

SAC STATE *Ready* Interview Form

Introduction

The CSU Chancellor's Office, in Executive Order #1014, delegates each campus the responsibility for implementing and maintaining an ongoing business continuity program to ensure the continuity of essential functions or operations following or during the recovery phase of a catastrophic event.



Sacramento State has a web-based Business Continuity Planning (BCP) system, SAC STATE *Ready*, created solely for this purpose. The Business Continuity Planner is an online database which creates a centralized location for all campus departments to enter, store, and update their business continuity plans.

Interview Form

Use this interview form to gather information for your Business Continuity Plan (BCP). The questions in this document are the same questions that are displayed in the SAC STATE *Ready* online tool. You can work as a team to identify the information required for your continuity plan.

Feel free to edit and revise the document as needed. You may wish to break this into several separate documents, or remove sections that refer to sections of the tool your Admin has disabled.

Descriptions and Comments

Please keep your Descriptions and Comments brief but descriptive.

BCP Scenario

Keep in mind, while completing the interview form for your BCP, the scenario we are asking you to respond to is a water leak or power outage within your office causing you to relocate for 2-4 weeks.

NOTE: There are questions within SAC STATE *Ready* that are not on this form. These questions are not required. However, you may answer them if they are fitting to your department.

<https://www.csus.edu/administration-business-affairs/risk-management-services/business-continuity-planning.html>

Business Continuity Plan Topics

- [Plan Details: Department Identification](#)
- [Contacts](#)
- [Critical Functions](#)
- [Key Resources](#)
- [Information Technology](#)
- [Instruction](#)

Plan Details: Department Identification

Department Name:

Type of Department: List the type of department description that best fits this unit. List more than one if appropriate.

- *Department Type: Academics, Administrative, Auxiliary, Financial, Operations, and/or Student Affairs.*

Location(s) occupied: List the building and room numbers/suite your department occupies (suite/rooms will be listed in the comments).

Contacts

Department Contacts

Who are the staff within your department you would call upon first in time of crisis - who have the experience, skills, or authority to help "sort things out" and plan the next steps?

List names below. You may want to follow up later to answer several additional (on-screen) questions about each person.

Key Institution Contacts

Who are the most important people from elsewhere in your campus or whom your staff may need to contact within the first few hours or days after a disruptive event?

List names below. You may want to follow up later to answer several additional (on-screen) questions about each person.

Key External Contact

Are there other stakeholders that your staff may need to contact after a disruptive event? For example - vendors, clients, project partners, donors, or sponsors?

When listing vendors, please include only those that your department makes individual purchases from (as opposed to those vendors who sell in bulk to the central purchasing department).

List names (or organizations) below. You may want to follow up later to answer several additional (on-screen) questions about each.

Critical Functions

Instructions:

You will need to identify EACH of your department's Critical Functions (identify at least three to start). Do not agonize over these questions. Be brief but descriptive, give the best answer, and move on.

- *Critical functions are the functions your department normally perform throughout the year.*
-

a. Description

Critical Function Name:

Assign a Level of Criticality: (See tool for definitions)

- ☐ **Critical 1** – Must be continued at normal or increased service load. Cannot pause. Necessary to life, health, security.
- ☐ **Critical 2** – Must be continued if at all possible, perhaps in reduced mode within 24-72 hours. Pausing completely will have grave consequences.
- ☐ **Critical 3** – May pause if forced to do so, but must resume in 30 days or sooner.
- ☐ **Deferrable** – May pause; resume when conditions permit.

Brief description of this function:

Name or section or unit that performs the function (if applicable):

Responsible person(s) (Give names unless this is a generic group.):

b. Peak Periods

These are periods of high activity. Please indicate any months when you would expect there to be especially high activity involved in accomplishing this function. For example, this might be a peak workload period such the annual fiscal closing for accounting functions. Identify as many months as needed. Explain if necessary. If this function has no peak periods, leave blank.

Critical Functions Continued

c. Documents

Please identify any documents that are very important to this function – whether they are individual documents (such as policy manuals) or sets of records (such as patient files, research files, or vendor contacts/invoices.) Do not include records that are stored within a database application such as a financial system, an HR system, a medical records system, etc. These will be treated elsewhere.

Use additional sheet if you have more documents to list.

Name of document:

Description in your own words (brief):

Name of owner (department, not a person):

Location where kept (be specific):

Medium: Select from paper, **electronic (computer/online storage), microfiche, microfilm, more than one (explain), other (explain):

Principal contact person(s):

Any backup or other loss protection measures? (be specific.):

Comment, if needed:

***Electronic computer = PDF, MS Office documents, etc.*

Online storage = Dropbox, SharePoint, etc. – include hyperlink to document

d. Dependencies

Instructions:

Upstream Dependencies are the departments (WITHIN our campus or other agencies) whose reduced functioning would seriously impair your own department's ability to perform this Critical Function.

Downstream Dependencies are the departments that would be seriously impacted if YOUR department could not perform this Critical Function.

- Consider who produces what you need (upstream) and who needs what you produce (downstream).
- Please do not name IT systems as either upstream or downstream dependencies. IT systems are treated separately.

- Add comments to clarify selections.

NOTE: If there are no specified Dependencies for this Critical Function, move to Consequences.

Upstream Dependencies: (1) Enter dependencies:	Downstream Dependencies: (1) Enter dependencies:
--	--

e. Consequences

Consequences of slow recovery: Suppose the critical function named on this form is not restarted quickly enough following a disaster. Indicate which of the “harmful consequences” might occur from the list below by entering **Yes** and explain if needed:

- *Consequences that are lined out does not have to be answered. If a consequence does not pertain to you enter “N/A”.*

Harmful Consequence	Might this occur? (Enter Yes, if so)	Explain (if explanation is needed)
Disruption of teaching		
Disruption of research		
Payment deadlines un-met		
Loss of revenue		
Legal obligations un-met		
Legal harm to the Institution		
Impact on other unit(s)		
Impact on important business partner(s)		
Other (please explain):		

Critical Functions Continued

f. How to Cope

Instructions:

The following questions ask you to visualize the conditions that might prevail in the days, weeks or months following any type of disaster (minor or major). You may be missing certain key resources such as your usual office space, some of your staff, power, network access, etc.

Please answer the questions below using one-to-several bullets or sentences each. Be brief but descriptive. Give ideas, not detailed procedures.

Space: How would you carry out this critical function if your usual space is not available?

Staff: How would you carry out this critical function if, for a couple of months, your average absence rate of faculty and staff were 50%? This could easily be the case in a flu pandemic.

Unique Skills: Does the successful performance of the critical function require the skills or knowledge of any one particular staff member (or their files)? If so, how will you deal with their absence? Cross-train a co-worker in advance? Outsource? Some other strategy?

Working at Home: Visualize an environment of contagious illness. Suppose the University requested that as many faculty and staff as possible work from home for a month or two to minimize contagion. Can you perform this critical function with some (or all) staff working from home? What equipment, supplies, and arrangements would be needed?

Network Access: How would you carry out this critical function if the data network is not available?

Show-Stoppers: Is there any resource that is so important or irreplaceable that you CANNOT perform this function without it?

Critical Functions Continued

University Closure: Visualize that, during a flu pandemic, the University officially closes, with all operations (except non-stoppable activities) to cease for at least a month. Is it possible for your unit to simply cease doing this critical function?

☐ Yes ☐ No Comment?

Risk: Will any of your above suggestions expose the Institution to risk? If so, can you suggest how to mitigate/control this risk?

Additional Vulnerabilities: Is there anything ELSE that could prevent you from continuing or restarting this function?

g. Action Items

Instructions:

An Action Item will answer the question:

What can be done to PREPARE? What can your unit (or another unit, or the Campus) do BEFORE ANY DISASTER STRIKES to lessen its impact on this critical function? Or to make it easier for you to continue/restart this function?

The typical Action Item begins with a verb and can be stated in one sentence. Some examples:

- Store enough MREs (Meals-Ready-To-Eat) to feed all resident students for 3 days.
- Discuss preparedness at one faculty meeting per semester.
- Develop a plan for secure storage of critical research materials.
- Cross-train staff to do department purchasing.

Action items are ideas, not commitments. So, think outside the box and don't feel constrained by resources. Some of your Action Items may need to be carried out by another unit. That is OK; the campus needs your ideas!

Critical Functions Continued

Space is provided below for four Action Items. Use additional sheets if needed.

Action Item #1: Description	
Cost: (approximate) <ul style="list-style-type: none">• <i>Optional</i> Cost Frequency: (one-time, annual, etc.) <ul style="list-style-type: none">• <i>Optional</i> Assign to:	Carrying out this Action Item is within the scope of: (choose one) <ul style="list-style-type: none">• my unit itself• my unit together with other units on campus• my larger department, division or control unit• the campus• the multi-campus System (if any)• other• not sure
Details	

Key Resources

a. Staff Basics

List below names of staff or faculty who holds and updates the emergency contact list, check messages on your department's main phone line and can post messages on your department's web site. You may want to follow up later to answer several additional (on-screen) questions about each person.

b. Work from Home

Please list below the names of staff who could do at least part of their work from home. You may want to follow up later to answer several additional (on-screen) questions about each person.

Critical Functions Continued

c. Documents

Lost Data

Additionally, it is highly suggested that you create and upload (in **Key Resources>Documents**) a document titled, "**LostData.docx**" or "**LostData.pdf**", mapping out the following:

- This document should outline the process to recover data or re-create lost data for essential business functions, application submissions, etc., in an event your key data is lost or not backed-up due to one of these examples:
 - ✓ A disaster wipes out server
 - ✓ Server is down and does not collect or back-up data
 - ✓ Data entered by user but not captured by server and no notification on user end

System(s) error(s) does not capture data for 24-48 hours and there is no known back-up

Are there any other documents that will be important to have access to, during a crisis (in addition to the ones you named earlier)?

d. Equipment and Supplies

Aside from the usual office furniture and equipment, is there other equipment (or consumables) that you may need immediately after a disruptive event? Consider the minimum equipment & supplies that you may need to perform ALL the critical functions that you listed in Section 2. Estimate, don't agonize. Guess if you need to.

List these items below.

Equipment (major items only):

Supplies (consumables):

Critical Functions Continued

Inventory Strategy: In a severe pandemic, deliveries may slow or cease for a couple of months due to employee absences at every level of the supply chain. Might your unit face a supply crisis? Do you need to adjust your inventory practices, or to stockpile more of specific items?

e. Facilities and Transportation

Facilities: List any special space or facilities needs that are IN ADDITION TO your office/classroom/lab needs. Be brief. Explain if necessary.

Other Resources: Are there any OTHER resources you may need to continue/resume your critical functions? (Do not list funds. List staff ONLY IF you will need temporary staff - for recovery - in addition to your current staff.)

Information Technology

It is important that you have an **in-depth knowledge** of the software applications your department uses, where they are stored; CSUS IRT-Server, CSU-Chancellor's Office-Cloud, or a vendor's cloud service.

- **Central Applications** are owned and maintained by Sac State's Information Resources and Technology (IRT) and/or CSU Chancellor's Office (Cloud)

- **Department Applications** are owned and maintained by your department or contracted through a vendor which provides the service via the cloud.

Instruction

A. High Priority Courses

Please list here any High Priority courses taught by your department. The Provost has agreed that High Priority Classes are defined as:

- classes that cannot pause,
- disruption in teaching that may hinder the student's continued educational progress, and
- internships and placements off campus

Include the Course Title(s) and details as to why the listed course is a high priority.

B. All Courses *(not required, see online plan for details)*

C. Department Practices *(not required, see online plan for details)*

D. Special Teaching Issues

Many courses require specialized resources and logistics, for example:

- Science labs
- Computer labs
- Design studios
- Performance studios
- Field work / internships / experiential learning
- Specialized instructional software
- Access to collections (library, museum etc.)

Select any of the above that apply, or add others:

Special Teaching Issue	Describe how this issue may affect your ability to continue your instructional program during and after a disruptive event (disaster):	Are there potential alternatives? (Note: In some cases, viable alternatives may not exist. If you do have specific solutions that would enable instruction to continue, please say so!)
------------------------	--	---