & supervisors: assistant deans, assistant directors, HR managers, IT managers, key functional managers, building coordinators. These are individuals who have access to the supervisor and who understand how the organization operates. Keep the group size manageable. In very small units, the continuity plan is often done by the head staff member, without a planning group. If your unit is an academic department or research unit, faculty input is important. While it is often difficult to engage faculty as direct participants in the planning group, try to solicit faculty opinion in other ways: interview key faculty members or simply hold less formal conversations on key issues.
- If I have a Quali Ready plan, can I copy and paste it into VEOCI?
  - We have worked on migrating the data of the majority of the plans into VEOCI. The only data you will need to transfer into your VEOCI account is any documents you may have uploaded. Your old plan should be used as a guide only.
- Should we appoint one departmental continuity coordinator?
  - Yes: typically a staff member who has access to your senior management. The role is part project manager, part group facilitator. It is a temporary, part-time assignment for the duration of the planning project, but the coordinator often continues informally as the departmental expert and contact person for continuity issues. However, this is a group effort and once completed should be shared with your entire team.
- Who should do continuity planning?
  - All colleges, schools, departments, research units, and other units that conduct teaching, research, or public service should have a continuity plan. Other units that provide essential support or infrastructure to these units should also do continuity planning. Essentially, almost every unit of the campus