Achieving Emergency Management & Continuity of Operations for Carleton

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Outline of Briefing

- Background
- Project Aim and Rationale
- Emergency Management / Continuity of Operations explained
- Project Operations and Functional Approach
- Expected Results
- What The Team Needs From You And Your Staff
- Benefits For You And Your Staff
- Conclusion And Questions
Background

- Table Top Exercise of Carleton’s Emergency Management (EM) capability (Nov 2010)
  - Covered only Emergency Response subset of EM
  - No business functions were resumed (recovery and restoration subsets of EM)

- Uncertainty of Carleton’s ability to resume operations after a major interruption

- EMCO Project initiated to enhance EM capability under sponsorship of VP Finance & Admin
Project Aim

- Assess current state of Emergency Management & Continuity of Operations (EMCO) capabilities at Carleton
- Propose a way ahead to help Carleton address the current operational risk environment and to align with industry best practice in EMCO
- Implement Carleton’s EMCO program
Why EMCO? – Rationale

- Provide a safe environment
- Mitigate impacts of a major interruption by minimizing:
  - Casualties
  - Asset destruction, data loss
  - Loss of services and business functions
- Meet service mandates
- Display due diligence
- Protect reputation
- Ensure business survival
Why EMCO? – Recent Statistics at Universities

- 3 major Laboratory fires - in past 3 years
  - University of British Columbia
  - University of Manitoba
  - University of Calgary
- 2 major Residence fires – past 4 years
  - McMaster University
  - Wilfrid Laurier University
- Major failure of co-generation plant -2010
  - University of Calgary
EMCO Continuum

**University operations**
- risk assessment
- preparation
- planning
- mitigation
- governance
- oversight

**Response**
- evacuation
- protection of human life
- protection of assets
- incident isolation
- damage assessment

**Recovery**
- continuing business in limited, and different ways
- for subsets of mission critical processes
- Contingency plans, BCP/DRP invocation

**Restoration**
- returning to pre-incident status quo
- integrating the exceptional processes that occurred during recovery

Return to "Business as usual" University Operations

Diagram: Boone & Moore, 2011
Way Ahead -- Phases of EMCO Planning

DRIVES

Requirements
Policy
Project
Risk Assessment
BIA Business Impact Assessment
Strategy Development

MISSION

Client Expectations & Service Commitments
Operational Capabilities, Services & Programs

REVIEW & REVISE PLANS

Plan Development
Program Implementation
Testing & Exercise
Plan Maintenance

INCIDENT

PLAN EXECUTION

Diagram: Boone & Moore, 2011
Project Operations

- EMCO Team based on partnerships
  - Students
  - Volunteers (Specialists and Learners)
  - Faculty and Staff

- Collaborative
  - Work with you

- Iterative
  - Briefings/workshops
  - Questionnaires
  - Interviews
  - Verification and validation
Deliverables

- Capabilities Inventory (ER, EM, Continuity, Disaster Recovery)
- Gap Analyses
- Functions and Resources Summary
- Business Impact Assessment
- EM and Continuity Strategies

Have a good understanding of process and level of effort from MacOdrum Library BCP project
# Functional Approach to Assessment

## University Operations

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Research</th>
<th>Support Functions (public facing)</th>
<th>Administrative Functions (internal)</th>
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Supporting activities and business functions (focus of assessment)
Major Activities Addressed

- Address functions, irrespective of organizational reporting lines
  - Understand that a Faculty or Department may house activities related to teaching, research, admin and support functions
- Like aligned with like
Expected Results

- Increased capability for effective:
  - Emergency Response (Dir Campus Safety)
  - Continuity Planning and execution (BCP Coordinator)
  - Disaster Recovery (Computing/Communications Services)
  - Enterprise Risk Management (Mgr Risk and Insurance)
  - Continued viability of Carleton University (President and Senior Executive)

- Planning and program development occurs in a concurrent and coordinated way
What the Team Needs from You

- Communicate to all staff about the project
  - Convey the importance and emphasize benefits
  - Encourage participation
  - Participate in verification and validation of iterative deliverables
  - Assist project team in development of Business Continuity Plans (BCPs)
  - Aid in transition to EMCO program
How Your Staff Contributes

- Review their activities and business functions within the four functional business lines
- Consider the provided preparatory questions
  - No elaborate written responses required
- Attend interviews/workshops as required
- Verify teams’ findings as part of your validation
Benefits to You and Your Staff

- After a major interruption, with minimal loss of time and resources, you will be able to
  - Resume teaching
  - Resume time-sensitive research with minimal data loss
  - Provide minimum support services to students and the public
  - Provide minimum administrative services to faculty and staff
  - Restore all remaining activities and business processes

- Minimize chaos, panic and uncertainty

- Have a much clearer appreciation of resources, interdependencies and priority of activities
  - Stimulates review and improvements to processes
Conclusions

- An effective EMCO program is required for the survival of Carleton University as a viable academic institution
- Collaborative and participative effort, project conducted for you, team working with you
- Time invested now will reap rewards after a major interruption
- Will also enhance your understanding of operations
- We cannot afford not to have an EMCO program
Points of Contact and Questions

- **Project questions**
  - Allan Burns, Director University Safety (8535)

- **Administrative questions**
  - Tony Lackey, Risk Management & Insurance (1473)
Preparatory Questions

- What is your key (high-level) business function?
  - How quickly would that process need to be recovered in event of major disruption?

- In what way is your function Administrative (staff/faculty) or Supporting (students)?

- What quantity and type of resources do you require to provide your function?
  - People, Equipment, Information, Workstations...
Preparatory Questions

- What documents support your department’s mandate?
  - Mission statements, Process documents, Pandemic plans, Regulations, MOUs, Emergency Plans

- What “threats” might negatively impact your department’s ability to provide service?

- What vulnerabilities exist in your department that could result in inability to provide service?

- What single points of failure exist?
  - Infrastructure, Personnel, Information
Preparatory Questions

- What time constraints do you face for service provision?
  - Regulations? Policy? Expectations?

- How long can your department not provide service before serious consequence?
  - To your department? The University? Students?

- What resources would it take to return your department to operational capacity?
Preparatory Questions

- How much electronic data can you lose and still resume normal operations?
  - How critical is that data to recovery?
- What other departments do you depend on and which departments depend on you?
- If Campus were inaccessible for an extended time period, where else and how else could you continue providing service? What assistance would you require?