Tiffin University

Continuity of Operations Plan

2018

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RECORD OF CHANGES

All updates and changes to this plan should be recorded in this section. The recorded information should include the date of change, plan location, and brief description.

Date	Location	Description of Change

SECTION 1: INTRODUCTION

1.1 Purpose

The purpose of the Continuity of Operations Plan (COOP) is to provide guidance to Tiffin University's Leadership Team to be utilized as the Leadership Team works to sustain university services after a significant event affects the operational status of the university. The COOP focuses on measures that manage the consequences of significant weather events, human-caused incidents, or other disasters. The plan provides guidance as Tiffin University (TU) administrators develop compensatory methods to continue to serve customers by identifying those services that are critical, very important, or optional.

The COOP is a companion to the Tiffin University Crisis Response Plan (CRP). Unlike the CRP, however, the COOP does not address the immediate assessment of and response to a weather event, human-caused crisis, or technological incident. The COOP provides guidance for the decision-making process that follows the initial response and focuses on the resumption and continuation of daily business operations by TU staff rather than at correcting the outcomes of the incident.

In many cases, the initial and ongoing response to a disaster event may occur simultaneously with business continuity operations. Once it is determined that campus is safe, at least in part, for occupancy, the re-initiation of business operations can begin. In some instances, this may occur almost immediately; for others, it may take hours or days. The President, or designee, with the help of the Leadership Team, will make the decision to initiate the COOP.

When it comes to continuity operations, few decisions can be made prior to an incident. This COOP provides guidance for establishing priority lines of service, assigning sustainment responsibilities, and identifying optional resources and procedures. At the time the plan is implemented, the President, or designee, will be responsible for making real-time determinations that are appropriate and effective under the unique circumstances of the specific incident. Solutions may be highly individualized adaptations of daily operational procedures and will reflect the priorities established in this document.

1.2 Scope

The COOP is established to assist with business continuation after incidents affect the TU campus in Tiffin, Ohio. If an incident negatively affects the student body, faculty and other employees, or operations of the campus proper, this plan should be used to provide guidance as the university sustains operational services.

This plan does not affect, and is not applicable to, business continuation for services that are provided at any other location. Off-site classrooms, places of internship or university-associated employment, or locations where university owned, purchased, or stored property is held are not considered a part of this sustainment plan.

1.3 Development, Administration, and Authority

This plan was developed by an independent contractor with the input and advice of university leaders. A business continuity committee consisting of one representative of the university administration, one safety and security representative, and one academic department head met regularly to develop a course of action that would result in a business continuity plan. The contractor provided leadership and assistance in developing data collection methods and tools. A graduate student assisted in the collection and processing of information and data. The university Leadership Team was involved in setting overall service priorities and in identifying alternatives to typical resources. This information was assembled into a COOP by the contractor, reviewed by the committee, and presented to the development committee.

In the case of an incident that affects the ability of the university to maintain and sustain daily operations for any period of time, a Continuity Direction Team (CDT) will be convened. This CDT will work in conjunction with the Leadership Team and the Emergency Operations Team (EOT), as established in the university's Crisis Response Plan (CRP). The CDT will focus on re-establishing daily operations and will develop a plan of action to sustain university operations in an orderly and logical manner, devoting efforts to re-establish specific operations in a systematic and progressive way.

1.4 Definitions

Terminology throughout this plan is consistent, where possible, with the Tiffin University Crisis Response Plan. Concepts and organization are consistent with the National Response Framework as written and adopted by the United States Department of Homeland Security, Ohio Emergency Management Agency (EMA), and Seneca County Emergency Management Agency and Department of Homeland Security. A complete glossary of acronyms, terms, and definitions is included as Appendix A. While consistent with NIMS principles, titles have been modified to prevent confusion with response plans and external agencies and roles. With only that exception, this plan is NIMS compliant.

1.5 Declaration of Campus Emergency

When a campus emergency is declared by the proper university process, access to and use of campus facilities, equipment, and services may be limited. Students, faculty, and employees may find their access partially or temporarily eliminated based upon personal and physical safety concerns. Individuals present on university property may be asked to provide official identification and, if unable to do so, may be asked to leave and/or arrested for not complying with those orders if they refuse to leave.

At some logical point after the declaration of an emergency, the President or designee will activate and empower the CDT to develop a Continuity Action Plan for the purpose of guiding the sustainment of university operations. The Planning Coordinator will be responsible for this plan creation and all documentation. Roles will be filled to support the President, including an Operations Coordinator, Planning Coordinator, Logistics Coordinator, and Fiscal Coordinator to help oversee and supervise the continuity implementation. The CDT will work cooperatively

with the EOT and local responders, government officials, and community organizations to establish a logical, safe, and effective transition back to full operational capacity of the university.

1.6 Campus Emergency Levels

Campus emergency levels are defined by Tiffin University in the Crisis Response Plan.

- Level I: This emergency disrupts a portion of the TU campus. It can be resolved using only campus internal resources and does not require activation of the Emergency Operations Team (EOT). A Level I incident might include a report of an unusual odor, a utility failure localized to a single location, or the failure of a single equipment resource such as an elevator or a door.

- Level II: This type of emergency still affects only campus property but is more widespread than a Level I incident. It might include the interruption of services in an entire building or an entire section of campus and may require assistance from an external resource such as the fire department or a utility company or contractor. The EOT will be activated and the consequences of this incident will require assessment by the EOT. A Level II incident might be a large chemical spill that extends to more than a single location, a building fire, flooding in several locations on campus, or a widespread utility outage. The community external to the university may or may not be affected as well.

- Level III: This incident is widespread and affects both TU and the surrounding community. There may be injuries and/or casualties and property damage may be extensive. The EOT will be activated and significant collaboration and cooperation with the external community will be necessary. Outside resources such as public safety departments, city and county resources, and perhaps state resources may be necessary to respond to this kind of incident. It is likely that business operations will cease for a period of time, and the CDT will be activated to develop a COOP for the specific incident.

1.7 COOP Activation

The responsibility for initiating the CDT lies with the President or designee. At any point when daily operations are difficult or impossible to sustain, or when an incident has taken place that may affect the university's ability to sustain operations effectively, the President or designee is appropriately authorized to activate the CDT.

Should the President be unavailable, the normal TU chain of command will provide an alternate who can act on the President's behalf and activate the CDT as the President's designee.

SECTION 2: HAZARD IDENTIFICATION AND RISK ASSESSMENT

The COOP is written to provide operational guidance and supporting information useful in sustaining the operations of Tiffin University in the aftermath of a disaster or widespread emergency that challenges daily operations. To most efficiently and effectively assess the university environment for dangers and threats, information about the hazards that invoke vulnerability on daily operations is necessary.

The hazard identification and risk assessment (HIRA) for a COOP is very different from that for an emergency response plan. A continuity plan addresses only those situations that would interrupt business for a significant period of time. In this case, the university has identified a 72-hour period as the initial duration of a shut down that would require activation of the COOP; shorter shut-downs can cause full or partial activation based upon specific conditions and other factors that must be considered. While storms and other incidents can necessitate activation of the crisis response plan, most emergency situations are short term and are resolved to the point that normal operations resume within a 72-hour period. The COOP addresses the exceptions due to duration or severity.

The HIRA discusses consequences TU is likely to experience if an incident causes compromise lasting over 72 hours. The vulnerabilities, or exposures, are described in the context of interference with daily operations that are critical to the support and sustainment of the mission of the university. That mission is primarily to provide high quality post-secondary educational services to university students. This plan then discusses how the actions necessary to educate are prioritized, and what alternate means to achieve them might exist.

The incidents that could cause a short-term emergency at Tiffin University are identified in various emergency plans developed by local agencies

- The Seneca County Emergency Operations Plan (EOP) and the Seneca County Natural Hazard Mitigation Plan identify the following natural hazards that may occur in Seneca County: dam failure, derecho (sustained wind storm), earthquake, erosion, flooding, hazardous materials incidents, severe thunderstorms, severe winter storms, and tornado. These severe storms include multiple components, such as hail, high winds, ice, rain, sleet, and snow.

- The Seneca County General Health District Community Emergency Preparedness Plan identifies contagious illness, epidemic and pandemic, food supply contamination, water emergency, hazardous materials incidents, and air quality events as possible hazards.

- Documents from law enforcement and other local and state law enforcement and homeland security agencies identify civil disturbance, criminal activity, and terrorism (both domestic and international) as possible events across the entire state, including Seneca County.

- The TU Crisis Response Plan identifies hazards and potential incidents that would cause disruption specifically to the university and its population. These incidents include bomb threat, chemical and hazardous materials spill or release, civil disturbance and demonstration, elevator malfunction, evacuation and sheltering in place, explosion, fire, flood, infectious disease outbreak, life threatening emergency or death, medical and first aid incident, natural gas leak, power outage, psychological crisis, radiation emergency, severe winter weather and or school closure, sexual assault, suspicious mail or package, tornado and severe weather, unsafe water supply, and violent or criminal behavior. The CRP identifies specific step-by-step procedures for university employees and students to take under specific circumstances to contain or control these incident; therefore, each incident is listed separately.

It is impossible for Seneca County to experience a hurricane, landslide or mudslide, tsunami, volcano, or wildfire, according to the 2015 Seneca County Hazard Mitigation Plan. The requisite characteristics for these hazards are not present in Seneca Count. Similar incidents like a derecho, large field fire, or large area of erosion after a flood can occur and are part of the underlying hazard profile developed in the various plans. Other hazards are categorized as possible, but the probability is very low that they would cause widespread damage or casualty; these include dam failure, earthquake, and international terrorism.

The various plans formulated by the Seneca County EMA recommend preventive, preparatory, and response-oriented planning and training efforts be spent on those hazards that are most likely, cause the most damage or injury, and cost the most in recovery. Efforts to be prepared and capable of response, therefore, are most wisely spent prioritizing hazards and consequences, creating broad strategies to address the concept of response and recovery, and providing flexibility in how those concepts are applied and implemented to meet the needs of a current situation.

The Seneca County EMA and the Seneca County General Health District have prioritized the hazards listed above through extensive research and data collection, and the response that ensued. The data used in their evaluation includes disaster loss statistics on record through the National Weather Service, National Oceanic and Atmospheric Administration, and the University of South Carolina SHELDUS program. Emergency and disaster declaration information from the Federal Emergency Management Agency (FEMA) has been included in those plans as losses due to disaster were tabulated, discussed, and analyzed for development of mitigating and preventative measures. After development, the plans were examined and, where appropriate, issued approvals and adoptions by federal, state, and local entities. Therefore, those documents were used as a resource and reference for this COOP as hazards were assessed and damages were analyzed.

This COOP is intended to build upon and support the plans listed above in the context of carrying on with as many daily operations as possible in the late response and early recovery phase of incidents that last more than 72 hours. The plan is intended to guide the actions of

university employees so they can sustain and maintain the highest level of function for university business in the aftermath of a critical and destructive incident.

Unlike response plans, a COOP deals with the consequences of a hazard rather than the hazard itself. For example, it does not address how to secure the campus after a tornado strike, but instead identifies with how to carry on with university business while tornado response and recovery occurs simultaneously. It does not consider how to identify, diagnose, and treat a widespread communicable illness, but how to carry on with university business while a widespread illness is present. Subsequent sections of the COOP will identify and prioritize daily operations and establish overarching objectives in efforts to continue and sustain the business operations of Tiffin University.

2.1 Vulnerability Assessment

Vulnerabilities present a "soft spot" in TU's ability to maintain and sustain normal business operations in the context of an ongoing emergency response. Of special interest are long-term consequences that take a period of time to correct, such as structural damage to university buildings. Vulnerabilities identify where gaps may exist between disaster resources and ongoing business operations. These may include resources that are in short supply for one reason or another, those that may be destroyed in the incident, or items that are not necessary on a daily basis but are critical in widespread incidents and mass casualty or broad scope responses.

When vulnerable points are impacted by an emergency incident, consequences follow. A lack of productivity ensues until repairs can be made, functions are restored, and resources become available. A lack of immediate prioritization of tasks, assignment of duties, and continuum of leadership can result in extended chaos and ineffective efforts. A COOP helps prioritize the actions that will facilitate and expand the effectiveness of recovery efforts and allow for a rapid return to normalcy for Tiffin University.

For the university, vulnerabilities can be categorized in three areas.

- Break-down in the function of systems
- Damages to facilities
- Negative impact on people

University operations depend on the efficient and effective function of many systems. When the individual components of a system fail through damage or destruction, tasks cannot be accomplished. TU is dependent upon many systems that are vulnerable to damage from emergency or disaster impact. System failure sometimes means that multiple failures are occurring and that the redundancies in place are insufficient to maintain service levels.

Examples of system failure include electrical service outages, water supply shortages for all uses and/or consumption, wastewater or sanitary sewer treatment and operation compromise, and natural gas distribution shortages, supply and distribution of propane gas and fuel oil, and the

sustainment of navigable roadways and streets. For the purpose of this plan, these items fall under the category of utility systems.

Other systems include complex and widespread technology components. This begins with Internet and world-wide web accessibility that provides a global network for both business and personal use. This enables credit cards to be used, bank accounts to be accessed, money to be transferred, and critical communication to be conveyed.

The availability of wireless networks, a more regional system, enables cellular phones, satellite devices, and other devices to connect without hard-wired infrastructure in an almost at-will connectivity. This involves the towers, repeaters, and amplifiers that transmit cell phone signals, public radio waves, two-way radio traffic, and other communication messages from one location to another.

Local networks, those that provide data storage and software access to users associated with Tiffin University, provide function to an organization or business by providing a digital space for all information and activities relevant to that organization. Tiffin University's Moodle-based digital classroom system is a perfect example of this resource. The network of files and software that enables TU employees, faculty and students to communicate is a critical digital resource. The disruption that results when these networks fail seriously hinders the productivity of staff and students.

Utility Outage

The following sections identify and describe the consequences that Tiffin University would manage as they work to sustain the general business of the university in spite of various utility system failures.

Electricity

The generation and distribution of electrical service in Tiffin, Ohio is very reliable. Outages are infrequent and are generally caused by unusual circumstances, such as a very severe storm, vehicle crash that damages distribution lines, or failure of a transformer within the distribution channel. Electrical power generation is rarely a problem, with no history of interruptions at this stage of service. Outages generally occur as power is being distributed from the source.

For downed lines and transformer or sub-station repairs, work is generally completed quickly, and power outages last from 60-90 minutes to several hours. During this time, brief accommodations are made to compensate for the outage and there is little lasting effect. The power company tracks repairs online and the university is informed of the anticipated repair timeline, enabling temporary adjustments to schedules and services to be made. Events may be delayed or re-scheduled, but this is a relatively rare circumstance.

A long-term outage would be the result of an extremely damaging storm, a generation plant or distribution grid failure, or damage due to intentional destruction of the electric utility

infrastructure. By damaging the source of power, repairs would be long-term. Failure of power systems due to widespread lack of repair and maintenance does not generally occurs in Seneca County; thus the "Puerto Rico Hurricane Maria" or "New Orleans' Hurricane Katrina" level situation is nearly impossible. The greatest likelihood of an extended power outage in Tiffin, Ohio would be caused by some type of severe wind storm.

Should an extended power outage occur, some activities may be cancelled because building occupancy may be prohibited by fire codes if there is no electricity to operate fire alarms and other warning and safety devices. Many public gatherings are cancelled when fire alarms don't function or when safety equipment is out of service. When any event or activity requires artificial light or other electrically-powered tools, an outage will necessitate immediate cancellation. Heating and cooling of buildings is dependent upon electricity and depending on environmental temperatures, cancellations may occur when power is out and HVAC equipment is inoperable.

Outdoor activities, generally held during the warmer months of the year, may continue without power unless the need for special equipment requires electricity.

Depending on the season and the weather conditions, offices and classrooms may be forced to close during a power outage. During extreme weather temperatures, unheated classrooms and offices may be closed entirely. During more temperate seasons, they may remain open during short power outages. The university has limited summer enrollment and housing so the hottest and most humid moths are less likely to result in a need for continuity action.

Food service, medical care, library services, athletic activities, and social activities are prone to cancellation for safety as well as convenience. However, residence halls and other residential facilities will be maintained with necessary accommodation because they provide residential services to the students. Some university offices may continue to operate for a period of time, based upon solar-powered laptops and battery power, or with natural light sufficient to allow work or activities to continue.

Water Service Failure

The ability to drink water from a tap and use water in kitchens, restrooms, and other areas is a critical utility service. When water service is impaired, many operations simply cease to operate. There are multiple causes for this type of failure; some are easily repaired while others that take significant effort and time to correct.

The water treatment system that serves Tiffin University may be the source of the problem if the water supply becomes unsafe due to contamination or ineffective treatment. Contamination can come from micro-organisms that are generally filtered or treated out by chemicals or the purification system but for some reason were not effectively removed. Contamination can also be the result of water-borne illnesses like hepatitis or giardia, or a host of other pathogen-based contaminants. The contaminants associated with recent algal bloom outbreaks in lakes and reservoirs cannot treated be removed from the water through boiling, a

common activity when a water source is compromised. Therefore, this type of contamination may require extensive action and time before water service can be restored and water supplies are again safe and usable.

The water distribution system of treatment tanks, pipes, reservoirs, and pumps can be faulty, in disrepair, or damaged. The distribution system within the university can be faulty, in need of repair, or damaged, and the storage of the water can be at fault. Old and worn pipes can have lead or other metals present that are suspended in the water and treatment does not adequately remove the particulates.

Water safety warnings and public health orders come in two major categories. First, water may be declared unsafe to drink. This order means that water is not safe for human or animal consumption. It should not be used to drink, in cooking, in washing dishes and raw or unclean foods, or in any other manner that would cause consumption. Brushing teeth and hygiene use, not including flushing toilets, are not advised. Water may be used for cleaning purposes, industrial uses, and other non-consumption purposes.

A no-use order stops the use of water all together. Supplies may be shut off, water treatment plants shut down for a period of time, and/or distribution channels modified or closed. While a boil-alert will remove some contaminants, not all are removed by boiling and some are made worse by increasing the concentration of the pathogen as evaporation occurs during boiling. A no-use order and a boil-alert are not the same; both should be followed with attention to detail, especially if water is to be consumed after the boiling process is complete.

University functions may be limited during either a boil alert or no-use order. Food service, anything related to drinking the water, or using water in a way that would cause ingestion into the body should be cancelled. Restrooms are generally able to stay open during this kind of order and residence halls would operate with minor inconvenience.

Under a no-use order, most university functions would stop and residence halls would function with severe limitations. Warnings would be released for the protection of the students, employees, and others on university property.

Water emergencies that are resolved with treatment modifications are relatively short-term. These water emergencies may last a few hours or days. Bottled water provides a short-term consumption solution and the inconvenience is minimal.

Longer term no-use orders, or damage or repair of treatment or distribution systems takes a much longer time, and a water outage may last a week or more. The response to this type of emergency is much more complex and expensive and may require university closure, cancellation of classes and activities, and temporary evacuation with substitute housing arrangements.

Fuel Supply and Distribution Failure

Fuels include gasoline products that power vehicles, generators, and various tools used in maintenance of facilities. Other fuels commonly used in normal operations include propane power furnaces, water heaters, and cooking equipment. There can be shortages of these supplies caused by external market issues or destruction of reserves or production facilities by an incident of extensive magnitude where these fuels are produced.

Distribution compromise occurs when pipelines or haulers (highway, rail, etc.) are adversely affected by labor disputes or other distribution factors. Adverse weather conditions, including those in the aftermath of a natural disaster, can negatively impact the suppliers' ability to haul and deliver the products. Roads may be closed, bridges can be damaged, and other highways and roadways cluttered with debris that prevents access to certain areas.

Fuels are especially critical in the operation of generators for alternate electricity sources after outages occur or when debris collection is dependent upon trucks and other vehicles to haul it away.

Infrastructure Damage

This section describe the consequences Tiffin University could face in the event of a significant failure affecting infrastructure systems.

Roads, Bridges, and Highways

Highways are a critical connection to the supplies and equipment needed after a severe storm causes damages. This link to the outside world can be broken by drifting snow, ice cover, or flooding. There are many low-lying roadways in and around the perimeter of Tiffin and road closures after heavy precipitation events are common. These closures can last for only a few hours or several days after the rain stops. The region's flat topography lends itself to blowing and drifting snow, which can make delivery of critical goods challenging and sometimes delayed.

Roadways, especially streets in the city and through the university, can be blocked by heavy debris following severe storms and wind events. Trees, vegetation, and building remnants can block streets, storm sewers, and waterways. This can result in branches and limbs from trees blocking streets and overwhelmed storm sewers that are unable to take floodwaters away, causing streets to not drain properly. Lack of prompt maintenance, especially snow removal, can prevent university employees and students from coming to the university as needed.

Storm Water Treatment and Sanitation

The management of storm water can become a challenge when storm sewers are overwhelmed and do not adequately allow for the drainage of runoff. Storm sewers can be blocked by various forms of debris, increasing flooding in streets, grassy areas around buildings, parking lots,

sidewalks, and other areas that provide access to facilities and infrastructure. This is a typical situation after wind damages or structural destruction impact the Tiffin area

If a storm water system is overwhelmed or damaged by the storm, the treatment of the runoff water can be impacted negatively. This is a low probability for Tiffin University but it is possible.

Digital System Outage

At the most extreme level, a global network failure could cause systems to fail, making the world-wide web inaccessible or otherwise preventing the Internet from being used. This would likely be part of a widespread, possibly global, criminal or terrorist incident.

Area or regional network failure is more probable than a global failure. The networks that allow electronic transfer of money, those that transmit credit card charges, and wireless Internet service can be vulnerable to equipment failure and disaster damage. Service can be interrupted or security breaches can occur at the hands of ill-intended hackers who steal information and use it improperly. Every institution is vulnerable to this kind of incident and constant diligence is required to manage security and safety for users of these networks. This is generally outside the control of the university but is a valid and real threat to the institution and its faculty, staff, and students.

Cable and broadband failure is possible due to storm damage or equipment failure. Commercial providers are responsible for maintaining their own equipment and services, for which the university and individuals pay. These problems can occur when hard-wired cables are cut during construction or digging, when equipment wear and tear is not repaired, and when storms damage hardware. A widespread virus or other damage is possible.

Wireless telephone and Internet service can be interrupted when cell towers are damaged by storms or when equipment requires repair for normal wear and tear. During times of high usage, signals may be delayed or lost, and providers are responsible for assigning a reasonable number of customers to each device. During emergency response, there can be an overload due to emergency traffic; in some cases, non-emergency users may have their access restricted to allow life-saving and property-conserving wireless communication to have priority. Wireless communication is completely dependent upon power sources and repeater towers; if those two critical components are not available, the communication fails. Excessive wind, especially when the air is filled by dust and debris particulates can negatively affect wireless services.

Local network failure is similar to area network failure described above but involves systems at TU and internal to the university's employees and students. This would include the university's Moodle-based digital classroom system, local file-sharing and software access or intranet, and the anti-virus protection provided through that internal system.

Also dependent on this technology are buildings and grounds maintenance systems that provide monitoring and adjustment of facility systems. Heating and cooling systems that are controlled digitally, security cameras that transmit or record activity through digital access and

file-saving, and access controls that are programmed to work on digital commands will not operate properly when this system is out of order. Security systems such as proximity cards and other access controls will not operate in a digital outage. Key systems that transmit a code for clearance to open doors or gates are not operational without wireless connections.

All of these components are vulnerable to storm-related outages and equipment malfunction. Consequences of these hazards can result in identity theft and a vast array of personal financial problems, or in simply the inability to use the resources. The prospects are broad in digital threat outcomes. At the least, confidential information like student or employee identities, grades, financial or personal information, or sensitive documents could be breached. At the worst, computers and other hardware could be destroyed and work systems taken totally off line.

Facilities Failure

This section describe the consequences Tiffin University could face in the event of a significant damage to campus facilities. This section covers all property used by Tiffin University in the course of doing business. While most property is owned by the university, there are a few rented, leased and contractual use properties that allow the university to use property they do not own for university purposes. These properties include some residential areas and a small number of offices and classrooms. Tiffin University responsibility for repairs and replacement are dictated by the contractual agreements pertinent to each property, but the university considers each one of these parcels to be within their moral and ethical obligation to manage during a disaster response and recovery.

Structural Damage

Severe storms can cause significant damage to buildings that is costly and time-consuming to repair, especially when caused by tornadoes or straight-line winds. Roofs are damaged or destroyed by high winds and the contents of the buildings are then exposed to rain, snow, ice, and wind. Siding can be torn off and windows blown out by any strong wind, not just a tornado. Constant pelting rain and heavy precipitation can cause saturation of the foundation, leading to structural compromise that makes the whole building unstable. Missing walls, crushed support beams, and exposure to the elements makes buildings unstable and unable to support the weight of occupancy or the demands of use.

Wind can cause debris to slam into buildings, creating gaping holes and fallen walls. At times, the interruption of electrical service or the damage to other sources of power can cause secondary fires and hazardous materials releases. Those consequences can make buildings unusable and can result in total displacement of university activities and functions and clear residential halls and gathering spaces until repairs are completed and inspections confirm safety prior to any occupancy.

Plumbing and electrical service to the building can also be destroyed. When walls come down, wires and pipes become damaged and disconnected. Furnaces, water heaters, electrical panels, and plumbing fixtures can be destroyed when protective walls and roofs are gone.

Floods bring another dimension of damage to buildings. Water is a powerful force, and flooding in and around buildings compromises the stability of the entire structure. When water infiltrates maintenance areas, it destroys furnaces, air conditioners, water heaters, and electrical systems. Pumps and generators can be destroyed if they become submerged and fill with water. Hazardous substances stored or used in these areas can spill or released, turning the waters into a pool of an unidentifiable chemical cocktail. Sometimes chemicals that change form or composition are created, and the resulting substance is highly toxic, corrosive, or combustible. Often the chemical composition of flood water is unable to be determined and thus is assumed to be extremely hazardous.

Flooded areas outside buildings can restrict access to buildings. Streets are filled with water, sidewalks are covered, and storm sewers are inundated with drainage. Trees topple, vegetation floats, and debris flows. It is unsafe to walk into water deeper than ankle level and it is unsafe to drive a vehicle through water deeper than a few inches. The surface beneath the water can wash away, become unstable or damaged and, when unseen, is not navigable for humans and vehicles. While it is relatively common to have flooding on streets and roadways, the most severe plausible scenario could drop 6 to 10 inches of rain on the university in a short period of time. This amount of rain would cause flash flooding that resulted in an unsafe environment for walking or driving.

Snow is most damaging when it is wet and heavy. This heavy snow will collapse roofs, crush external utility units like air conditioner compressors, and melt without draining away. The standing water then becomes a mix of snow, ice, and water causing slippery surface conditions that make disaster clean-up work difficult and tedious. Heavy, wet snow is difficult to remove, even with heavy equipment, because it clogs snow-blowers, breaks plow blades, and freezes into an unmanageable pile of ice and snow mix. It can be nearly impossible to shovel if it is deep. This makes for an environment difficult to manage and maintaining a safe pathway for walking becomes nearly impossible.

Flooding, heavy or blowing snow, and extensive wind damage all cause closures. Closures are partly attributable to safety; it simply isn't safe or possible to navigate flooded streets or snow covered and icy roads. Closures can also be attributed to the use of heavy equipment needed to clean up after these incidents. It is difficult to use that equipment in the presence vehicles and pedestrians. A brief closure to provide a safe period for clean-up time is more effective and much safer than immediately re-opening facilities.

Fire and explosion are accidental most of the time. On the rare occasion that a vandal uses fire or explosives as a mechanism of destruction, these hazards can be criminal in nature. Most of the time, they are accidental and constitute the outcome of an unplanned accident. Fire quickly destroys everything in its path. A fire can start easily and double in size in just a few seconds. Fire is a major threat in residential areas if electrical service is old or faulty, extension cords and other electrical expansion devices are used without caution, cooking food is allowed in areas, or

candles or smoking are allowed. Fires are common anywhere food is prepared or space heaters are frequently used.

Fire safety is a critical component of residence hall safety plans, ensuring that occupants know how to get out and reach safety in the shortest time possible. Other buildings, like classrooms and labs or gathering spaces, are equipped with fire alarms and warning devices to help compensate for the risk.

Explosion is closely related to fire. It is often an outcome of fire if a pressurized container or chemical is exposed to heat or when an explosion changes the chemical structure or triggers combustion in a blunt force application. While fire does not always include explosion, explosion often includes fire. Blast damages are highly consequential. If a person is hit by flying debris, the force behind the debris can be deadly. Bones can break, organs can collapse, and body systems can be broken. Equipment, buildings, and other property can be destroyed. Air quality is negatively affected as particulates are disbursed into the atmosphere and make it unhealthy and unsafe to breathe the ambient air.

Criminal activity intended to destroy property or cause disruption often includes fire, explosion, and/or human injury. This clean-up is handled the same way as without criminal activity once the investigation of the crime is concluded. Prior to that, the destroyed property or the human injury is considered evidence and must be secured for law enforcement. This type incident must be handled by the appropriate law enforcement agency in conjunction with first responders from EMS and fire service.

General Property Damage

Rapid/heavy rainfall or sudden snow melt can cause parking lots and other areas adjacent to buildings, streets, or waterways to flood almost immediately. Water runs off building roofs, grassy areas, concrete and sidewalks, and landscaped areas into lower elevations of parking areas and streets. The water tends to drain quickly, creating a force that erodes away the pavement, curbs, and berms as it searches for the lowest elevation.

Vehicles sitting in flooded parking lots can become stranded; with only a few inches to a foot of rapidly moving water, they can be swept away. Mechanical damage results as the vehicle is submerged, causing fuels and fluids to combine with the water into a hazardous mix of chemicals.

Debris presents an often-underestimated problem after storms. Downed trees, scattered limbs, and uprooted bushes and shrubs clutter the landscaping, and are not easily removed. In severe storms, especially tornadoes, large pieces of debris from miles away can be deposited wherever the wind drops it. Wires and utilities must be removed from debris before it is cleaned up, and oftentimes the debris must be sorted by type prior to collection. Chemicals and items filled with fuels and other substances can create a dangerous cocktail to those cleaning up the mess. The way to load and haul the debris, a place to dump it, and a means to restore damaged property to usable status requires the use of heavy equipment, manpower, and hand tools. Debris

management is hard physical work and requires a significant number of personnel to complete the tasks. While debris collection is often considered an unskilled labor need, there is significant risk of injury due to lifting, moving, and loading heavy items as well as contact with electrical sources, other utilities, and water or chemicals in the process of cleaning up.

While campus is covered in debris, dangers are unknown and safety cannot be assured. Debris must be collected and contained, isolated, and disposed of before clean-up is complete. At a minimum, occupied areas must be clear of immediate dangers, and places where hazardous debris is collected must be isolated from people.

Chemical Contamination

This section describe the consequences Tiffin University could face in the event of chemical spill or hazardous material exposure.

Hazardous Materials Exposure

Tiffin University is vulnerable to an unanticipated, accidental hazardous materials spill or release that negatively impacts campus life. With railroad tracks running through campus, a derailment could occur at any time. As trains carry more hazardous substances and travel with greater speed, a derailment is a significant risk. Every location where a street crosses a railroad tracks creates the possibility of a vehicle versus. train crash. Pedestrians walking near the tracks creates risk for a train versus. pedestrian incident. Both of these scenarios can cause the train operator to take sudden action to stop the train or for the train to be struck with enough force to derail it. Both incidents can result in severe injury or death of victims, derailment of the train, and damage to nearby property or buildings. Because trains haul any and every chemical known to man, the chances of a hazardous substance spill or release under these circumstances is high.

Chemical spills and releases must be cleaned up immediately by a certified and appropriate clean-up company. The Seneca County EMA and Local Emergency Planning Commission (LEPC) are responsible for resource management in these incidents, and the local fire department and hazardous materials incident responders are charged with scene control and containment. Special companies are contracted, at the hauler's expense, to clean up and dispose of hazardous materials that spill in this way; however, TU may have to suspend operations until the clean-up is complete and the environment is once again deemed safe. The railroad fills a key role in an incident associated with a derailment and provides an array of resources to clean up and recover from the incident.

Environmental Threats

Chemical, biological, radiological, nuclear, and explosive (CBRNE) incidents are environmental threats that generally apply to terrorist-caused incidents or public health emergencies. Terrorist incidents could include the release of a chemical, such as sarin, with the intent to harm the population. Biological agents include pathogens like anthrax. Radiological and nuclear refer to

"dirty bomb" components, and explosives are bombs. Some of these substances are also in use in medical facilities and educational labs.

Consequences from this type of incident can range from building damage caused by blast forces to contamination from chemicals or biological agents. Heating and ventilating systems can be contaminated and spread the substance throughout a building, affecting the entire building. If the agent is introduced into water or food supplies or treatment systems, the entire campus could be affected. Nuclear and radiological agents are not easily detected. A whole-campus exposure could occur quite unnoticeably. Explosive agents affect the detonation zone, but also any area where debris or contaminants are propelled.

Health and Wellness Failure

This section describes the potential effects on the university community should an incident occur that impacts the health and well-being of TU students and staff.

Widespread Communicable Illness

Widespread Illness is one of the most common and disruptive incidents that can affect a college campus. This type of incident can be caused by a highly contagious communicable illness, a source of contamination like a tainted food supply, or by illnesses spread through water or the environment.

Communicable illnesses such as influenza are spread through direct contact and by airborne transmission. The germs are highly contagious, meaning that they are very easily absorbed into the body and become an illness-causing agent. The germs can rest on surfaces such as tables, door knobs and elevator controls, drinking fountains, and bathroom fixtures. They can also be spread via respiratory droplets expelled during normal breathing or when an ill person coughs or sneezes. They adhere to hands and other body surfaces, and get absorbed through the skin or mucosa, or breathed in as particulates in the air.

Food and water borne illnesses are caused by pathogens that become part of the food or water consumed. The pathogens may begin as part of spoiled or contaminated food, or may be sourced to waste residue on hands or the body when insufficient washing has occurred after using restrooms. The oral-fecal route of transmission caused by ineffective handwashing can begin at the food preparation point by workers who handle food, prepare dishes, or clean kitchen utensils and dinnerware. Transmission can begin at the point of food distribution in cafeteria and food service lines or become a factor in eating and cleaning up after meals. At any point that handwashing fails and germs are not effectively removed from hands, raw foods, utensils and dishes, or other surfaces like tables and chairs, a food borne illness can spread.

A food or water supply that is contaminated with bacteria or other germs can cause illness. Raw foods that are contaminated with e-coli, listeria, or salmonella are examples of this kind of consumption related illness. Unless the food is washed, prepared, cooked, and served in a

process that removes the germs or sorts out the contaminated food source, illness will be an outcome.

Community Disruption

Civil disturbance is a common contemporary incident in cities and metropolitan areas. Organized protests can turn violent with little warning. These incidents can quickly escalate to property destruction and human injury. They often follow rapidly developing, emotionally charged incidents that showcase conflict between philosophically opposed groups of individuals; the property that is affected is not attached to the cause or the effect of the incident.

2.2 Impact Analysis

Tiffin University is vulnerable to a variety of incidents that would interrupt the university's ability to maintain operations. The interruptions could result in the cancellation of classes and activities or create difficulty maintaining the university's business operations, such as receipt of monies, payment of accounts, and transfer of scholarship payments, donor contributions, or other cash transactions. Lastly, access to university facilities and use of the property could be interrupted, preventing university sanctioned activities and classes from occurring and interfering with residential life of the students who live on campus.

See Appendix B: Hazard Rank for the university's complete hazard assessment.

SECTION 3: CONTINUITY OF OPERATIONS

Tiffin University must have a plan that guides how they continue to carry out their mission in spite of a major event and the resulting response activities and challenges. As part of recovery from an incident, regular university operations must resume after the shortest possible suspension of actions due to a disaster. Some operations, such as housing of students and maintenance of the buildings and grounds must continue regardless of disaster circumstances. The sooner the university can return its operations to some sort of normal, the greater the overall recovery will be for individuals the less the financial impact will be for the university, and the less disruption will be felt by students and employees. Tiffin University's ability to recover from a disaster is important to the City of Tiffin and Seneca County because the university represents a significant part of the county's economic fabric and social culture. What is good for Tiffin University is good for the overall community.

3.1 Activation Points

After incidents of significant magnitude, it will be readily evident that continuity activities must be implemented. Should an EF-4 tornado rip through university property or a flood inundate the campus, it would be obvious that a return to normal operations would require special attention and calculated decision making. However, many disasters are not generally that obvious, and may develop over an extended period of hours or days. Disaster impact on operations can be subtle at first and can escalate in an irregular and inconsistent manner. Therefore, it is important that university leadership develop trigger points they can use to consider COOP activation. When focus is drawn naturally to response and continuing to carry on regular business is displaced by serious or severe impact consequences, leaders must act almost impulsively to make sure the university begins recovery at the same time response is occurring.

This section of the plan will establish trigger points for continuity activation, will identify priorities and preferences in re-establishing operations and provide a framework through which those operational decisions can be made and implemented.

Five categories of operations have been established for the purpose of COOP:

- Administrative Services
- Academic Operations
- Athletic and Activities
- Student Life
- Building and Grounds

The COOP should be implemented any time the President, or designee, or the Leadership Team identifies the need for specific actions to guide continued operation. However, the following conditions are considered serious enough to trigger specific efforts to implement the COOP:

- Illness in excess of 20% of the student body and/or employee roster.

- Electrical outage estimated to last in excess of 24 hours or determined to be sufficiently disruptive to negatively affect the conduct of university services due to extreme temperatures or other factors.
- Evacuation or Shelter-in-Place orders affecting the campus area set to last longer than 24 hours.
- More than 10% of the campus facilities deemed unsafe or unable to be occupied for more than 24 hours, or damages to extremely critical university buildings that are essential in the conduct of daily services.
- Criminal activity, possibly at the recommendation of law enforcement.
- Fire or explosion that involves a critical campus facility.
- Presence of a food or water contamination that lasts longer than 24 hours.
- A snow emergency at a hazard Level 3 that lasts in excess of 72 hours
- Other circumstances that, at the recommendation of the President, designee. or Leadership Team, put the university in a position needing continuity operations.

3.2 Operational Priorities

Actions that will alleviate difficulty or enable regular operation of the educational process to resume are considered over-arching operational priorities. Each incident requires a unique and relevant prioritization to occur. For example, in a tornado incident that destroys significant university property, the relocation of services and activities would be placed in a very high priority while a communicable disease outbreak may not require any relocation of services.

For the purpose of this plan, general priorities have been established for each of the five operational categories. These can be modified, applied to a specific situation and adjusted, or eliminated from action as determined by the Leadership Team.

Administrative Priorities

Many administrative functions are critical and can be interrupted only for short periods of time. Any outage or closure that lasts less than 24 hours is relatively easy to accommodate; closures lasting more than three days, however, could be highly disruptive and expensive. Therefore, administrative activities should be considered critical to university operations. Steps should be taken to provide alternate locations or combine services into one space rather than eliminate the services for a period of time.

Seitz Hall serves as the primary location of many university leadership offices. It is centrally located on campus and is in close proximity to other key facilities such as Gilmor Student Center, Freidley Hall, and Franks Hall, and Main Classroom Building. The most logical location for a post-disaster administration building is Seitz Hall. It would be beneficial to develop generator power in this building to include all offices and areas for use as a fully generator-powered administrative hub.

Should storm damages prevent Seitz Hall from serving as the administration building, adaptations and alternate choices should be implemented. Possible actions, in general, include the following:

1. Relocation of common types of services to a single building that is generator powered, or acquisition of generators to power the building.

2. By combining common services in one building, it allows the student or potential student to find one location amid the damages of the incident and meet several needs by coming to a single location rather than visiting multiple locations.

3. By locating services in one area, restoration of damaged areas can be prioritized and repair zones can be established up as common services return to original locations.

4. Seitz Hall is the most realistic location to locate all administrative services because it serves as the administrative hub of the university.

Academic Priorities

The ability to continue academic services even under extremely adverse conditions is a critical capability. The responsibility to continue offering course work despite outages, damages, and adverse circumstances must be achieved by university leadership regardless of circumstances. Under extreme conditions, adaptations to delivery methods could realistically be implemented. When the absence rate reaches 20%, the continuity plan should be activated.

An immediate conversion of face-to-face classes to the online delivery is reasonable and achievable. The priorities of faculty and instructors under these circumstances would include:

1. Convert delivery to the digital classroom to limit the need for facilities and provide for the most convenient and consistent continuation of services possible.

2. Conversion to digital delivery allows students and faculty to remain at home or in residence halls, avoiding travel on unsafe roads or in dangerous environments.

3. Faculty and students are comfortable and capable of using the online classroom system and require little direction and supervision in making that change.

4. The cost of converting traditional classroom delivery to digital delivery is minimal and meets cost-benefit measures that support this action.

5. The conversion to online delivery could be completed quickly and effectively because faculty and students are already experienced in using this system.

6. Laboratory sessions would likely be postponed until the Science Labs facility was repaired and safe for occupancy.

Laboratory instruction could present a more challenging problem. Conditions affecting travel could make it dangerous for students and instructors to attend lab sessions. If labs are without power, facility use may be impossible. Many labs are equipped with specialized tools and devices, making it difficult, if not impossible, to transfer equipment to an alternate location. The supplies used in labs could be just as difficult to move and not able to be used under adverse conditions. Therefore, the continuation of lab sessions under extreme conditions may be much more difficult and may require postponement of sessions if accommodations cannot be made.

Under particularly austere conditions or when dealing with extensive damage to buildings, all classroom activities should be relocated to a single facility. Since most instructional efforts transition easily to digital delivery, the need for face-to-face instruction would be minimal. It is likely that time could be short and efficient, and shared space could be scheduled in a single building under these assumptions.

The Main Classroom Building is centrally located, large, and structurally sound. Assuming that the building is not damaged, classrooms can be relocated here, allowing facility maintenance staff to prioritize opening that single building first; they could then systematically make repairs to other classrooms, starting with the least damaged and/or most easily repaired of the remaining structures.

Faculty offices are a critical component of class delivery. The Main Classroom Building already provides space for some faculty offices. If all faculty offices were relocated to that facility, it would place students and faculty in the same building, preventing fragmentation of repair efforts and allowing work crews to concentrate on other areas that house offices in an organized fashion.

While placing classrooms and faculty offices in one building could be cumbersome, the brief inconvenience would likely be tolerable, especially when considering the high percentage of digital class delivery that is anticipated. The practicality of students and faculty in a single location, given the building is functional and safe, probably outweighs options that place these functions in separate facilities.

If the Main Classroom Building is damaged and this alternative is not the most feasible selection, modifications should be made in consideration of damages and safe occupancy. Another location could be designated without negative impact.

The Hertzer Technology Center is an important facility and should be included in the continuation of services. The center staff provide technical assistance to support individuals and ensure the hardware and software that provide digital resources are functional and operating appropriately.

Existing alternate power resources for the Hertzer Technology Center are important to keep this part of university services up and running. This facility should be considered a critical facility and the current generator power option should be maintained.

Athletics and Activities Priorities

Athletic and social activities may be a lower immediate priority in the aftermath of an incident with only a small number of activities conducted in the period immediately following a disaster. The decision on when or what to continue may depend on the amount of damage a particular facility or outdoor arena has incurred. While some activities may be optional and therefore postponed or cancelled with little long-term impact, others are critical to students, scholarship providers, university donors, support agencies, and the community.

Potential actions to consider as activities resume include the following:

1. Activities may be rescheduled, including athletic events and contests, social gatherings, and other special events. TU athletes and students, as well as those from other nearby institutions, may have been negatively impacted by the incident. The ability to reschedule and conduct activities when the campus has recovered from the incident may be the best option for some events.
2. The primary consideration in scheduling or cancelling events should be safety. Would those who participate be in a safe environment? Would the observers or spectators, support staff, trainers, and officials be safe? Are the specific grounds ready and available for use as the athletic or special event will necessitate?
3. Do those participating in, supporting, serving, or observing the event have adequate parking area, restrooms and other critical facilities, and places to stay during the event? Are bleachers, stadiums, and other observer facilities able to accommodate the event?
4. If an injury were to occur, can safety forces quickly reach the injured player, support person, or spectator?
5. Will the conduct of this event somehow negatively impact or deter resources that are actively engaged in repair and restoration of university services?
6. Will participation, attendance, and/or support of this event be negatively impacted due to diverted efforts to recover and rebuild after the disaster? Is cancellation a wiser decision due to diminished participation than conducting the activity?
7. Will cancellation of this event impact later events, schedules, eligibility, or program requirements? Is there an accommodation that can be made to facilitate achievement of pre-determined program goals, scholarship requirements, or league standards?

Student Life Priorities

The recovery of the students who live on campus, as well as those who spend significant time there for activities and studies even thought they might live off campus, is an integral part of the university purpose. A high emphasis would be placed upon their wellbeing and function, and in continuing very quickly to be able to serve them in whatever way is necessary.

This priority would include residential services for students. TU has sixteen (16) residential halls on campus. There are a few facilities that are rented or leased properties of Tiffin University, and those facilities will be treated with the same urgency and concern as those directly owned properties. These facilities are spread across campus and the adjacent areas, making it unlikely that a tornado or severe storm would damage all facilities at the same time. It is more probable, however, that severe wind or flooding would affect all residence halls and houses at the same time. In any case, two continuity actions could provide needed assistance: sheltering and information dissemination.

For those facilities that are owned by a third party, Tiffin University will work with the property owner in accordance with contractual agreements and will provide liaison and connection between the student resident and the property owner. Tiffin University will be involved in and will support repairs and necessary replacement of those structures just as with those properties directly owned by the university.

A shelter may be necessary to provide temporary housing for affected students. There are only two campus locations large enough to establish a domiciliary shelter: Chisholm Auditorium or the Marion Center. The gymnasium in the Gilmor Student Center and some of the courts and practice facilities in the athletic buildings may, if they are not damaged, provide some reception space. A location with sufficient restrooms and access to showers would be preferable to a location without these features. If space is adequate, sheltering in generator-powered Gilmor is the optimal choice.

An information center and community gathering space is an important part of psychological recovery. Students and staff will need access to accurate information on the status of campus operations. The campus community will also need an area in which they can meet, interact, and connect post-incident. Osceola Theater in the Gilmor Center has the space and features to meet this need. The dining halls in the Gilmor Center would be a sufficient alternate. The selected facility should be in proximity to residential areas and recreational areas if any are able to be used to facilitate individual recovery. The existing generator power option for Gilmor Student Center makes it a functional choice for this activity; the generator should be maintained.

Post-incident, it may be necessary to reach out to community partners for support in providing some facilities and services. Spiritual and religious activities could be relocated to churches or other facilities in Tiffin. Recreational activities could also be conducted at athletic and fitness facilities throughout the greater city. Through partnerships with local governments, parks and public recreational facilities may be available. These community resources can provide continuity of activities for the TU community and facilitate recovery across the entire Tiffin community.

1. Assistance should be provided to help residential students access and secure their possessions when it is physically safe to do so.

2. Any student possessions removed from residence halls should be tracked and maintained in a secure location to prevent loss. When damaged buildings are emptied, salvageable items should be taken to one location where students would be allowed to identify and claim their possessions. If possessions are identified with the residence hall name and room number as they are removed from buildings, that should provide adequate justification for the student residing in that room to claim their possessions. Because it will be difficult to tag all possessions, a reasonable method to identify items should be developed.

3. Unclaimed items should be located in a secured "lost and found" area and a process for accessing those items should be established.

4. Any external party that assists students in replacing lost clothing and other items should be vetted and cleared by university leadership as a valid and reputable source of assistance before any distribution takes place. No vendors should be present on campus without the permission of university administration.

5. Continuation of residential services to TU students is a top priority. Providing a place for respite, rest, and comfortable existence for residential students is of utmost importance and should outweigh all other recovery actions.

6. Relocating services that support student health and wellness to available and undamaged facilities is also a high priority. This should be done as quickly as possible. The available services should include physical, mental, and emotional health services; spiritual and counseling services; disability services, veteran's services, and other forms of personal assistance.

7. Pre-incident collaboration with community facilities and institutions would facilitate the availability of alternate facilities after an incident has occurred. Discussions in advance of an incident would help TU identify organizations that would be willing to assist in providing necessary health and wellness services to university students

8. Students who intend to file personal insurance claims for losses must do so in a reasonable and prompt time frame; they should advise residential supervisors of any delay in this process.

9. Any medical claims associated with the emergency should be filed in a reasonably prompt time frame.

Buildings and Grounds Priorities

Staff in facility maintenance and safety/security have critical operational duties that must continue regardless of the disaster or extent of damage on campus. While these two groups

may have some assistance from local public safety agencies, those departments may be overwhelmed with the community-wide response. Because an incident will almost always affect a larger area than just the TU campus, the university cannot assume these external resources will be available to support campus recovery efforts.

By working with the Seneca County EMA, the university can identify available and capable alternate and additional workers and/or volunteers when additional personnel are necessary to provide a safe campus environment. Seneca County EMA can connect the university to local volunteer organization, such as the Seneca County Community Emergency Response Team (CERT), amateur radio volunteers (ARES and RACES), Medical Reserve Corps (MRC) volunteers affiliated with public health agencies, and others. The American Red Cross may be available to support sheltering and mass care and the local hospitals and healthcare organizations may support health services and counseling needs.

Security personnel may be available by contract through local or regional companies that provide this service. EMS personnel may be available through mutual aid with Seneca County EMS or Tiffin Fire and Rescue. Additional law enforcement officers may be available on contract through the Tiffin Police Department or the Seneca County Sheriff's Office

Making sure that access controls are in place to keep everyone outside dangerous areas is critical. Being able to separate and isolate specific areas due to structural damages, exposure to elements, or potential for injury is a high priority.

Buildings and grounds staff play a critical role in continuity operations. As rebuilding and recovery take place, there is a strong need to know exactly what damages occurred and what services are restored, in need of repair, or require replacement. This includes structural damages, utility outages or shortages, and services such as water treatment and distribution. Cleanup of debris, both from trees and vegetation and from building damage and other property strewn about, must occur before replacement and repair can take place. This must be done in an organized and coordinated manner, working with the Seneca County EMA and the City of Tiffin, as well as Seneca County departments, to complete the necessary cleaning, hauling, site restoration, and site preparation for repairs and replacement.

Many of these actions need to be taken in order, from first to last; others must be completed simultaneously for the purpose of a swift and effective recovery. Schedules are vulnerable to other priorities county-wide, availability of contractors, and other external factors.

Specific activities that must take place under buildings and grounds staff leadership include the following:

1. Campus safety and security is the top priority. Isolating physical danger, controlling access to areas that are unsafe or vulnerable to loss, pilfering, or theft, and continual knowledge of the status of every facility, person on campus, or activity taking place is necessary to prevent further injury and even death. Clean-up, debris removal,

construction and repairs can be dangerous activities that involve many people, heavy equipment, and services such as temporary electrical or power sources. Security staff must maintain the status of all these working parts on a continual basis, and make sure that moving equipment and individuals are not a danger to one another.

2. Damage assessment of facilities, utilities, and public works services provides the basis for a work plan that will guide the recovery of the university to normal operations. A thorough, accurate, and timely assessment of this entire set of information is the critical foundation to recovery actions. Maintaining a status board that calls out what jobs are finished, in process, or not yet begun is an important factor as recovery progresses.

3. Removal of tree and vegetation debris, and construction debris such as masonry, wood, plastic, and metal parts must be completed before reconstruction can begin. The debris types will be segregated and perhaps disposed of at different locations. Maintaining a safe environment during debris removal is challenging, and the security staff would be needed to provide that site security and access control. Not only do vehicle and equipment accidents pose a problem but lifting and moving about work sites can be dangerous and require continual monitoring.

4. Repairs need to be closely managed, including completion of an accurate and timely needs assessment, project outline, scope of work for contractors, and site supervision. Contractor oversight would ensure that hired contractors perform work as agreed with acceptable parts, product type and quality, and workmanship. The maintenance of occupational safety standards is paramount to maintaining a safe worksite.

5. Reconstruction plan development includes the creation of job specifications, the identification and classification of vendors and contractors, the development of bid process, pricing, and contract awards, and the formal selection of specific vendors to complete contractual services and provide goods or work as specified. From the point that damage assessment has determined reconstruction or repair is needed, the reconstruction development process begins. It continues to the point that contracts are signed through university administration, and workers are scheduled to begin the project work.

6. Reconstruction plan execution begins when a contract is awarded and workers are scheduled to show up at the worksite. This category of work includes responsibility for insuring the work performed matches what was outlined, is done according to construction plans, that the goods received are significantly what was specified, and that work is done according to typical construction standards or the standards by which the contract was developed, whichever one is relevant in this case. If work is sub-standard, corrections and reconstruction must occur. These duties include inspection, issuance of permits, occupancy requirements, and use permits.

7. Tiffin University security personnel will have the authority to restrict access to unsafe and damaged areas after an incident. Any objections to restricted access will be appealed to the appropriate university official. That officer's decision will be final. Personal safety is the primary reason to deny access to any location.

8. All buildings should be inspected for safe occupancy by the proper authorities, including but not limited to, engineers and/or building inspection officials from Tiffin Fire and Rescue, the City of Tiffin, or Seneca County.

9. Seneca County EMA will complete damage assessment for the purpose of reporting to the Ohio EMA. American Red Cross can complete damage assessment to determine sheltering and personal assistance needs. Local government authorities will assess damaged building to determine safe occupancy.

10. Buildings that are unsafe for occupancy should be identified by inspectors and building officials. The university should mark those buildings for non-use until repaired and designate alternate locations for affected services.

11. Students, employees, visitors, and others should comply to access restrictions to buildings deemed unsafe and follow established procedures to reclaim possessions, access residential spaces, and use other areas of campus for necessary purposes.

12. All permits and authorizations required by local ordinances and/or state statute should be followed in the course of damage assessment, repair and replacement estimates, and contracts for actual work to repair or rebuild. This may include building permits, plumbing or electrical permits, zoning permits, or other commercial building requirements and inspections.

13. University officials will determine the status of all university property; they retain the right to close any and all areas to use by the public, students, or staff as appropriate. Their primary concern will be for the safety and security of the entire facility as it recovers from a serious incident

3.3 Operational Strategies

Strategies are general methods that can be utilized to implement objectives. Since objectives will be developed based upon functional area, strategies should be developed to address the same areas. The identified strategies are not all inclusive and do not include every possible action that may be necessary after a disaster. It is impossible to foresee every possible avenue for recovery but it is, possible to pre-determine general actions that would be universally priorities. This section identifies the general strategies according by functional area.

Administrative Strategies

1. Move administrative functions to one building to consolidate services and facilitate use of services by students and employees.

2. Services associated with legal requirements for student loans and other assistance, program or institutional accreditations, and institutional approvals should be maintained without any gaps in service.

3. Internal business activities such as human resources and payroll, management of accounts payable and receivable, and procurement of goods and services should continue without interruption.

4. Investment management, institutional advancement, and marketing should continue as seamlessly as is feasible and have the continual attention of university financial officials.

Academic Strategies

1. Convert instruction to digital classrooms as soon as possible.

2. Convert as much instruction to digital delivery as is possible to avoid delays in course completion or a back-log of work to be done at the end of an instructional period.

3. Move all traditional classroom offering to a single building that is generator powered and accessible to all students, consolidating foot traffic to specific areas on campus.

4. Modify class schedules for traditional delivery courses in a consolidated area to maximize use of the shared space.

5. Cancel or postpone lab sessions until facilities are repaired and activities can be conducted in a safe environment and necessary equipment and supplies are available.

6. Relocate faculty offices near the combined classroom location to facilitate instructor availability to students, allow faculty members to fill in for one another as much as possible, and provide as much continuity in course delivery as possible under negative circumstances.

7. As classes resume under normal conditions, resume major studies courses first if all classes cannot resume at the same time.

Athletics and Activities Strategies

1. Assess all athletic events scheduled to take place, and make a determination, based upon safety and accessibility, whether those events should continue as scheduled, be postponed or rescheduled, or cancelled completely due to the disaster.

2. Assess all non-athletic events scheduled to take place, and make a determination, based upon safety and accessibility, whether those events should continue as schedule, be postponed or rescheduled, or cancelled completely due to the disaster.

3. Determine whether any athletic or non-athletic events can be relocated to other facilities, in conjunction with the City of Tiffin, Seneca County, the local school districts, or other public and private entities collaboration.

4. Determine if it is possible, and how, to continue athletic training and team practices in the context of available facilities, practice fields, and equipment.

5. Student volunteers should be used to fill additional work roles when and if appropriate or feasible. Student workers might assist with clean-up of athletic facilities and debris removal from outdoor areas and general use areas like reception centers and domiciliary areas. These individuals could also conduct welfare checks, deliver messages from one party to another, and complete phone calls to students or employees to convey critical information.

Student Life Strategies

1. Unsafe or contaminated residential areas should be evacuated and temporary accommodations identified for residential students until the residence hall(s) is declared safe.

2. Students may select to share residential spaces at their discretion as long as occupancy limitations are not exceeded. Residential areas should not be occupied above the maximum occupancy identified in fire and building codes.

3. Students who reside in university housing should be receive alternate housing through the university unless other arrangements are made in writing. The student's obligation to pay for housing and the university's obligation to provide housing are not altered by a disaster situation.

4. The university should strive to establish housing arrangements that support the highest degree of normalcy possible in as short a time frame as reasonably possible.

5. Students and university housing officials may need to utilize housing alternatives that are off campus and somewhat inconvenient distant, depending on what is available. Lack of available housing alternatives or extensive property damage in the area surrounding campus may make housing close to the university difficult or impossible to retain.

6. Additional transportation resources may be necessary to accommodate students who are temporarily housed in areas farther from campus.

7. Private entities and organizations external to the university may provide housing options to the university for residential students.

8. The university should strive to provide as many special services to students as possible during this interim period; however, students must realize that some services may not be available at all times, at all locations, or under all circumstances.

9. Students may be involved in the work to clean up residential areas if that method of recovery is selected by the Continuity Operations Coordinator.

10. Maintain and prioritize services that pertain to student health and safety. Legally mandated services, such as disability services or services to veterans, should be prioritized in the restoration process.

11. Some basic services, like providing safety escorts, collecting debris and refuse, and cleaning and maintaining recreational areas, libraries, and other common areas, can be completed by student and/or community volunteers.

12. Work that requires special skills or knowledge, such as management of shipping and receiving or maintenance of lab areas, should be completed by regular employees even if that requires overtime wages and benefits for those individuals.

13. Workers from temporary agencies may be a good option if special certifications are needed to perform certain jobs, such as nursing or health care duties. Contractual agreements may be the only feasible option for clean-up of chemicals, hazardous materials, or specialized equipment and supplies.

Buildings and Grounds Strategies

1. If a building requires clean-up because of a communicable illness, it is preferable to temporarily cease all operations in the building and clean it at one time, even if the closure lasts several days. This will be more effective at eliminating the contaminant than cleaning part of the building while other areas are operational.

2. Cleaning in work areas due to an illness can typically be handled by those who occupy that space as long as they are physically able to do the work, are provided instructions on how to complete the work, and are taught how to prevent the spread of contagious illness, specifically the illness involved.

3. Student and community volunteers can be used to help pick up debris but should not be asked to operate dangerous or complex equipment such as chippers, mulchers, and other power equipment. The exception is if they are trained and proficient in its use and are competent to the degree that they can troubleshoot simple problems. No worker should be required to perform duties he/she is untrained to complete, uncomfortable doing, or unable to complete safely and properly.

None of these strategies should prevent other strategies or options from being developed. Every disaster is unique in its characteristics and its impact. University leadership should not hesitate to adapt, add, or delete specific strategies as they deem appropriate.

3.4 Succession Planning

Succession planning provides a framework for temporary adjustments to key leadership positions within the university should the person in that role be unavailable or unable to carry out his or her role. The individual may be unavailable because of something simple like illness or travel or due to casualties resulting from the incident that affect university's leadership. When developing a succession plan, the focus is on developing a leadership succession plan that ensures every key position is filled and that someone is getting the job done. It also provides a framework for a smooth transition of authority, creates a reasonable span of control for each individual and supports a development of a command structure as necessitated by an emergency incident. Appendix D: Succession Plan identifies specific positions and alternates for Tiffin University.

3.5 Resource Lists

During a significant incident, the need for additional supplies, equipment, and/or human resources may arise. Depending on the scope of the incident, these resources may not be available through normal channels. A pre-identified list of vendors and the general merchandise they offer is an important tool. Appendix G: Alternate Resources identifies resources and alternates.

SECTION 4: ORGANIZATION AND ASSIGNMENT OF RESPONSIBLITY

University officials will provide leadership for all phases of business operations and begin the process of establishing continuity operations after a disaster. Continuity efforts begin the recovery phase the incident as the university transitions from initial response to a chaotic, damaging incident to normal daily operations through the implementation of organized and pre-planned strategies and tactics.

The President, or designee, will develop and execute a plan to continue daily operations with the shortest break in service delivery as possible. The priorities will place student and employee safety and welfare at the highest level and facilitate the protection and restoration of university property to the fullest feasible extent in as brief a time period as possible.

The line dividing the response and recovery phases of an incident is blurry at best. One phase does not end before the other begins; rather, the phases overlap and intertwine as a community recovers and moves forward. Continuity is a bridge from response to recovery, being integral to both phases of action. Bit by bit, continuity transforms response to recovery. The determination of how to maintain normal operations must occur concurrently with emergency response efforts; continuity efforts should begin at almost the same time as response efforts. While public safety forces from the Tiffin, Seneca County, and others are responding to immediate needs in the aftermath of impact, university officials should anticipate what will be necessary to sustain university operations. This includes how to maintain residential services, teach classes, and conduct day-to-day business in the days or weeks following the incident.

During the response phase of an incident, public safety forces take charge and initiate life-saving and property-conservation efforts. They extinguish fires, provide emergency medical care, isolate and deactivate dangerous situations, and rescue people from dangerous places. They evacuate residential areas in danger; control access to areas that are unsafe; and contain threats by capture, deactivation, or control.

Recovery begins with restoration. Debris is hauled away and utility damage is repaired. Roofs are replaced, structures are rebuilt, and, eventually, daily life begins to have order and regularity. Workers go back to work, churches and schools begin teaching again, and communities resume their social activities. Bills are sent, workers are paid, and money is received. The operation of business flows again, and life gradually returns to a newly created form of normal.

At Tiffin University, as for any other large business, this return to normal must be planned, organized, and executed through forethought and anticipation. Diligence and perseverance are necessary to reduce the time from impact to recovery and guide the university community through a painful and difficult experience. As the university transitions from command and control by public safety forces to continuity that is completely under the leadership of

university officials, pre-planning efforts will help establish priorities, guide actions, and assess results.

The COOP provides guidance in developing these continuity actions. While it is impossible to know what specific incident might occur or predict exactly what actions will be necessary, this section outlines operational strategies that will help Tiffin University recover quickly and effectively when disaster strikes.

This section is intended to give guidance to the organization of university leadership and the division of labor necessary to meet demands for action. It is not possible to foresee the specific incident that will challenge the university's ability to operate. Therefore, adjustments and adaptations to this plan will be necessary any time an incident occurs. Modifications are not errors in judgment or mistakes in the plan; they are relevant decision-making points that are customized for a given incident. The guidance provided in this plan should be interpreted as general information awaiting the detail afforded by a specific incident and identified needs. Adoption of this plan in no way limits the authority or appropriateness of the President, or designee, to change, modify, or adapt continuity actions to meet the immediate needs of the university in unique, different, or innovative ways.

4.1 Introduction to Continuity Organization

Tiffin University officials, employees and students will be affected by any disaster that challenges the university's ability to operate under normal conditions. While local public safety forces will respond during the initial phase of an incident, they will soon return to their bases and command and control of recovery activities transition to university officials. As a private non-profit institution, Tiffin University will organize and mobilize its own internal resources to transition from emergency operations to normal business operations and create an orderly and speedy resumption of the business of providing post-secondary education to its student body.

Under the President, the Tiffin University Leadership Team is accustomed to working together as a multi-discipline group of university officials. The President, or designee, will remain in command of the recovery operation and guide the university's return to normal operations. The President, or designee, will name a Continuity Direction Team (CDT), pulling staff from the Leadership Team and university personnel to fill roles in the organization. These CDT participants will retain their daily titles and responsibilities but will assist as needed and appointed in continuity efforts. Any necessary adjustments in where and how the CDT works will be made to accommodate facility damage and incident impact and to support a smooth and orderly restoration of daily operations. The CDT will follow basic management principles identified in the National Incident Management System (NIMS) and Incident Command System (ICS). In ICS, one commander is in charge of the continuity objectives and others, referred to as Command and General Staff, are organized in a hierarchical system to execute and control a comprehensive effort to restore business operations while maintaining a safe and secure environment. This plan outlines a compatible yet modified command structure to guide continuity actions.

This organization of the CDT will provide a standardized but adaptable system for organizing and managing TU's recovery. It will emphasize unity of command (single points of supervision and assignment without duplication or gap), span of control (subordinate entities for each leadership position established between three and seven), and flexibility (operation can be expanded or contracted as needed to achieve operational objectives). The system will allow the CDT to focus on recovery and continuity and continue their regular job duties to facilitate and support the objectives of continuity of operations.

4.2 Continuity Direction Team

The CDT will lead and direct implementation of the COOP. The CDT will consist of university administrators, deans, and directors as well as others selected by the President, or designee.

The University President or designee will serve as the Continuity Director. The Continuity Director will assign roles and responsibilities to specific individuals who will work under the his or her direction to support continuity actions. These individuals will form the Director's staff.

Command Staff positions include a Public Information Representative, Safety Representative, and Liaison Representative. These positions provide direct support to the Continuity Director.

- The Public Information Representative (PIR) oversees timely and accurate release of information to stakeholders regarding the continued operation of Tiffin University. The PIR will direct the release of information to the general public, donors and benefactors, students and their families, and local government officials.

- The Safety Representative (SR) addresses physical safety and security and works to identify and remedy safety issues, prevent accidents, ensure compliance with health and safety regulations, and prevent injuries and property damage during the recovery operation.

- The Liaison Representative (LNR) works with the Seneca County EMA and others to coordinate, collaborate, and support activities being conducted in the community that may benefit Tiffin University or its students or where Tiffin University can accomplish recovery goals in conjunction with the local and state government.

General Staff positions are organized by function, and each will provide liaison and collaboration with regular university departments not part of the CDT. These Coordinators report to the Continuity Director and are charged with organizing and leading subordinate groups within their functional area to carry out recovery efforts and liaison with regular daily operations.

- The Operations Coordinator will lead the Operations Section. This section will be divided into five branches: (1) Administration Branch; (2) Academic Branch; (3) Athletics and Activities Branch; (4) Student Life Branch; and (5) Buildings & Grounds Branch.

  - The Administration Branch will include a Daily Operations Group and Student Assistance Group.
  - The Academic Branch will include an Arts & Sciences Group, Criminal Justice and Social Studies Group, Business Group, and Information Technology Group.
  - The Athletics and Activities Branch will include an Athletics Group and Activities Group.
  - The Student Life Branch will include a Residential Services Group and a Support Services Group.
  - The Property and Facilities Branch will include a Structural Repair Group and a Safety and Security Group.

- A Planning Coordinator will be responsible for creating, documenting, and communicating the Continuity Action Plan to the CDT, and for documenting progress made each day toward continuity goals.

- A Logistics Coordinator will be responsible for managing university equipment and supplies as needed by the CDT. This will include supply needs as well as support for systems such as communication, food services, and other sustenance necessities.

- A Fiscal Coordinator will be responsible for coordinating efforts of the administrative continuity to university workers, with the intent to maintain smooth and seamless financial operations throughout the incident.

Each section will be led by a Coordinator; branches are led by Managers, and Groups have designated Leaders. These titles are unique to the CDT and are used for the purpose of implementing continuity efforts after disastrous incident; the titles are not related to daily titles and job descriptions for university work roles.

The structure, organization, and terminology of the CDT are consistent in theory with the National Incident Management System (NIMS) developed by the United States Department of Homeland Security and implemented across the nation after the incidents on September 11, 2001. Although TU is not a federal agency and is not required to adopt NIMS terminology and practice, organizing recovery efforts in a manner consistent with NIMS will facilitate communication and resource sharing with local response agencies. Adaptations were made to provide charity and to achieve understanding and performance in a non-emergency setting.

A CDT Organization Chart is included in Appendix B.

4.3 Activating the CDT

Providing leadership that facilitates quick and effective continuity actions is CDT's first priority. This process begins by convening the CDT at the earliest possible time after disaster impact. It is critical that the CDT meet within a few hours of impact and damage assessment of any large-

scale incident. Even though the CDT may not implement the COOP for all situations or specific continuity actions may not be determined for 24-72 hours, it is critical that the CDT convene early to begin considering the need for continuity activities.

The CDT should include personnel identified on CDT organizational chart (Appendix B) and others deemed necessary by the Continuity Director based on the specific incident. The President or designee, Provost, Vice Presidents, Deans of the various colleges, and directors of various university services are all identified in the CDT organizational chart.

The President or designee is the leader of the CDT and will appoint individuals to manage continuity objectives as needed. Specific appointments have been pre-established to facilitate rapid deployment of the team but incident specifics may necessitate modification to those appointments. The primary goal in developing the CDT is placing individuals in roles for which they are well-suited, can effectively make proper decisions and implement effective tactics, and are likely to be successful.

The CDT is responsible for formulating a plan to carry on the university's business as incident response transitions to recovery. CDT leaders must delegate tasks and duties to others through the organization of the functional groups as identified above. From a management and span of control perspective, it is critical that activities be handled by the appointed leader and that all sections, branches, and groups of the CDT collaborate and cooperate with one another.

The Continuity Director will work with the Board of Trustees if or when policy modifications are necessary and when institutional policy-making is necessary to carry out the COOP. The Board of Trustees serves as the Policy Group in the CDT command structure. The Policy Group supports the Continuity Director and may modify policy for the purpose of recovery through official action.

The Continuity Director will appoint CDT leaders and delegate tasks to these individuals based on the pre-established organization chart. The organization chart should be followed to the extent that it is relevant to the incident and consequences, and that it meets the university's needs in continuity and rapid recovery. As stated previously, modification is acceptable and is done at the direction of the Continuity Director.

4.4 Continuity Goals

The CDT has five primary goals for continuity operations: life safety, property conservation, academic services, student life and residential services, and administration. University operations will be prioritized in the order described below.

Goal 1: Life Safety

The safety and well-being of students and staff will always be the highest priority in recovery. Life safety objectives include but are not limited to:

- Providing residential services through residence halls or alternate facilities.

- Supplying sources for and access to physical, mental, and emotional health and wellness services.
- Ensuring personal safety and security from natural threats, disaster consequences, and crimes.
- Providing communication and direction regarding safety, personal needs, educational needs, operational deliveries, and any other need associated with people dependent upon the university for information.

Goal 2: Property Conservation

Conservation and protection of university property is the second priority for continuity efforts. This includes activities such as:

- Providing campus access control and security during recovery efforts.
- Developing a process by which contractors and other external workers can safely work without endangering people.
- Providing access to student or employee services and personal property as the rebuilding efforts are implemented.

Goal 3: Academic Services

After life safety and property conservation actions are addressed, maintaining and/or restoring academic services will become the focus. Educational services include:

- Delivering curriculum in classroom and laboratory settings.
- Managing classes and students.
- Managing accreditations, approvals, and agreements that allow the educational efforts to result in credentials and degrees through proper delivery, testing, and licensure.

Goal 4: Student Life and Residential Services

Student life, athletics, and special events and other campus life activities will be maintained to the extent feasible, depending on the specific situation. These activities may be postponed or rescheduled to allow higher priority initial recovery efforts to take place. The congregation of special groups, athletic teams, and clubs or organizations should resume only after students and staff have a safe and operational campus and the university has been able to resume academic service delivery.

Goal 5: Administration

Sound financial management of all university funds is necessary throughout the entire recovery process. All financial management activities should be maintained without interruption if possible. If interruption is necessary, financial operations should resume as quickly as possible to ensure that tuition and student loan payments are handled appropriately, employees are paid without interruption, vendors and contractors are paid without interruption, and repair and restoration work is completed without delay due to missed payments or gaps in the procurement process.

4.5 Continuity Actions

Immediate Actions

As soon as conditions allow, the CDT will complete the following actions

- Remove and relocate any students, staff, contractors, or visitors from areas that are dangerous or heavily damaged. Displaced individuals should be relocated to alternate areas where daily activities can be conducted safely.

- Close unsafe and/or heavily damaged structures and areas on campus; relocate displaced persons to safe and functional alternate locations.

- Relocate any residential students whose residence halls are structurally unsafe, unable to be secured, or where ongoing life-safety hazards are present.

- Provide security for existing facilities that have little or no damage.

12-24 Hour Actions

The CDT should complete the following actions occur within 12-24 hours after any significant incident. These actions will ensure operations continue in a safe and organized manner.

- Conduct a general damage assessment of the entire campus.

- Develop a campus-wide repair and restoration plan as soon as possible. This plan should be based on priorities established by the CDT.

- Close any building or areas that are unsafe for occupancy. This must be done quickly to prevent injury and/or additional facility damage.

- Relocate activities to safe buildings within hours of impact. Alternate locations and should be established for a period long enough to meet the anticipated duration of recovery.

- Relocate essential services from affected area into temporary locations. This may require use of off-campus facilities not owned by TU. Contracts or leases may be necessary to secure alternate facilities.

Communication Actions

Communication is the second priority. Providing accurate, thorough, and timely communication about the incident and status of university operations to students and staff regarding is a high priority. Students, faculty, staff, and the entire campus community must be notified of these key issues:

- Status of class schedules, lab schedules, work-study employment, mentorships, internships, and other obligations associated with academic studies.

- Disposition of classroom activities such as mid-term and end-of-term exams, certification testing (where applicable), and any other final course work that may be affected by a disaster.

- When and how classroom activities are transitioning to online delivery and if labs and other academic activities are modified or rescheduled.

- Issues that affect residence halls for on-campus students, including damage to facilities, gaps in services, and intermediate and long-term plans for residential services.

- The availability of and location for services typically provided by the university. If these services will be provided by an independent contractor, students must be made aware of the process to utilize these services.

- Status of campus operations, class delivery, and other factors that relevant to their affiliation with the university.

Repair and Replacement Actions

Establishing and implementing a facility repair, replacement, and recovery plan for university is the third priority.

- The repair and replacement plan for structures and major equipment begin with a thorough damage assessment. Any damage assessment completed by Seneca County EMA and American Red Cross is conducted for reporting and human services purposes; this information will provide little, if any, detailed description necessary to develop a campus-wide repair and replacement plan. The university must designate a group of individuals who are expert in construction, facility operation, and occupancy to conduct a detailed damage assessment that will form the basis of all facility repair and replacement actions.

- The Property and Facilities Group should coordinate with architectural and engineering experts to guide the damage assessment process and the repair or/or replacement of damaged structures, facilities, and equipment.

University Advancement Actions

Maintaining communication with university benefactors, external partners, and the community is the fourth priority.

- Tiffin University is an integral part of the Tiffin and Seneca County community. Local residents work at the university, attend classes, and support the university in many

ways. General communication to the community should be disseminated for the purpose of keeping them informed.

- Benefactors should be informed of the university's status in a transparent and comprehensive manner and should have the opportunity to support recovery efforts through their dedication to the university and its academic and athletic programs.

SECTION 5: ROLES AND RESPONSIBILITIES

A Continuity Direction Team organization chart is included in Appendix B.

5.1 Command Staff

The Command Staff includes the Continuity Director (President or designee) and several key positions that will assist the Continuity Director in carrying out the continuity objectives. Command staff positions and key responsibilities are defined below.

Continuity Director

The Continuity Director is responsible for overseeing the entire continuity operation and, ultimately, all positions in the team. The Continuity Director may assign duties to other individuals by filling Command and General Staff positions. While the COOP provides guidance on filling some key staff roles, the Continuity Director has the ultimate authority to fill positions as desired. Command and General Staff positions should be filled by the person the Continuity Director believes is best for the job, not based on TU hierarchy or seniority.

A Deputy Continuity Director may be named to serve in the Continuity Director's place should meetings, other work-related obligations, or other needs pull the Commander away from the scene. Whenever the Continuity Director is absent from the command center, the Deputy Continuity Director should be in charge. It is critical that a Commander is present, available, and informed at all times.

Public Information Representative

A Public Information Representative (PIR) will overall coordinate and supervise the release of information to the public about the status of university operations and continuity activities. The PIR may designate additional media or public relations representatives to assist them or work independently. The Continuity Director supervises the PIR and approves all information prior to release by the PIR.

Liaison Representative

A Liaison Representative (LNR) work with community partners, local agencies, and other universities s involved in helping TU resume or continue normal operations. If other universities and colleges have been engaged to provide services, the LNR would be their primary point of contact. Additionally, the LNR provides a connection to local government entities, such as the Seneca County EMA and other community organizations working with the university.

Safety Representative

A Safety Representative (SR) ensures that all operations on campus are conducted in a safe manner. The SR should be familiar with OSHA and other regulatory safety rules and regulations and understand structural safety, utility safety, health and wellness, and disease prevention as related to the incident.

Technical Advisors

The Continuity Director can appoint technical advisors as needed to support the operation. It is the Continuity Director's responsibility to determine what technical expertise are needed and assemble the information necessary to identify and appoint technical advisors. There is no limit to the number of technical advisors that can be appointed.

5.2 Director's Staff

The Director's Staff sections are organized by function and activated as needed basis, depending on what is necessary for a specific incident. While not all sections will be activated for every event, at a minimum, the Operations Section will be activated. Other sections can include planning, logistics, and administration.

Operations Section

The Operations Section is responsible for developing continuity strategies and tactics to continue academic offerings, athletic and campus events, and residential services. The section is divided into five branches: Administration, Academic Operations, Athletics and Activities, Student Life, and Buildings and Grounds. An Operations Coordinator will be appointed to oversee all operations activities.

Administration Branch

The Administration Branch is charged with continuing the university's administrative functions. The section will oversee the financial and administrative issues necessary to conduct normal university business, including marketing, admission and enrollment, administration of financial aid, scholarships, and payment plans, accounts receivable and payable, payroll and employee compensation programs, and procurement of all services and contractual agreements. The Administration Branch is also expected to manage the advancement of the university as it relates to continuity and participate in communication with university supporters, regulators, and approval agencies. They will also ensure all disabilities and special needs, international student services, veteran's services, and other programs to assure equity and access are in place and functional. The work of this branch can be divided into two groups; Daily Operations Group and Student Assistance Group.

An Administration Manager will be identified to lead this section; he or she is responsible to the Operations Coordinator. Group Leaders for the Daily Operations Group and Student Assistance Group will report to the Administration Manager.

Strategies for the Administration Branch include:

1. Oversee day to day financial operations management, including human resources and payroll services.

2. Administer student financial aid, tuition assistance and tracking, and scholarship management processes.

3. Complete processes for admissions, transfers, and enrollment activities.

4. Conduct procurement operations to secure the goods and services necessary to operate the university and its departments.

5. Maintain long-term investments and university advancement programs.

6. Maintain temporary contracts for needed services and agreements to obtain items and personnel for temporary disaster related needs, as well as day to day needs.

Academic Branch

The Academic Branch is responsible for the continuation academic programs. The Academic Operations Branch Manager will appoint individuals to serve in the following capacities: Arts & Sciences Group Leader, Criminal Justice and Social Studies Group Leader, Business Group Leader, and Information Technology Leader.

These groups will work together to execute operational strategies to address these key academic areas for each respective college: Moodle Transfer Process and Support, Classroom Relocation, Laboratory, Internship, and Mentor Support Services, Faculty Support, Student Academic Assistance, Graduation Assistance.

The Branch Manager is responsible to the Operations Section Coordinator. Group Leaders report to the Branch Manager. Any supervisors of specific functional task forces that carry out strategies report to the appropriate Group Leader. Any workers assigned to a supervisor reports to that specific supervisor.

Strategies for the Academic Branch include:

1. Continue quality class delivery that meets accreditation and program requirements.

2. Transition all courses to a digital format to eliminate the need for facilities and travel under unsafe conditions.

3. Relocate instructional activities that require face-to-face interaction or lab and/or workplace presence.

4. Maintain a campus environment conducive to learning and academic success.

5. Provide support to faculty and students as they transition to digital class delivery and help one another fill gaps in course delivery due to the disaster.

6. Assist students in tutoring, counseling, or other needs associated with meeting academic requirements.

7. Support students in meeting graduation requirements in a timely and on-schedule manner.

Athletics and Activities Branch

The Athletics and Activities Branch addresses the continuation of athletic programs and campus events. It is divided into two groups: Athletics Group and Activities Group.

The Athletics and Activities Manager will appoint individuals to serve as Group Leaders for the Athletics Group and Activities Group. The Athletics Group Leaders will identify subordinates to work in the following capacities: Athletic Practice and Training Supervisor, Athletic Event Management Supervisor, Deputy PIR Liaison to the Athletic Community (Coordinates with the Command Staff PIR) and works under the Athletics Group Leader). The Activities Group Leader will name individuals to work fill these positions, as needed: Events and Activity Supervisor. Facility Liaison to Building and Grounds Group; and Deputy PIR Liaison to Events Community (coordinates with the City of Tiffin and Seneca County.)

The Athletics and Activities Manager is responsible to the Operations Coordinator. Group Leaders report to the Branch Manager. Any subordinates appointed by the Group Leader report to that Group Leader.

Strategies for the Athletics and Activities Branch include:

1. Support student-athletes so they can meet all athletic and academic requirements, including the continuation or rescheduling of athletic events that are critical to financial support, organizational performance standards or other criteria pertaining to athletics.

2. Facilitate continuation or timely resumption of athletic practices, physical conditioning and fitness activities, and physical or occupational therapy activities to the fullest and quickest extent possible.

3. Facilitate timely rescheduling or continuation of social and organizational events and activities that are important social interaction for students.

4. Facilitate the cleaning, repair, and/or replacement of specialized athletic and special interest equipment, facilities, and supplies damaged by an incident.

5. Provide information to the community regarding athletic and social events on campus, including relocation and/or rescheduling of activities due to the incident.

6. Provide the local community with information about TU athletic and social needs after an incident to foster collaborative answers to gaps created by the incident.

Student Life Branch

The Student Life Branch ensures the safe and adequate housing of residential students and the ancillary services needed to support the campus community. This includes communication with students and families regarding the well-being of students who live on campus and the local community about residential needs and gaps.

The Student Life Branch is sub-divided into two functional groups: Residential Services Group and Support Services Group. Group Leaders will appoint subordinates to fill the following positions: Residential Services and Sheltering Supervisor, Student Health and Wellness Supervisor, Transportation Supervisor, Food Services Supervisor, and Deputy PIR Liaison for Students and Families.

The Student Life Branch Manager reports to the Operations Coordinator. Group Leaders for Residential Services and Support Services reports to the Student Life Manager. All group workers report to the appropriate Group Leader.

Strategies for the Student Life Branch include:

1. Maintain residence halls or alternate residential facilities for students who live on campus.

2. Maintain support systems for students with functional needs or other special needs, such as dietary requirements, learning devices, or other assistance.

3. Maintain support systems for students who are veterans.

4. Maintain support services for mental and behavioral health, such as counseling, emotional therapy, and spiritual and religious needs.

5. Establish transportation assistance for students if courses or other university services are temporarily relocated to off-campus locations.

6. Maintain food service through the contracted provider to ensure residential facilities and on-campus students have access to adequate food and water.

7. Facilitate and provide correct and timely information about the incident and university operations to students and their families through the PIR who is part of the CDT.

Buildings and Grounds Branch

The Buildings & Grounds Branch is charged with assessing damage to university property, determining the occupancy suitability for structures, identifying utility outages and alternatives, designing and planning for repairs and replacement of damaged property, and conducting reconstruction operations. Due to the technical nature of these goals, the group may require

assistance from contractors, building officials, engineers, and others. They are also charged with establishing and maintaining a safe and secure environment on university property; therefore, campus safety and security issues fall under this functional group.

The Buildings & Grounds Manager will identify individuals to lead multiple functional groups: Security and Safety Services Group Leader. Damage Assessment, Utilities, and Public Works Group Leader, Clean-Up and Debris Management Group Leader, Repairs Group Leader, Reconstruction Plan Development Group Leader, and Reconstruction Operations Group Leader.

The Buildings and Grounds Manager reports to the Operations Coordinator. Group Leaders are responsible to the Buildings and Grounds Manager. Any worker assigned to a Group Leader is responsible to that person.

Goals for the Buildings and Grounds Branch include:

1. Create and maintain a safe campus environment. This is the top priority of this branch.

2. Provide access control and physical security for all university properties, including alternate areas that have been temporarily identified for university use.

3. Assess damages to university property, including the status of utilities and public services to each building and determine the priority for repair and/or replacement.

4. Collect and dispose of incident-related debris in accordance with regulations from the Ohio EPA and other regulatory agencies.

5. Organize, coordinate, and conduct repairs to university property.

6. Develop a reconstruction plan, including a repair and replacement budget, priority list for repairs and replacement projects, and a timeline.

7. Develop and implement construction plans that best meet the needs of the university as full operational status is achieved.

8. Manage and evaluate reconstruction to ensure the needs of the university are being met or exceeded in a reasonable time frame according to plan.

SECTION 6: CONTINUITY ACTIONS

Strategies are actions that can be taken at the direction of the CDT; these strategies are options the CDT can implement. They are not required and some may not be necessary, depending on the specific incident. Strategies are chosen because they support recovery objectives and allow for an orderly and effective resumption of operational activities.

6.1 Administrative

1. Supply generator power to the core buildings (Seitz, Main Classroom, Freidley, Franks and/or Marion Center, Gilmor, Facility Maintenance Building, and Hertzer Technology Center) or alternates, using either permanently installed whole-building generators or mobile generators with pigtail connections to facilitate rapid conversion to alternate power.

2. Core buildings and the consolidated services to be housed in each include:

    a. Seitz Hall - academic advising, bursar, human resources, financial management, university President and Vice President, registrar, financial aid, marketing, all admissions, and international student assistance
    b. Franks Hall or Marion Center - sheltering
    c. Gilmor Student Center - athletic administration, residential life offices, Dean of Students, food services, non-athletic activities offices, student engagement offices, mail stop; and safety and security forces
    d. Friedley Hall - veteran's services, alumni relations, institutional advancement, vice president offices, disability services and the call center
    e. Hertzer Technology Center - laboratory instruction and information technology services and assistance
    f. Main Classroom Building - Deans' offices, faculty offices, internship office, and classrooms
    g. Facility Maintenance Building - all maintenance and repair activities

3. If any or all core buildings are damaged and unable to be used, alternate buildings should be used in similar fashion to house services.

4. All workers and students who are able to work from home or an alternate location should be permitted to do so. If the work cannot be accomplished off-site, deadlines should be adjusted and alternate facilities established, if possible.

5. Daily financial operations should be divided into "day-to-day business" and "incident related business" so that receipts and payments are maintained in a prompt and timely manner. If possible, separate workers should be assigned to both divisions.

6. CDT Operations briefings should be conducted daily, at a minimum, and more frequently when necessary. The Continuity Director should lead these briefings. Minutes should be kept and distributed to the entire CDT. Each Managers and Group Leader should provide updates on their functional area at each briefing.

7. CDT Work schedules (based operational periods) should be established to facilitate ongoing availability of key leadership; this also allows the CDT to work a predictable and tolerable work schedule for the duration of the event. Operational periods should be adjusted as the incident unfolds and resolves.

6.2 Academic

1. Convert face-to-face classroom delivery to digital classrooms, minimizing the need to use most campus classroom facilities except for lab instruction and minimal other activities.

2. Close any buildings that are seriously damaged to avoid injury or additional damages from use.

3. Relocate faculty offices and some classes (as needed, depending on digital conversion) to the Main Classroom Building to consolidate services into a single facility and isolate students and staff from the most severely damaged areas. Laboratories should be open in the Hertzer Technology Center if possible.

4. Maintain all mandatory services for accreditation requirements, such as assistance to students with functional needs, ADA services, veteran's services, in accordance with educational standards.

5. Utilize conference calling, web communication, and other digital methods to assist students who need help with academic issues.

6.3 Athletics and Activities

1. Establish a campus reception center to disseminate information to students and staff regarding all university concerns; if available, the Osceola Theater is the ideal location for this service. Schedule regular incident updates for students and staff to disseminate consistent and accurate information to the campus community.

2. Determine if a temporary suspension of athletic and campus events is necessary; quickly communicate this information to those affected by the decision. A brief (several days to one week) temporary suspension of these activities may facilitate a safe and secure environment while damage assessment and immediate recovery activities are taking place.

3. Identify alternate locations for athletic practice, events, and training. Outdoor facilities on campus may be open if participants and observers can be effectively and safely accommodated on university property.

4. Student athletes may be available to assist with the clean-up and repair of athletic fields, equipment, and facilities.

5. Changes in any schedules for athletic or campus events should be published in a manner that adequately notifies interested parties.

6. Alternate facilities may be identified and available from other schools, colleges and universities. Local secondary schools may have facilities that are most easily accessible.

7. Alternate locations for practice and training may be available at local health clubs, fitness facilities, and recreation centers.

8. Alternate locations for campus events may be available at local secondary schools, other colleges and universities, private banquet halls and gathering spaces, and at local churches.

6.4 Student Life

1. Residence halls that are damaged should be closed for immediate repair and students should be housed in shelters on or as close to campus as possible. The Marion Center and Chisholm Auditorium may be acceptable alternate housing locations.

2. Open residential sheltering to meet needs of students whose residence halls have been damaged and are temporarily uninhabitable; Franks Hall, Chisholm Auditorium, or the Marion Center can be utilized for this.

3. American Red Cross (ARC) may provide assistance with housing, depending on the scope of the incident. TU may have to operate its own shelters if ARC is overwhelmed with shelter operations due to a widespread incident.

4. Students can provide volunteer assistance in a shelter and other areas where additional workers are needed.

5. Food service should be provided by the contracted vendor with adaptations necessary due to power outages, facility damages, and other special circumstances.

6. Counseling services may be available through community mental health resources to supplement university staff under extreme conditions; local hospitals, mental health boards, and churches may be able to provide assistance.

6.5 Buildings and Grounds

1. Consolidation of like-services in one building will facilitate repairs and maintenance in affected structures and areas.

2. Seitz Hall, Main Classroom Building, Freidley Hall, Franks Hall, Hertzer Technology Center, Gilmor Student Center, the Facility Maintenance buildings, and the Marion Center are the core campus buildings. If those buildings are damaged beyond usability, establish alternate locations to be used as a core campus service area.

3. Installation of whole-building or temporary portable generators in Seitz Hall, Freidley Hall, Gilmor Student Center, Franks Hall and Main Classroom Building will allow most services to be relocated to those buildings temporarily.

4. Acquire or contract with a vendor for the use of temporary generators; pre-install pigtail connections in buildings to facilitate rapid conversion to generator power as needed.

5. Prioritize debris removal from areas adjacent to the five primary buildings (Seitz, Main Classroom, Freidley, Franks, and Gilmor) and the access pathways to those buildings.

6. Temporary lighting provided by generator power will help with security for campus areas under dire circumstances.

7. Rapid debris removal will allow for clearer visualization of doorways and facilities to prevent looting and other crimes during recovery.

SECTION 7: ACTION PLAN DEVELOPMENT

The Continuity Director should ensure that the Planning Coordinator develops continuity objectives to guide the implementation of strategies. The Planning Coordinator is responsible for planning the overall continuity mission using the objectives set by the Continuity Director. He/she should develop a daily plan of action that includes a status report from the past period, objectives for the current period, assignments to CDT roles, and any other information relevant to the necessary daily goals.

A continuity operations plan should include the following components:

- Objectives for recovery that have the following characteristics:
  - S – specific
  - M – measurable
  - A – action oriented
  - R – realistic
  - T – time sensitive

- An organizational chart that identifies the roles filled for the operation.

- A description of the situation including the status of the five operational branches:
  - Administration
  - Academic Operations
  - Athletics and Activities
  - Student Life
  - Buildings and Grounds

- A list of the operational priorities for the continuity plan by operational branch

- A safety plan that lists the areas of concern from a safety perspective, such as electrical outages, safe use of generators, and the presence of downed wires in specific areas.

SECTION 8: SUMMARY

Continuity planning and implementation should be conducted in as organized a manner as possible to provide for correct assessment of the situation, identification of needs and challenges, and proper assignment of responsibilities and objectives. Daily operational briefings should be held to keep all involved CDT members informed of progress, obstacles, and unusual considerations. Adjustments should be made as needed to insure the plan's effectiveness and relevancy to the situation, as well as formulating tactics that are consistent with university principles and first responder activities going on simultaneously.