

# CHS BUSINESS CONTINUITY PLAN



4/28/25

College of Health Sciences



# CHS Business Continuity Plan

COLLEGE OF HEALTH SCIENCES

## ALL-HAZARD EMERGENCY RESPONSE PLAN

### Basic Information

<u>General Type of personnel</u>	<u>Number (Count) of Personnel</u>	<u>Comments</u>
Students	1,638	
Faculty	104	
Staff	11	
Volunteers	0	

<u>General Function</u>	<u>Check All That Apply</u>	<u>Comments</u>
Education/Instruction	X	
Research	X	
Student Services	X	
Operations/Support services	X	
Healthcare/Clinic Operations	X	

### Clinic Locations

There are (6) clinics housed within the College of Health Sciences, which provide healthcare services to the public:

<u>Clinic</u>	<u>Main Location(s)</u>	<u>Reception Area</u>	<u>Main Phone</u>
Dental Hygiene Clinic	Caldwell Hall 125	Caldwell Hall 124	(318) 342-1609
Human Performance Lab	Brown Hall 138	Brown Hall 102	(318) 342-1311
Kitty DeGree Speech & Hearing Center	4114 Desiard St	4114 Desiard St	(318) 342-1395
Marriage & Family Therapy and Counseling Clinic	Strauss Hall 112, 284	Strauss Hall 112	(318) 342-5678
Occupational Therapy Clinic	Caldwell Hall 104, 115	Caldwell Hall 111	(318) 342-1610

**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. Faculty are to ensure student are aware of the designated Emergency Assembly Point for their respective building. Emergency Assembly Points must be posted in every floor of each building.

<b><u>Building</u></b>	<b><u>Address</u></b>	<b><u>Emergency Assembly Point</u></b>	<b><u>Shelter-in-place options</u></b>
Brown Hall	4001 Desiard St.	University Police Station parking lot (south)	1 <sup>st</sup> floor hallway
Caldwell Hall	400 University Dr.	ULM Parking Garage (sidewalk in front)	1 <sup>st</sup> floor hallway
Nursing Building (Kitty DeGree Hall)	701 University Ave.	ULM Parking Garage (sidewalk in front)	1 <sup>st</sup> floor hallway
Strauss Hall	500 Bayou Dr.	ULM Quad (between Library and Student Union Building/Student Success Center)	1 <sup>st</sup> floor hallway
Hanna Hall	708 University Ave.	ULM Parking Garage (sidewalk in front)	1 <sup>st</sup> floor hallway

**Emergency Leadership and 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.

<b>Leadership Succession #</b>	<b>Leader Name</b>	<b>Title / Position / Function</b>
1	Dr. Wendy Bailes	Dean
2	Dr. Paula Griswold	Associate Dean
3	Michael Lee	Assistant to Associate Dean
4	Dr. Michael Callihan	School Director -KDSO
4	Dr. Jennifer Whited	School Director - SOAH

**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. Each member of the Crisis Response Team (see below) is responsible for designating an alternate, “fill-in” person should he or she become unable to assist in the event of an emergency. If the member cannot be reached, this decision will be made by the Dean or their designee.

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
KDSON Faculty		First Aid / Basic Life Support
MFT Faculty		Mental Health Services

**Communications List & Plan**

It is critical for every Unit/Sub-Unit to know how they will communicate internally during a time of disaster. ULM’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 teams, by number. Team leaders are responsible for making contact with each member of their respective team to convey messages and to check on the well-being of members. All team 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.

COHS Crisis Response Team					
Team	Name	Area	Office Phone	Cell Phone	Email address
1	Dr. Wendy Bailes	Dean's Office	(318) 342-1733		bailes@ulm.edu
1	Dr. Paula Griswold	Dean's Office	(318) 342-3805		griswold@ulm.edu
1	Michael Lee	Dean's Office	(318) 342-3365		lee@ulm.edu
1	All other COHS Dean's Office Personnel				
2	Dr. Michael Callihan	KDSON	(318) 342-1643		callihan@ulm.edu
2	Dr. Jennifer Whited	SOAH	(318) 342-1394		whited@ulm.edu
3	Dr. Kathy Kennedy	KDSON	(318) 342-1518		kennedy@ulm.edu
3	LeeAnn Box	KDSON	(318) 342-1134		box@ulm.edu
3	All other KDSON Faculty & Staff	KDSON			
4	Kim Whorton	DHYG	(318) 342-1623		whorton@ulm.edu
4	Dr. Jessica Dolecheck	HLST	(318) 342-5583		dolecheck@ulm.edu
4	Dr. Joshua Gann	KINS	(318) 342-5932		gann@ulm.edu
4	Dr. Tom Foster	COUN	(318) 342-1298		tfoster@ulm.edu
4	Dr. Jana Sutton	MFT	(318) 342-1208		sutton@ulm.edu
4	Jessica Lasiter	MLS	(318) 342-1631		lasiter@ulm.edu
4	Dr. Patti Calk	MOT	(318) 342-5581		calk@ulm.edu
4	Jennifer Perodeau	OTA	(318) 342-1769		perodeau@ulm.edu
4	Brett Bennett	RADT	(318) 342-3270		bbennett@ulm.edu
4	Mary Ann Thomas	SPLP	(318) 342-1189		thomas@ulm.edu
4	Dr. Lisa VanHoose	PT	(318) 342-1236		<a href="mailto:vanhoose@ulm.edu">vanhoose@ulm.edu</a>
4	All Other SOAH Faculty & Staff	SOAH			
5	Amanda Richardson	DHYG Clinic / MDHU	(318) 342-1618		arichardson@ulm.edu
5	Dr. Samuel Shannon	MFT Clinic	(318) 342-5006		<a href="mailto:shannon@ulm.edu">shannon@ulm.edu</a>
5	Barbara Johnson	OT Clinic	(318) 342-5582		bjohnson@ulm.edu
5	Holley Perry	SPLP Clinics	(318) 342-1393		hperry@ulm.edu

Team #	Team Leader
1	Dr. Wendy Bailes
2	Dr. Paula Griswold
3	Dr. Michael Callihan
4	Dr. Jennifer Whited

5	Michael Lee
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**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. The Emergency Leadership of each Unit/Sub-Unit must procure emergency supplies based on their knowledge of what they are protecting.

Item Name & Description	Location
First Aid Kit	Nursing front office (NURS 125)
First Aid Kit	Nursing labs (NURS 218, 325)
First Aid Kit	Dental Hygiene Clinic (CALD 125)
First Aid Kit	MFT Main Office (STRS 367)
First Aid Kit	COHS Dean’s Office (Hanna 241)

HAZARD-SPECIFIC EMERGENCY RESPONSE PLAN

**Hazard Profile (3=most likely)**

Hazard	Potential for Impact
<i>NATURAL</i>	
Earthquakes	3
Fire	3
Floods	2
Hurricanes	2
Pandemic	3
Severe Weather	3
Tornadoes	3
<i>TECHNOLOGICAL/ACCIDENTAL</i>	
Chemical	2
Hazardous Materials	2
Nuclear Power Plants	2
Utility Failures	2
<i>TERRORIST</i>	
Active Shooter/Armed Intruder	3
Biological Threats	3
Bomb Threat	2
Chemical Threat	3
Civil Disturbance	2
Cyber Attack	2
Explosions	3
Hostage Situation	3
Nuclear Blast	3
Radiological Dispersion Device	3
<i>OTHER</i>	

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**Before (Preparedness)**

For each of the above-indicated hazards, identify specific preparedness steps your Unit/Sub-Unit should take in the event you were faced with a potential impact. It may be helpful to make the steps in the form or a checklist. Those hazards with the greatest likelihood should receive priority in planning.

Hazard	Preparedness Steps
Fire	Conduct fire drills and review Emergency Assembly Point Maps and Fire Escape Routes (posted in all buildings).
Severe Weather	Read University severe weather emergency procedures. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location.
Tornadoes	Read University severe weather emergency procedures.
Floods	Read University severe weather emergency procedures. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location.
Hurricanes	Read University severe weather emergency procedures. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location.
Utility Failures (Network)	
Chemical	Follow safe protocol and contact safety officer
Hazardous Materials	Follow safe protocol and contact safety officer
Active Shooter/Armed Intruder	Active shooter training
Bomb Threat	Review ULM emergency procedure



**During (Response)**

Hazard	Response steps
Fire	Evacuate building to pre-defined assembly points
Severe weather	Seek shelter; follow University procedures and campus specific policies regarding campus closures and experiential education students. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location.
Tornadoes	Seek shelter; follow University procedures and campus specific policies regarding campus closures and experiential education students.
Floods	Seek shelter; follow University procedures and campus specific policies regarding campus closures and experiential education students. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location.
Hurricanes	Seek shelter; follow University procedures and campus specific policies regarding campus closures and experiential education students. If possible, take any necessary steps to protect equipment (such as covering clinic equipment with tarps, etc.) so as to minimize potential damage. For equipment, files, etc. located on the ground or in close proximity: take any steps possible to move these items to a higher location.
Utility Failures (Network)	Missed lectures should be recorded and posted on Moodle
Chemical	Follow safe protocol and contact safety officer
Hazardous Materials	Follow safe protocol and contact safety officer
Active Shooter/Armed Intruder	Follow ULM active shooter response guidelines
Bomb Threat	Evacuate building to pre-defined assembly points

**After (Recovery)**

Hazard	Response Steps
Fire	Conduct a damage assessment and ensure that the area has been deemed safe before reentry.
Severe Weather	Watch for email/notices regarding the reopening of the affected campus When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening.
Tornadoes	Watch for email/notices regarding the reopening of the affected campus When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening.
Floods	Watch for email/notices regarding the reopening of the affected campus When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening.
Hurricanes	Watch for email/notices regarding the reopening of the affected campus When permitted to reenter the campus, conduct damage assessment and notify others in the group of the campus reopening.
Utility Failures (Network)	Missed lectures will be recorded and posted on Moodle
Chemical	Conduct a damage assessment and ensure that the area has been deemed safe before reentry.
Hazardous Materials	Conduct a damage assessment and ensure that the area has been deemed safe before reentry.
Active Shooter/Armed Intruder	Conduct a damage assessment and ensure that the area has been deemed safe before reentry.
Bomb Threat	Conduct a damage assessment and ensure that the area has been deemed safe before reentry.
<p>*Following any emergency possessing the potential to cause harm and destruction to facilities and property, the Business and Facilities Manager (or designee) will obtain the most up-to-date inventory list from the Physical Plant. These assets will be inspected, and the appropriate measures will be taken to facilitate repair/replacement according to State policy if damage occurs.</p>	

## CONTINUITY OF OPERATIONS PLAN

A Continuity of Operations Plan (COOP), 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.

### Critical Functions & Dependencies

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	Level of Criticality
1	Education/Instruction	2
2	Research	2
3	Student Services	2
4	Operations / Support Services	2
5	Healthcare / Clinic Operations	2

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		Students	Instruction
2	OSPR, Sponsors	Research subjects/researchers	Research
3	Academic Affairs, Registrar’s Office	Students	
4	Controller’s Office, Academic Affairs, Human Resources	Faculty, Staff, & Students	
5		Students & Patients	

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 research	Some research is time-sensitive.
3	Direct, negative impact to students	
4	Late bill payments, disruption or ordering & travel arrangements	
5	Unmet clinical hour requirements for students, loss of revenue, disruption of patient care	

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 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 fieldwork, internships, or experiential learning. Be sure to note any specialized resources required for the course.
- If Moodle/Zoom is utilized, to what extent and could all course information be conveyed electronically? If Moodle/Zoom is not utilized, why not and could it be?

Course #	Course Title	Moodle/Zoom	# of instructors who can teach course	Timeliness/ Location of Grade Information	Comments/ Details/ Special Issues
TBD					

**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.**

**Essential Equipment, Supplies & Facilities**

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	1, 2, 3, 4, 5		Unaffected area(s) on campus, community partnership
Telephones	1, 2, 3, 4, 5		Unaffected area(s) on campus, community partnership, personal cell-phone use
Printer/Scanner/Fax	1, 2, 3, 4, 5		Unaffected area(s) on campus, community partnership, working from home
Auditoriums	1		Unaffected area(s) on campus, community partnership
Classrooms	1		Unaffected area(s) on campus, community partnership
Laboratories	1, 2, 5		Unaffected area(s) on campus, community partnership
Clinic Areas	1, 5		Unaffected area(s) on campus, community partnership

**Information Technology**

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	% of personnel using method	Comments (note backup location)
ALL critical files are stored on a backup server (fileshare, network, drive, etc).	20	
ALL critical files are regularly backed- up by an automated process		
ALL critical files are regularly backed- up by a manual process.		
SOME critical files are stored on a backup server (fileshare, network, drive, etc)		
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	80	

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	Equipment at home for connection	Comments
All COHS administrators, most faculty			

**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 Moodle/Zoom. Some 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 and staff whose responsibilities are essential to operations (i.e. Business & Facilities Manager, etc.) 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). Network access is critical to operation.
Show-Stoppers: 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?	Network access
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?	Permission for some personnel to work from home, granted by the Dean.  Permission to cancel classes, granted by the Dean and/or Associate Dean.
Other area:	
Other area:	

**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.

Item #	Description	Potential funding source (note if cost is recurring)	Note timeline and needs	Status/Completion date
1	Unit and Sub-Unit Emergency plan distribution	2HSOP	By 5.1.25 (subject to plan approval). To be posted on the College of Health Science’s web page and/or Moodle pages	
2	Cross train staff members in basic administrative functions. Identify staff members for training.	2HSOP	By 5/15/20.	
3	Order emergency kits for all locations.	2HSOP or other appropriate funding index - recurring expense based on expiration date(s) of product(s).	By 5/1/25 Consult with EH&S to determine appropriate kits for ordering	
4	Information Technology - ensure all Faculty/Staff are utilizing University fileshares so as to reduce possibility of data loss.		By 5/1/25. Additional training suggested by univ.	



**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.

**Plan submission**

The completed Unit/ Sub-Unit Emergency and Continuity Plan Template must be submitted in Word Format, on or before June 1st of every year to the ULM Environmental Health & Safety Officer.

**Saving and Distributing 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
		<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: School Directors will distribute to their respective Faculty/Staff. Associate Dean will distribute to all remaining Faculty/Staff.
		<b>ELECTRONIC COPY SAVING 1 of 2:</b> Save an electronic copy of the plan to a Unit/Sub-Unit shared network drive or Moodle page	
		<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	Dean, Associate Dean, School Directors
		<b>PRINTED COPY SAVING:</b> Save a printed physical copy of the plan in a secured (locked) location both on and off campus.	Dean, Associate Dean, School Directors

### Reviewing and Updating Plan

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

Date	Description of changes	Pages or section(s) affected	Modified by	Version #
3/11/20	Plan updated with personnel changes and timelines	Pages 4 and 14	P. Griswold/J. Sutton	
7/26/23	Personnel change update.	Pg 1-4	W. Bailes/P. Griswold	
4/28/25	Personnel change updates and timelines	Pg 1-4 and 14	W. Bailes and P. Griswold	