

***Unit/Sub-Unit  
Emergency &  
Continuity Plan***  
***COLLEGE OF  
PHARMACY  
TERRY BUILDING***

*Unit/Sub-Unit emergency planning and continuity considerations.*

*For all NSU Units/Sub-Units on all Campuses.*



## **Emergency and Continuity Plan for:**

### **COLLEGE OF PHARMACY**

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Name of Unit/Sub-Unit

3200 SOUTH UNIVERSITY DRIVE (TERRY BUILDING), DAVIE, FLORIDA 33328

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Primary Location/Address

954 262 1388

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Primary Telephone

August 13, 2014

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Date of Preparation/Most Recent Update

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# 1. Introduction

This Unit/ Sub-Unit Emergency and Continuity Plan Template provides a consistent means of capturing all-hazards emergency response and continuity information from all Units/Sub-Units within Nova Southeastern University (NSU), as well as ensuring all Units/Sub-Units have a basic level of understanding about NSU's Emergency Management plans and processes.

This planning template is both scalable and flexible, and should be utilized by all Units/Sub-Units at NSU regardless of their scope, size, or resources. It is absolutely acceptable to add additional information to this template as necessary. However, template information should generally not be removed. All Units/Sub-Units must understand that emergency planning is not an individual or static process that is complete once the template is filled out. It is a dynamic and ongoing process that must encompass effort from the entire Unit/Sub-Unit.

Those Units/ Sub-Units with a University or Campus-wide responsibility must utilize this template in addition to being fully aware of their responsibilities outlined in the NSU Comprehensive Emergency Management Plan (CEMP) and Campus Emergency Operations Plan (EOP), if applicable.

## a. Review of NSU Emergency Management Plans

In order to develop a Unit/Sub-Unit Emergency and Continuity Plan, it is paramount for all Unit/Sub-Unit personnel to first review and understand several other NSU Emergency Management Plans:

# Unit/Sub-Unit Emergency & Continuity Plan

Completion Checkbox	Completion Date	Key Emergency Management Plan
X	5/9/14	<p><b>NSU COMPREHENSIVE EMERGENCY MANAGEMENT PLAN (CEMP):</b> Review NSU’s University-Wide Comprehensive Emergency Management Plan, which provides broad overview information associated with the general emergency management program, and all its associated components including but not limited to: threat assessment, prevention, protection, mitigation, preparedness, response, continuity, and recovery. It is recommended that a copy of this document be forwarded to all Unit/Sub-Unit personnel. Visit: <a href="http://www.nova.edu/emergency">www.nova.edu/emergency</a></p>
X	5/9/14	<p><b>CAMPUS EMERGENCY OPERATIONS PLAN (EOP):</b> Review the Emergency Operations Plan(s) specific to the Campus on which your Unit/Sub-Unit operates, if available. EOPs encompass Functional Annexes and Threat- or Hazard-Specific Annexes which provide more detailed and unique information than the CEMP. It is recommended that a copy of this document be forwarded to all Unit/Sub-Unit personnel. Visit: <a href="http://www.nova.edu/emergency">www.nova.edu/emergency</a></p>
X	4/9/14	<p><b>NSU EMERGENCY RESPONSE GUIDE (ERG):</b> Review NSU’s Emergency Response Guide, which provides recommended response actions for the most common types of emergencies while on any NSU property. It is recommended that a copy of this guide be forwarded to all Unit/Sub-Unit personnel, and paper copies of this guide be kept readily accessible in key areas of your Unit/Sub-Unit all times. Visit: <a href="http://www.nova.edu/emergency">www.nova.edu/emergency</a></p>
NA		<p><b>COLLABORATIVE UNIT/SUB-UNIT EMERGENCY AND CONTINUITY PLAN(S):</b> If your Unit/Sub-Unit has collaborative operations with another Unit(s)/Sub-Unit(s), it is recommended that the other Unit(s)/Sub-Unit(s) Emergency and Continuity Plan(s) be mutually shared and reviewed. Two collaborating Units/ Sub-Units may each make the assumption that shared resources will be dedicated solely to them in the event of a disaster. Such potential conflicts must be identified, discussed, solved by the collaborating Units/ Sub-Units, and ultimately incorporated into each Unit’s/Sub-Unit’s Emergency and Continuity Plan.</p>

Completion Checkbox	Completion Date	Key Emergency Management Plan
X	5/9/14	<b>OTHER INTERNAL/ EXTERNAL EMERGENCY MANAGEMENT PLANS:</b> If there are other internal or external emergency management plans which have relevancy to Unit/Sub-Unit operations, it is recommended that they be reviewed. Units/Sub-Units engaged in any operations with government entities or private external organizations should request and review all their respective partner's emergency management plans.
X	5/9/14	<b>NSU PERSONAL PREPAREDNESS PLAN TEMPLATE:</b> Review NSU's Personal Preparedness Plan Template, which provides recommended personal preparedness steps for all NSU community members. It is recommended that a copy of this template be forwarded to all Unit/Sub-Unit personnel. Visit: <a href="http://www.nova.edu/emergency">www.nova.edu/emergency</a>

## 2. All-Hazard Emergency Response Plan

All Units/Sub-Units need to have a basic level of emergency preparedness, ensuring they can perform basic emergency response functions no matter what happens.

### a. Basic Information

In order to effectively plan, the basics of the Unit/Sub-Unit should be identified and considered throughout the rest of the planning steps.

General Type of Personnel	Number (Count) of Personnel	Comments
Faculty/Academic appointees	68	
Residents/ Fellows	4	
Staff (Full-Time)	42	
Staff (Part-Time)	0	
Student-Staff	44	
Volunteers	0	
Guests	0	
Other 1 (Explain: )		

# Unit/Sub-Unit Emergency & Continuity Plan

Other 2 (Explain: )		
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General Function	Check All That Apply	Comments
Education/Instruction	X	
Research	X	
Healthcare	X	
Student Services	X	
Operations/ Support Services		
Collections		

## b. Evacuation/ Shelter-in-Place

There are two primary response options in the event of any immediate emergency or disaster: evacuation or shelter-in-place. The primary purpose for evacuation is to put distance between personnel and a hazard, because it is safer than enacting barriers and sheltering-in-place. All Units/ Sub-Units need to have a pre-determined Emergency Assembly Point (sometimes referred to as an Evacuation Assembly Area or Rally Point) for all locations occupied where all Unit/Sub-Unit personnel will meet and account for one another. The primary purpose for sheltering-in-place is to put barriers between personnel and a hazard, because it is safer than facing uncertainty in evacuating. All Units/ Sub-Units need to pre-identify multiple areas within all locations occupied that would be ideal shelter-in-place options.

Building Name & Room Number	Address	Emergency Assembly Point	Shelter-in-Place Options
3 <sup>rd</sup> Floor Terry Building offices	3200 S. University Drive, Davie	Courtyard – East of Terry Building location	First floor locations = Jonas or Auditorium A. Third floor locations = Conference rooms 1386 or 1388
UPP 3448	3200 S. University Drive, Davie	Courtyard – East of Terry Building location	First floor locations = Jonas or Auditorium A. Third floor locations = Conference rooms 1386 or 1388


## c. Emergency Leadership & Order of Succession

Each Unit/Sub-Unit must have pre-identified personnel who are responsible for leading mitigation, preparedness, response and recovery efforts. By default, this responsibility ultimately rests with the head of the Unit/Sub-Unit. However, the head may delegate this responsibility to a subordinate. Either way, it is important for at least 3 to 5 alternates to be identified in their order of succession. Note that the normal, daily leadership structure of the Unit/Sub-Unit may not necessarily be best structure during times of emergency, especially if a subordinate has specialized experience of training with emergencies.

Leadership Succession #	Leader Name	Title/ Position/ Function
1	Dr. Lisa Deziel	Dean
2	Dr. Rob McGory	Associate Dean, Professional Program
3		Associate Dean, Research and Graduate Education
4	Dr. Goar Alvarez	Assistant Dean, Pharmacy Services
5	Dr. Michelle Clark	Chair, Pharm. Science
6	Dr. Manuel Carvajal	Chair, SAP
7	Dr. Matthew Seamon	Chair, Pharmacy Practice

In addition, it is important that every Unit/ Sub-Unit engage all its personnel in the emergency management process, especially with mitigation and preparedness planning efforts. Therefore, it is recommended that a support team (which heavily engages management) be established and meetings be held regularly.

Preparedness Support Team Member Name	Title/ Position/ Function
Anya Burnett	Executive Assistant to the Dean
Althea Harvey	Administrative Assistant I, Professional Program



# Unit/Sub-Unit Emergency & Continuity Plan

Gloria Crawford	Receptionist
Vacant	Administrative Assistant I, Experiential Education/Student Services
Christie Priemer	Administrative Assistant I, Pharmaceutical Science
Vacant	Administrative Assistant I, Pharmacy Practice
Valentina Garcia	Administrative Assistant I, SAP

## d. Essential Personnel & Special Skills

Essential personnel are those people within the Unit/Sub-Unit who operate under the direction of Emergency Leadership to ensure that critical functions are continued during and/ or immediately resumed after a disaster event, which may encompass securing a unit pre-event, remaining within the unit during the event, and restarting the unit and documenting damage post-event.

The name and corresponding information for all essential personnel within the Unit/Sub-Unit should be entered into the below list. It is critical that all essential personnel know that they are essential personnel, what is expected of them, what their responsibilities are during a time of emergency, and who can “fill-in” for them in the event of their absence. It is also important that essential personnel be divided into groups or teams to ensure maximum efficiency and sustained operations in the event of a prolonged emergency incident. Some Units/Sub-Units will have an “Alpha Team” who stays in the Unit/Sub-Unit during the emergency, and a “Bravo Team” who relieves them immediately after the emergency to begin recovery. Other Units/ Sub-Units will have an “Alpha Team” scheduled to work from 7am to 7pm, and a Bravo Team” schedule to work from 7pm to 7am, so 24 hour operations can be sustained. The division of teams will be based on the needs of the Unit/Sub Unit. Any Unit/Sub Unit that requires 24 hours coverage will use the Alpha/Bravo configuration.

Essential Personnel Name	Title/ Position/ Function	Alternate “fill-in” Person	Specific Area of Responsibility	Group or Team
Dr. Goar Alvarez	Assistant Dean, Pharmacy Services	Pharmacy Manager	Clinic	Clinic staff

# Unit/Sub-Unit Emergency & Continuity Plan

Dr. Elizabeth Shepherd	Assistant Dean, Experiential Education/Student Services	Director Student Services	Student Services	Experiential and Student Services
Dr. Robert McGory	Associate Dean, Professional Program	Director, Academic Support, Professional Program	Professional Program students	Professional Program students
Dr. Michelle Clark	Interim Associate Dean, Graduate and Research Program	Administrative Assistant I, Graduate and Research Program	Ph.D. program	Ph.D. program
Dr. Carsten Evans	Executive Director, Professional Programs and CE	Administrative Assistant I, CE	Continuing Education	Continuing Education

In addition, some personnel within the Unit/Sub-Unit may have special training or experience that could be valuable during or immediately following a disaster such as hazardous-materials knowledge, logistics experience, disaster finance training, foreign or American Sign Language proficiency, etc. Identify Unit/Sub-Unit personnel with special skills below.

Name	Title/ Position/ Function	Special Skill
Dr. Michelle Clark	Chair, Pharmaceutical Science	Radiation Safety
Dr. Robert Speth	Professor	Radiation Safety
Dr. Appu Rathinavelu	Associate Dean	Animal Safety
Dr. Carsten Evans	Executive Director	Emergency Preparedness
Dr. Sean Leonard	Psychometrician	Emergency Preparedness


## e. Communications List and Plan

It is critical for every Unit/Sub-Unit to know how they will communicate internally during a time of disaster. NSU's Emergency Notification System (ENS) will broadcast general messages to the entire University community. However, it will then be up to each individual Unit/ Sub-Unit to act on the information provided; communication within each Unit/ Sub-Unit will be absolutely necessary.

Information for all personnel within the Unit/Sub-Unit should be collected and entered into the below personnel contact list, sometime referred to as a telephone tree or recall list. Assign all people into groups, by number. Group leaders are responsible for making contact with each member of their respective group to convey messages and to check on the well-being of members. All group leaders should then be placed into one group so a single person (usually the head of the Unit/ Sub-Unit or their designee) can initiate a message through the entire contact list.

Group # (see below)	Name	Title/ Position	Office Phone	NSU Cell Phone	Personal Cell Phone	Personal Cell Text Capable?	NSU Email Address	P
#1		Dean	X21387	954 540 1387	X	X	<a href="mailto:lisad@nova.edu">lisad@nova.edu</a>	X
#2		Assistant Dean, Pharmacy Services	X21383/x24550	954 610 8906	X	X	<a href="mailto:galvarez@nova.edu">galvarez@nova.edu</a>	X
#3		Associate Dean, Professional Program	X21302	X	X	X	<a href="mailto:rmcgory@nova.edu">rmcgory@nova.edu</a>	
#4		Associate Dean, Research/ Grad. Ed.	X21277	X	X	X		

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#1		Associate Dean, Institutional Planning	X24325	X	X	X	appu@nova.edu
#1		Director, Finance and Administration	X21150	X	X	X	dnatalie@nova.edu
#1		Director, Alumni Relations and Professional Devt.	X21674	X	X	X	mislady@nova.edu
#3		Assistant Dean, Experiential Education & Student Services	X21314	X	X	X	elizshep@nova.edu
#3		Chair, Pharmaceutical Science	X21384	X	X	X	miclark@nova.edu
#3		Chair, Pharmacy Practice	X21312	X	X	X	mseamon@nova.edu
#3		Chair, SAP	X21322	X	X	X	cmanuel@nova.edu
#3		Director, Academic Support Services	X21318	X	X	X	dacostad@nova.edu
#5		Director, Experiential Education	X21374	X	X	X	zapantis@nova.edu
#5		Director, Student Services	X21646	X	X	X	crochell@nova.edu
#2		Pharmacy Manager, Davie Clinic	X24550	X	X	X	ma1205@nova.edu

Group #	Group Leader
#1	Dean Lisa Deziel
#2	Dr. Goar Alvarez

# Unit/Sub-Unit Emergency & Continuity Plan

#3	Dr. Robert McGory
#4	Dr. Michelle Clark
#5	Dr. Elizabeth Shepherd
#6	

It is very important for all personnel within each Unit/Sub-Unit to have a Personal Preparedness Plan, especially essential personnel. If personnel are not personally prepared, there is a greater likelihood they will be unable to assist with Unit/Sub-Unit response, continuity, and recovery efforts. Therefore, when collecting personal contact information, all personnel should be reminded to complete the NSU Personal Preparedness Plan Template or another validated template of their choosing. Visit: [www.nova.edu/emergency](http://www.nova.edu/emergency)

## f. NIMS Training

As stated in the CEMP, NSU adheres to the National Incident Management System (NIMS)/Incident Command System (ICS), a set of unified emergency management concepts utilized by all levels of government and most major private sector organizations. Therefore, it is paramount that all essential Unit/Sub-Unit personnel who have any emergency or disaster role have a working knowledge of NIMS/ICS. Basic Awareness ICS/NIMS training is available online through the FEMA Independent Study Program. (<http://training.fema.gov/IS/NIMS.aspx>) Basic Classes include ICS100, ICS200, ICS700 and ICS800.

Completion Checkbox	Completion Date	NIMS Compliance Step	Unit/ Sub-Unit Personnel Completion List
X	By 9/30/14	<b>NIMS AWARENESS:</b> All Unit/Sub-Unit personnel should be informed about NSU's adherence to NIMS/ICS, and have a general understanding of what NIMS/ICS is and how it benefits NSU. Visit: <a href="http://www.fema.gov/nims">www.fema.gov/nims</a>	
X	By 9/30/14	<b>NIMS TRAINING:</b> All essential and key Unit/Sub-Unit personnel who have any emergency or disaster role should complete a level of NIMS training that respectively corresponds to their level of responsibility and leadership during a time of emergency or disaster. Visit: <a href="http://training.fema.gov/IS/NIMS.aspx">http://training.fema.gov/IS/NIMS.aspx</a>	

## g. Emergency Supplies

Each Unit/Sub-Unit is responsible for maintaining their own inventory of emergency supplies, adequate to protect critical equipment, and having a plan for deploying the supplies when ordered. Inventories must be inspected and replenished as needed and should also be re-checked prior to June 1st when Hurricane Season begins.

NSU does not endorse any particular supplier/brand of supplies, nor have a minimum inventory list. The Emergency Leadership of each Unit/Sub-Unit must procure emergency supplies based on their knowledge of what they are protecting.

Item Name & Description	Supplier Information	Last Inspection Date	Comments
First Aid Kit (Medsafety)	1	8/12/14	Located 3rd Floor Terry Bdg, COP Kitchen Wall
First Aid Kit (Medsafety)	1	8/12/14	Pharmacy Clinic, Ziff Bdg

## h. Photo Documentation

The Photo Documentation process is a critical component to Unit/Sub-Unit level emergency preparedness and recovery, and simply involves the taking pictures/video of important property and saving the files with proof of purchase documentation in multiple secure locations. In the event property is damaged during a disaster, such as a hurricane, Photo Documentation may be the only way to assure replacement and reconditioning through the Federal Emergency Management Agency's (FEMA) reimbursement programs. Pictures/videos should be updated annually, or whenever there is a significant change to Unit/Sub-Unit space or property.

Completion Checkbox	Completion Date	NIMS Compliance Step Unit/ Sub-Unit Personnel List
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# Unit/Sub-Unit Emergency & Continuity Plan

Completion Checkbox	Completion Date	NIMS Compliance Step Unit/ Sub-Unit Personnel List
<b>X</b>	By 9/30/14	<p><b>TAKE PICTURES/ VIDEO OF ALL SPACE &amp; SIGNIFICANT PROPERTY:</b></p> <ul style="list-style-type: none"> <li>• Broad-angle pictures/ video that capture the general state of all Unit/ Sub-Unit space. Include offices, hallways, break rooms, labs, meeting rooms, classrooms, exam rooms, etc.</li> <li>• Close up pictures/ video of significant and valuable property. Extremely valuable and large property may warrant several pictures. Moderately valuable and small property, such as a specialty microscope, may warrant just one picture. Use discretion; it may not be necessary to photograph all capital equipment.</li> <li>• Exterior and interior pictures/video of all Unit/Sub-Unit owned, leased/ rented, or operated vehicles.</li> </ul>
<b>X</b>	See Ariba for invoices of purchases	<p><b>COLLECT PROOF OF PURCHASE DOCUMENTATION FOR ALL SIGNIFICANT PROPERTY:</b></p> <p>A Proof of Purchase is any form of documentation that displays what property was purchased, when, by whom, and at what cost, such as an invoice or receipt.</p> <ul style="list-style-type: none"> <li>• Any significant and valuable property that a photo/video was taken of should have a corresponding Proof of Purchase.</li> </ul>
<b>X</b>	By 9/30/14.	<p><b>SAVE PICTURES/ VIDEO/PROOF OF PURCHASE IN MULTIPLE LOCATIONS:</b></p> <p>Picture/video/Proof of Purchase files should be labeled according to the room number or location in which they were taken including the date the photo or video was taken and assembled into one large document.</p> <ul style="list-style-type: none"> <li>• Save an electronic copy of the document to a Unit/Sub-Unit shared network drive.</li> <li>• Save an electronic copy of the document on secure portable media and keep it in a secured (locked) location both on and off campus.</li> <li>• Save a printed physical copy of the document in a secured (locked) location both on and off campus.</li> </ul>

## 3. Hazard-Specific Emergency Response Plan

The most significant and likely hazards to impact the Unit/Sub-Unit require additional and more specific planning to ensure preparedness.

### a. Hazard Profile

There are numerous specific hazards that have the potential to impact all Units/Sub-Units. On the below list, indicate which hazards have the potential to impact your Unit/Sub-Unit, and describe how as well as their likelihood. Additional hazards may be added to the Other section. This is your hazard profile.

Hazard	Potential for Impact - Describe
<b>NATURAL</b>	
Earthquakes	
Fire	Potential risk.
Floods	
Hurricanes	Potential risk.
Pandemic	
Severe Weather	Potential risk.
Thunderstorms & Lightning	
Tornadoes	
Tsunamis	
<b>TECHNOLOGICAL/ ACCIDENTAL</b>	





# Unit/Sub-Unit Emergency & Continuity Plan

Hazard	Preparedness Steps
Hazardous materials incident	Be aware of safe protocol/procedures and contact NSU Safety Officer (x754 224 8698) and Public Safety at x28999.
Fire	Conduct fire drill training and read the Campus Safety Handbook: <a href="http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf">http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf</a>
Severe weather	Be aware of University "Severe Weather Emergency" procedures and seek shelter.
Chemical Emergencies	Follow safe protocol and contact NSU Safety Officer (x754 224 8698) and Public Safety at x28999 for specific guidance.
Active Shooter	Crisis preparedness training and read the Campus Safety Handbook: <a href="http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf">http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf</a>
Bomb Threat	Crisis preparedness training and read the Campus Safety Handbook: <a href="http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf">http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf</a>

## c. During (Response)

For each of the above indicated hazards, identify specific response steps your Unit/Sub-Unit should take in the event you experience an impact. It may be helpful to make the steps in the form or a checklist.

Hazard	Response Steps
Hurricane.	Seek shelter and follow University procedures for securing workplace. <a href="http://www.nova.edu/publicsafety/forms/hurricane_brochure.pdf">http://www.nova.edu/publicsafety/forms/hurricane_brochure.pdf</a> .
Hazardous materials incident	Contact NSU Safety Officer (x754 224 8698) and Public Safety at x28999.
Fire	Conduct an evacuation of the building to the predefined assembly points.
Severe weather	Seek shelter immediately. If necessary, go to shelter in place options away from windows.
Chemical Emergencies	Follow safe protocol and contact NSU Safety Officer (x754 224 8698) and Public Safety at x28999.
Active Shooter	Follow the Department of Homeland Security Active Shooter Response Guidelines as outlined in the Campus Safety Handbook at <a href="http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf">http://www.nova.edu/publicsafety/forms/campus_safety_handbook.pdf</a> . If the situation permits, conduct an evaluation of the building to the predefined assembly points .
Bomb Threat	Conduct an evacuation of the building to the predefined assembly points.

## d. After (Recovery)

# Unit/Sub-Unit Emergency & Continuity Plan

For each of the above indicated hazards, identify specific recovery steps your Unit/Sub-Unit should take after you are impacted. It may be helpful to make the steps in the form or a checklist. Note that the Continuity Of Operations Plan (COOP) section of this Unit/Sub-Unit Emergency and Continuity Plan Template will capture more detailed information.

Hazard	Response Steps
Hurricane.	<ul style="list-style-type: none"><li>• Watch for notices regarding the reopening of the NSU campus via <a href="http://www.nova.edu">www.nova.edu</a> or phone hotline at 800-256-5065.</li><li>• When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening.</li></ul>
Hazardous materials incident.	<ul style="list-style-type: none"><li>• Conduct a damage assessment and ensure that the area has been deemed safe by Public Safety before reentry.</li></ul>
Fire	<ul style="list-style-type: none"><li>• Conduct a damage assessment and ensure that the area has been deemed safe by Public Safety before reentry.</li></ul>
Severe weather	<ul style="list-style-type: none"><li>• Conduct a damage assessment</li></ul>
Chemical Emergencies	<ul style="list-style-type: none"><li>• Conduct a damage assessment and ensure that the area has been deemed safe by Public Safety before reentry.</li></ul>
Active Shooter	<ul style="list-style-type: none"><li>• Conduct a damage assessment and ensure that the area has been deemed safe by Public Safety before reentry.</li></ul>
Bomb Threat	<ul style="list-style-type: none"><li>• Conduct a damage assessment and ensure that the area has been deemed safe by Public Safety before reentry.</li></ul>

## 4. Continuity Of Operations Plan (COOP)

Continuity of Operations, in its most simple and basic sense, encompasses continuing to do what you need to do despite a disaster impact. It is important that all Units/Sub-Units have a COOP to ensure they can continue to execute their critical functions no matter what happens.

### a. Critical Functions & Dependencies

# Unit/Sub-Unit Emergency & Continuity Plan

Critical Functions are major activities that each Unit/Sub-Unit **normally** performs to meet its core mission. Just as an example, the Critical Functions of the Public Safety Department might encompass: Patrol, Responding to Calls for Service, Emergency Management, Parking, and Community Education.

List all Critical Functions below, and assign a “Level of Criticality” to each. Levels of criticality are defined as follows:

- Critical 1 (Life Safety Essential): Cannot stop or pause; the function must be continued at a normal or increased capacity for life, health, or security.
- Critical 2 (Core): Can be paused for a very short period of time; the function must be continued, perhaps in reduced mode, to ensure core University functionality.
- Critical 3 (Important): Can be paused if forced to do so, but must resume in approximately 30 days or sooner; the function is important to basic University operations.
- Deferrable: Can pause and resume when resources and personnel permit; the function is beneficial but not absolutely necessary.

Critical Function #	Critical Function Name	Description (note peak periods, responsibilities, assignments, etc.)	Level of Criticality
1	Instruction	Classes for Pharm.D. and Ph.D. students	3
2	Clinics	Provide dispensing service for prescription medications to public	2
3	Research	Ongoing faculty and student research projects, both internally and externally funded	1-3 (depending on nature of research)
4			
5			
6			

Most Units/Sub-Units both depend on other Units/ Sub-Units (upstream dependencies) and are depended upon by other Units/Sub-Units (downstream dependencies) to meet their Critical Functions. For each of the previously identified Critical Functions, list all upstream and downstream dependencies noting the name of the other Unit/Sub-Unit and what the dependency is.

Critical Function #	Upstream Dependencies	Downstream Dependencies	Comments
1	HPD	Students	Instruction
2	Clinic Finance	Customers	Clinic operations
3	OSP/Sponsor	Research subjects/Researchers	Research
4			

# Unit/Sub-Unit Emergency & Continuity Plan

5			
6			

The failure to restart or maintain a Critical Function in a timely manner obviously will have consequences. For the previously identified Critical Functions, identify and explain (if necessary) the harmful consequences associated with failing to restart each. Possible harmful consequences may include, but are not limited to: disruption of teaching, disruption of research, disruption of patient care, departure of faculty/staff/students, well-being of faculty/staff/students, unmet payment deadlines, loss of revenue, unmet legal obligations, public relations fallout, impact on other Units/Sub-Units, impact to other partners, and other issues.

Critical Function #	Harmful Consequences	Explanation (if needed)
1	Disruption to teaching, impact to students, loss of revenue	
2	Disruption to patient care, loss of revenue	
3	Disruption to research	Some research is time sensitive, live animal concern, live cell cultures
4		
5		
6		

A limited number of Units/Sub-Units may have functions that they do not normally perform, but know they could be called upon to do in times of emergency; list and describe below if applicable. These “Emergency Functions” typically require their own specific and detailed plans.

Emergency Function #	Emergency Function Name	Description	Does a Specific Plan Exist? If so, where?
1			
2			
3			
4			
5			
6			
7			

## b. Instruction/ Teaching

If your Unit/Sub-Unit has one or more Critical Functions that encompass instruction or teaching with any level of criticality other than deferrable, it is very important to plan for the resumption of each course or instructional program in the event of a disaster impact. List all non-deferrable

# Unit/Sub-Unit Emergency & Continuity Plan

courses below. Please use the full course number and official course title used in the University's Course Catalog.

In the comments/details/special issues section, consider noting the following:

- Some courses require specialized resources and logistics which may pose particular challenges to the continuation of instruction after a disaster impact. Such specialized resources may include access to laboratories, design or performance studios, specialized instructional software, collections such as physical libraries and museums, or encompass such activities as field work, internships, or experiential learning. Be sure to note any specialized resources required for the course.
- If BlackBoard Sharklearn is utilized, to what extent and could all course information be conveyed electronically? If BlackBoard Sharklearn is not utilized, why not and could it be?
- If more than 1 instructor can or is teaching the same course, can or are common course materials utilized?

Course #	Course Title	Is BlackBoard Sharklearn Utilized for Course	# of Instructors who can Teach Course	Timeliness/ Location of Grade Information	Comments/ Details/ Special Issues
PHRL 4130	Pharmaceutics Compounding Lab	No	3		
PHRL 5710	PCM I Lab	No	3		
PHRL 6720	PCM II Lab	No	3		
PHRL 6730	PCM III Lab	No	3		

**A plan for instructor substitution is important. Note any such practices your Unit/ Sub-Unit engages in such as team-teaching, rotating instructors, or substituting "topics in" courses.**

## c. Essential Equipment, Supplies & Facilities

# Unit/Sub-Unit Emergency & Continuity Plan

Critical Functions often require minimum facilities/equipment/supplies in order to be performed. List the minimums necessary to execute all Critical Functions identified above. Consider physical space needs, office equipment, and specialized supplies.

Facility/ Equipment/ Supply Item Needed (Note Size/ Quantity)	Correlating Critical/ Emergency Function # Above	Detailed Description	Where can the Facility/ Equipment/ Supply Item be Obtained
Computer Workstations			
Telephones			
Printer/Scanner/Fax			
Auditoriums			
Laboratories			

## d. Information Technology

Critical Functions may depend upon the availability of Information Technology (IT) systems. Identify those IT applications which are necessary components of your Unit/Sub-Unit Critical Functions, specifically noting the name of the application, whether it is maintained by central IT or your Unit/ Sub-Unit, and the level of criticality using the same levels as with the Critical Functions list (Critical 1: Life Safety Essential /Critical 2: Core /Critical 3: Important/Deferrable).

Name of Application	Maintained By	Level of Criticality	Comments/ Description Detail
Blackboard	OIIT	2	Taped classes
QS1	QS1/OIIT	2	To dispense medications in the Pharmacy Clinic
Videoconference	OIIT	2	To broadcast classes to distant sites

## Unit/Sub-Unit Emergency & Continuity Plan

Individual computer workstations are used to some extent by the majority of personnel across the University. Therefore, it is imperative that important data is saved in a manner that will ensure it will not be lost in the event of single or multiple workstation failure. Complete the below table using rough/ approximate percentages or numbers.

Workstation Backup Method	% or # of Personnel Using Method	Comments (note back-up locations)
ALL critical files are stored on a backup server (fileshare, network, drive, etc).	20%	Clinic QS1 remote server, Experiential Education and Student Services on shared drive
ALL critical files are regularly backed-up by an automated process.	10%	Clinic
ALL critical files are regularly backed-up by a manual process.	65%	
SOME critical files are stored on a backup server (fileshare, network, drive, etc).	30%	
SOME critical files are regularly backed-up by an automated process.		
SOME critical files are regularly backed-up by a manual process.		
No critical files are backed-up.		
Other/Do Not Know		

Some personnel may be able to electronically work from remote locations if their physical work location is inaccessible. Identify personnel within the Unit/Sub-Unit who could perform some or all work functions from a remote location, then note if the individual has access to a computer with high-speed internet connection to actually do so.

Name	Title/ Position/ Function	Computer & High-Speed Connection at Home	Comments
Most COP administrators with the exception of clinic personnel and faculty who teach/do research in a laboratory			




## e. Coping

Restarting or maintaining Critical Functions may be a challenge when resources are limited. For each of the listed areas, consider how your Unit/Sub-Unit could cope. This section is designed to foster thought; you can be brief initially and enhance with future revisions. If you want to include significant details, it may be best create a separate Unit/Sub-Unit policy or procedure and attach it for reference.

Coping Area to Consider	Basic Coping Idea(s)
Space: How would you carry out your critical functions if your usual space was reduced or not available?	For reduced classroom space, classes would be taped and available to students via Blackboard. For the clinic, operations would cease if clinic space was not available. Most administrators could operate from a distant location via use of VPN if office space was reduced/not available.
Staff: How would you carry out your critical functions if the majority of your faculty/ staff were unable to report to work for a significant period of time?	Most administrators and staff could operate from a distant location via use of VPN if office space was reduced/not available. Only critical administrators with direct student contact would report to work if limited space available.
Network Access: How would you carry out your critical functions if the University network was not available?	Impossible to provide instruction if both classroom space unavailable/limited or network not available for tape/videoconference. Impossible to access VPN for some databases and email (Banner, Exchange). Impossible to dispense prescription drugs in the clinic. Network access is critical to operation.
Show-Stopppers: Is there any resource that is so important or irreplaceable that you cannot perform any of your critical functions without it? If so, how can you ensure you maintain that resource?	NSU network access, supported by OIIT.

Policy Exceptions: What policy exceptions might be needed to carry out your critical functions if usual systems, processes, or resources are not functioning? Who would have the authority to grant and implement exceptions?	<p>Permission for some personnel to work from home, granted by the Dean.</p> <p>Permission to close the Clinic operations, granted by the Dean I consultation with the Assistant Dean for Pharmacy Services.</p> <p>Permission to cancel classes, granted by the Dean and/or Associate Dean for the Professional Program.</p>
Other Area	
Other Area	

## 5. Action Items

Action items encompass anything that could enhance the preparedness level of your Unit/Sub-Unit; they can involve resources, personnel, training, planning, equipment, processes, or anything else. Typically, action items are brief statements that begin with a verb. An example is: Cross-train 3 staff members in basic administrative functions including how to update the Unit website, how to modify the Unit voicemail, and how to update the key Unit contacts list. Another example is: Purchase and install metal racks that will lift critical paper files off the floor 12 inches in case of flooding. Generally, after completing the Unit/Sub-Unit Emergency and Continuity Plan Template, some action items will become immediately apparent. Action items do not need to be immediately attainable; it is not uncommon for major action items to require significant funding or resources far beyond what a Unit/Sub-Unit has available. However, it is important that “long term” action items be identified along with the “short term” and easily achievable ones.

Identified action items act a sort of “to-do” list to ensure continuous enhancement and expansion of Unit/Sub-Unit level emergency preparedness. As action items are completed, they should be checked off and new action items should be identified. Remember, emergency management is a cyclical process of continuous improvement.

Action Item #	Statement & Description	Approximate Cost & Potential Funding Source (note if cost is recurring)	Plan of Execution (note timeline and needs)	Status/ Completion Date
1	Unit and Sub Unit Emergency plan		To be posted on the College of Pharmacy’s web page for employees, accessible via	July 1, 2014

			Sharklink.	
2	NIMS training		Required for all employee positions contained in this document	
3	Cross-train 3 staff members in basic administrative functions			
4				
5				
6				
7				
8				
9				
10				
11				
12				

## 6. Final Steps

This Unit/Sub-Unit Emergency and Continuity Plan Template must be updated annually. It is recommended that the annual update be started in March, with a target completion date of May, so your Unit/Sub-Unit is prepared for the time of greatest threat potential; hurricane season.

### a. Plan Submission

The completed Unit/ Sub-Unit Emergency and Continuity Plan Template must be submitted in Word Format, on or before June 1<sup>st</sup> of every year to the NSU Public Safety Department Emergency Manager.

### b. Saving and Distributing Plan

# Unit/Sub-Unit Emergency & Continuity Plan

Remember, there is a potential for computers to fail and physical paper to be destroyed during disasters. As a result, duplication and redundancy are key to ensuring survival of the plan for implementation. It is recommended that all Units/Sub-Units distribute and save their plan in the following ways.

Completion Checkbox	Completion Date	Saving and Distributing Step	Personnel Responsible
X	8/13/14	<b>DISTRIBUTION:</b> Distribute the plan in both electronic and printed formats to all personnel in the Unit/Sub-Unit. Get a confirmation email from all key Unit/Sub-Unit leadership personnel (3-5 minimum recommended) that they received copies and will store as detailed in the below sections.	Email distribution: Director, Finance and Administration will distribute via <a href="mailto:PHRInfo@nova.edu">PHRInfo@nova.edu</a> to all COP personnel.
X	By 9/30/14	<b>ELECTRONIC COPY SAVING 1 of 2:</b> Save an electronic copy of the plan to a Unit/Sub-Unit shared network drive.	<b>SharkLink (Jolanta Czerwinska).</b>
X	By 8/15/14	<b>ELECTRONIC COPY SAVING 2 of 2:</b> Save an electronic copy of the plan on secure portable media and keep it in a secured (locked) location both on and off campus.	<b>Executive Assistant to the Dean (Anya Burnett) to save to the Dean's shared drive</b>
X	By 8/15/14	<b>PRINTED COPY SAVING:</b> Save a printed physical copy of the plan in a secured (locked) location both on and off campus.	<b>Dean (Dr. Lisa Deziel) and Executive Assistant to the Dean (Anya Burnett).</b>

## c. Multi-Year Training and Exercise Program (MTEP)

An Emergency and Continuity Plan is only a written document. It is critically important that it be exercised regularly through training sessions, tests, drills, tabletops, and functional exercises. In accordance with the National Incident Management System (NIMS), all Units/Sub-Units should follow the Homeland Security Exercise and Evaluation Program (HSEEP). Specific guidance, forms, and templates for various exercises are available through the HSEEP website at: [www.llis.dhs.gov/hseep](http://www.llis.dhs.gov/hseep)

# Unit/Sub-Unit Emergency & Continuity Plan

Use the below table to document past, and plan for future exercises/trainings as part of your Multi-Year Training and Exercise Program (MTEP).

Exercise/ Training Name	Objectives	Date/ Time/ Location	Participants	Comments

## d. Reviewing and Updating Plan

Use the below table to document reviews and updates to this plan.

Date	Description of Changes	Page(s) or Section Affected	Modified By	Version #