

Infectious Hazards Plan

University of Michigan

School of Nursing

**Academic/Business Continuity Plan
Pandemic Influenza**

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Introduction

The School of Nursing plan for academic and business continuity in the event of an infectious hazard incident such as pandemic influenza on the campus of the University of Michigan is based on the School's mission, the Dean's charge to the Emergency Preparedness Task Force and guidance provided by the campus wide UM Infectious Hazards Planning Group. The purpose of the plan is to provide a sound, organized and structured blueprint for preparation and response to a public health emergency such as pandemic influenza.

The Emergency Preparedness Task Force was appointed and charged with performing a unit assessment by completing a preparedness checklist and developing a plan for how the School of Nursing would deal with an influenza pandemic. Task Force members included Joanne Pohl, School of Nursing Oversight; Rosemarie Rowney, Chair; Carol Loveland-Cherry, Carolyn Sampsel, Judy Lynch-Sauer, Jennifer Pinkham, Kinnothan Nelson, Emily Springfield, Abby Wilson.

The Preparedness Checklist was submitted September 15, 2006. Only two of the more than 30 items on the checklist were reported as completed. The first task was completed when key staff with authority were appointed to develop, maintain and act upon an influenza pandemic preparedness and response plan as described above. The second completed task on the preparedness checklist was encouraging annual influenza vaccination for employees and students. Influenza vaccination clinics are routinely provided for students and staff in the School every fall at the start of the influenza season. All of the other tasks on the checklist have either not started or are in progress.

After the unit assessment, the Task Force proceeded to identify the three critical functions as directed by central administration. The critical tasks were developed for the School of Nursing with the names (three deep) of the persons responsible for the critical operation. The Critical Tasks document was submitted November 7, 2006. The assumption is that the Dean is the incident commander for the School of Nursing, although, there are multiple levels of responsible persons.

Critical Functions Ceased in an Emergency

1. Clinical experiences
2. Selected elements of research: Preparation of proposals, Annual reports, Post-award management, Face-to-Face data collection
3. Hiring/Recruitment of faculty, students, and staff
4. Special Events / Non-Essential meetings
5. Development / Alumni functions and planning
6. School Based Clinics

Four planning assumptions were adopted by the School of Nursing:

1. Dealing with an Influenza pandemic with 30-40% absenteeism
2. Dealing with an Influenza pandemic of six to ten weeks duration.
3. The situation requires the suspension of group gatherings such as classes, meetings, public gatherings, etc.
4. Nursing students and faculty are needed as clinical surge capacity to augment the healthcare workforce in an emergency response requiring a sustained effort over time.

The fourth planning assumption emerged due to the uniqueness of nursing as a health science school. The primary mission of the School of Nursing is to promote the health and well being of society by educating nurses in leadership and practice roles in health care, by contributing to the development of a scientific body of knowledge and by providing service. The unique role that nursing students and faculty as service providers can play in disaster response led the Emergency Preparedness Task Force to create the fourth planning assumption. The color coded alert levels were used to plan.

Planning Scenarios

Use the descriptions of these color-coded alert levels to gain understanding of the most likely series of events, i.e. advance of infection and various responses. The University's Infectious Hazards Planning Group defined these levels, which offer the foundation for planning scenarios for all units.



Green: Worldwide Watch

Description

A new influenza virus subtype is causing disease in humans, but is not yet spreading efficiently and continuously among humans, or at most rare instances of human to human spread with close contact.

Vaccines are not yet readily available.

Indicators

- World Health Organization (WHO) Phases 3 – Pandemic Alert: no or very limited human to human transmission
- Officials pay extra attention to bird products, both live and dead

University Indicators

- UM officials begin surveillance and send sporadic, general messages to students, faculty and staff.
- Safety messages sent to students, when indicated.
- Emergency management, business and academic continuity, and disaster recovery planning focus on infectious hazards.

Impact and Response

- The Chief Health Officer alerts administration and non-academic units to create, revise, review and/or walkthrough continuity plans.
- The Office of the Provost alerts academic units to create, revise, review and/or walkthrough continuity plans.

Yellow: Efficient Human-to-Human Transmission**Description**

Small clusters of human infection that is transmitted either bird-to-human or human-to-human outside the Great Lakes region.

The mutated virus is contained after a short quarantine period. Many governments issue travel warnings for locations with higher infection rates and quarantine travelers as they arrive from countries that have had outbreaks of human-to-human infections. Some countries close borders where human-to-human avian influenza occurs.

Vaccines are not yet readily available and the mortality rate is high.

Indicators

- World Health Organization (WHO) Phase 4 – Increased human-to-human transmission
- The Centers for Disease Control (CDC) issues travel advisories.
- Officials pay extra attention to bird products, both live and dead - imports of live and processed birds and bird products are banned from many countries.
- Some organizations stockpile anti-viral drugs, such as Relenza and Tamiflu.
- Some individuals limit their travel to areas where officials report infections.
- Borders may be sealed and no travel is allowed in or out; many governments issue travel warnings for locations with higher infection rates.
- Globally, most countries have detected birds with the H5N1 avian influenza strain.

University Indicators

- Communications from UM officials pay extra attention to the travel registry and caution travelers.
- Communications to parents concerning avian flu increases.
- Safety messages sent to students increases.
- Press release(s) and University Record article

Impact and Response

- Medical officials may begin surveillance of potentially exposed students or staff.
- The Chief Health Officer alerts administration and non-academic units to create, revise, review and/or walkthrough continuity plans.
- The Office of the Provost alerts academic units to create, revise, review and/or walkthrough continuity plans.
- Some staff act more cautiously, staying at home in the event of contracting flu like illnesses and begin keeping school-aged children home with flu-like symptoms – absenteeism is slightly raised.
- Parents, students and staff ask increasingly more questions concerning University policies, monitoring, etc.

Orange: Human-to-Human Infection within the Great Lakes Region**Description**

The Great Lakes region is experiencing human-to-human transmission during a time when outbreaks continue around the world. The influenza infection is occurring in clusters or in widespread numbers in the Great Lakes region.

Reserves of drugs are being used aggressively, but supplies are limited. A vaccine will not be available for 3 – 6 months.

Indicators

- World Health Organization (WHO) Phase 5 – Evidence of significant human-to-human transmission
- Travel warnings and border closings increase.
- In infected areas, K – 12 schools may be closed and several other higher education institutions (but not UM) may suspend some classes.
- Organizations stockpile of anti-viral drugs decreases – supplies are sometimes limited in some areas.
- Officials ban imports of live and processed birds from many countries and strictly monitor quarantines of live animals.
- Fear, uncertainty and doubt spread due to media attention

University Indicators

- University executives implement preparedness plans.
- The Office of the Provost alerts academic leaders to activate continuity plans, i.e. the number of classroom meetings may be reduced.
- Strong travel advisories from UM officials and traveling students may be brought home.
- The number staff acting more cautiously increases, staying at home in the event of contracting flu like illness and begin keeping school aged children home with flu like illness.
- Communications to parents concerning avian flu increases.
- Safety messages sent to students continues to increase - What is influenza: symptoms, seeking care, prevention tips.

Impact and Response

- Non-critical functions may be suspended.
- Supervisors might cancel staff vacations.
- Public gatherings might be suspended.
- Health checks for travelers become necessary in some areas across the U.S.
- Staff absenteeism is unusually high but less than 30%.
- Some parents choose to keep students home so student absenteeism increases significantly, but remains less than 30%.
- UM officials might limit admissions to campus.
- UM officials might activate an emergency hotline.

Red: Full Pandemic**Description**

Most countries are experiencing extensive human-to-human transmission, including the Great Lakes region during a time when outbreaks continue around the world.

Drugs and vaccines are in short supply in most areas, The mortality rate is high. Local hospitals are beyond capacity and experiencing shortages of space and workers. Alternate care centers are activated.

Indicators

- World Health Organization (WHO) Phase 6 – Efficient and sustained human-to-human transmission
- Travel warnings and border closings are common and dynamic.
- Officials suspend classes at some schools and suspend other public gatherings around the region for weeks at a time.
- Fear, uncertainty and doubt are widespread.

University Indicators (includes all those indicators listed at the Orange level)

- The UM Emergency Operations Center (EOC) is activated, which is central control for all UM operations.
- Communications to parents concerning avian flu is continuous.
- Safety messages sent to students is continuous.

Impact and Response (includes all those indicators listed at the Orange level)

- UM staffing is experiencing 30 – 40% absenteeism.
- Student absenteeism increases to 30 – 40% and the campus academic operations may be suspended.
- Public gatherings are suspended.
- UM officials mandate health checks for travelers.
- If vaccines are available, mass vaccinations begin.
- UM officials limit admissions to campus.
- University officials activate an emergency hotline.

Blue: Recovery**Description**

Affected areas are restoring affairs to normal conditions during a time when outbreaks are decreasing. The mutated virus is contained.

Drugs and vaccines are sufficient to supply demand and mortality rates are improving. Local hospitals are recovering.

Indicators

- Although some travel advisories are still in effect for some areas, borders are open.
- Schools are open.

University Indicators

- UM officials deactivate the Emergency Operations Center (EOC).
- UM officials rarely caution travelers
- Communications to faculty, staff, students and parents concerning avian flu decreases.
- The Office of the Provost alerts academic leaders to begin recovery.

Impact and Response

- UM staffing and student absenteeism is less than 30%.
- Public gatherings are resumed.
- Mass vaccinations are discontinued.
- UM officials lift admissions restrictions.
- University officials deactivate the emergency hotline.

I. Contingency Plan: Academic Continuity

A. Suspension of In-Person Class Time and Meetings

B. Faculty Member Unavailable

C. High Student Absenteeism

D. Library Unavailable

ACADEMIC CONTINUITY PLAN

Contingency Plan: I. Continuation of Classes

Academic Continuity Responsible Persons:	
Name	Role
Bonnie Hagerty	Assistant Dean for Undergraduate Studies
Richard Redman	Assistant Dean for Graduate Studies
Becky Weinberg	Program Manager

A. Suspension of In-person Class Time and Meetings

Planning Scenario Level: Levels as noted
Assumptions: Provost's Office alerts academic leaders to activate continuity plans - reduce classroom time. Officials have not cancelled classes or banned public gatherings

Instruction Response Plan				
Planning Level: Orange/Red				
Course Title <small>(See Appendix A)</small>	Catalog Number (See Appendix A)	One Week Suspension	One Month Suspension	More Than One Month Suspension
Fall/Winter Classes	All didactic components of classes	As long as at least 70% of students are able to attend, this class can be suspended 1-3 weeks with changes to the syllabus.	Cancel if suspension starts at beginning of semester. If at mid or end of semester, then continue after suspension is lifted with reduced number of lecturers using CTools contingency.	Cancel
	Clinical components of classes	Make up	Cancel	Cancel

Spring/Summer Classes	All didactic components of classes	Continue as normal if 1 week suspension. This class can be reduced to half the number of classroom meetings for 4-week durations after the first midterm exam.	Continue reading assignments during suspension then continue with syllabus adjustments after suspension.	Cancel if suspension starts at the beginning of semester or anytime during summer semester.
	Clinical components of classes	Make up	Cancel	Cancel

A. Suspension of In-person Class Time and Meetings (cont'd)

Instruction Contingencies	Responsible Role
Preparation: Green/Yellow Level	
1. Review faculty contingency plans and document concerns with offering alternate instruction technologies, such as: <ul style="list-style-type: none"> a. Software capacity (seats) b. Technical support c. Compatibility 	Bonnie Hagerty Richard Redman Binoy Philip Thomas Lee
2. Document software training requirements, guidelines, and methods.	Binoy Philip Thomas Lee
3. Document the steps to prepare a class for alternative instruction, such as: <ul style="list-style-type: none"> a. Adjustments to the syllabus b. Set up CTools site (https://ctools.umich.edu/portal) c. c. Podcasts 	Faculty Course Coordinators Binoy Philip Thomas Lee
4. Document concerns for students in changing to alternate instruction, such as students' access to computers.	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch Binoy Philip Thomas Lee

A. Suspension of In-person Class Time and Meetings (cont'd)

Instruction Contingencies	Responsible Role
Implementation	
1. What communication steps are needed, such as notifying students of the new class format / requirements? (See Communication Plan)	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch
2. How are classes set up for alternate instruction?	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch Binoy Philip Thomas Lee
3. Are there concerns with supporting larger numbers of users for on-line courses? (See Information Technology) (helpdesk or hot line requirements)	Binoy Philip Thomas Lee
4. How will students get started? Who sends instructions to students on using the software? (See Information Technology) On the new Syllabus? (See Communication Plan)	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch Binoy Philip Thomas Lee

Instruction Contingencies	Responsible Role
Planning Scenario Level: Blue Level	
What to do when class time and meetings resume?	
1. What changes with alternate instruction if classroom time can resume before the end of the semester - adjust the syllabus again for classroom format?	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch Binoy Philip Thomas Lee

ACADEMIC CONTINUITY PLAN

Contingency Plan: Continuation of Classes

B. Faculty Member Unavailable for Classes

Planning Scenario Level: Orange
Faculty Availability: Faculty member for any particular class is unavailable for 6 weeks or longer
Student Availability: Minimal or normal absenteeism
Calendar: See below

Instruction Response Plan				
Course Title (See Appendix A)	Catalog Number (See Appendix A)	One Week Instructor Absence	One Month Instructor Absence	More Than One Month Suspension
All undergraduate and graduate classes	All classes	Initiate Backup Faculty Plan*	Initiate Backup Faculty Plan*	Cancel

*Backup Faculty Plan

Given the ratio of faculty to students for many of our clinical courses, the specific expertise required for clinical courses and the shortage of nursing faculty, it is not possible to provide specifics of a Backup Faculty Plan. Instead, a Backup Faculty Plan is proposed that provides a procedure for determining backup arrangements.

Each of the three Division Chairs will work with the Assistant Deans for Undergraduate and Graduate Programs to provide backup faculty. Each Division Chair will be responsible for those specialty courses taught in their division and will work with Course/Track Coordinators to identify backup faculty (and graduate students) with appropriate expertise and availability. The Division Chairs will negotiate with the Assistant Deans for Undergraduate and Graduate Programs for backup for the Core Courses. The backup coverage for didactic portions of course and didactic courses will be a priority. A potential issue for providing backup faculty for clinical portions of course include faculty having completed the appropriate mandatory requirements for clinical agencies.

B. Faculty Member Unavailable for Classes

Instruction Contingencies	Responsible Role
1. Document who is involved in decision making related to class continuance if an instructor becomes unavailable.	Kathleen Potempa Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch
2. Document considerations and procedures for alternate instructors, such as accessing course materials, class grades, etc.	Kathleen Potempa Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch
What to do when faculty member returns?	
1. List issues and concerns related to rescheduling cancelled classes. Rescheduling clinical components of courses is nearly impossible because of the ongoing demand for these scarce resources; our curriculum is set in a sequenced approach for required courses and double teaching might be needed	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch Faculty Members
2. What steps are needed for returning faculty members to resume instruction? Should they resume instruction? If student enrollments are sufficient and the faculty absence is less than one-half of the course, faculty should resume instruction (see Continuance of Classes); returning faculty would need to notify their Division Director of their return, meet with faculty providing backup, and notify students of their return. If the faculty is unavailable for more than one-half of the course, the backup faculty should complete the course.	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch
3. List issues and concerns related to grading and other results of classes started by one instructor and completed by another. How should returning faculty members handle student complaints? A central University policy on grading in a course started by another faculty would facilitate this issue. Backup faculty would need to be willing to let grades determined by the unavailable faculty stand regardless of subsequent student performance. The potential for different standards/perceptions by the two faculty could be a concern for students. Returning faculty members should use the existing procedures in the SON for handling student complaints.	Becky Weinberg Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch

C. High Student Absenteeism (cont'd)

Instruction Contingencies	Responsible Role
Preparation	Faculty members
1. Develop policies / guidelines for academic concerns of students absent from class.	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch
2. Develop a procedure for students who are in isolation or quarantine to obtain class notes.	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch
3. Develop alternative procedures for completing coursework.	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch
What to do when the situation ends?	
1. Develop guidelines for evaluating academic standing of students who were ill for a previously determined length of time.	Bonnie Hagerty Richard Redman Janet Larson Kristy Martyn Bea Kalisch Becky Weinberg Faculty

ACADEMIC CONTINUITY PLAN

Contingency Plan: Continuation of Classes

D. Library Unavailable

Planning Scenario Level: Orange or Red
Faculty Availability: Near normal
Student Availability: 30-40% absenteeism for 6 - 10 week cycles
Staff Availability: 30-40% absenteeism for 6 - 10 week cycles
Calendar: Any time during the semester
Assumptions: High absenteeism causes the library used for these courses to close. Classes and other operations continue and some accommodation is made for students who are ill and unable to participate in academic activities.

Instruction Response Plan				
Course Title	Catalog Number	Library Unavailable for up to One Week	Library Unavailable for up to One Month	Library Unavailable for More Than One Month
All Classes	All classes	Continue with no changes.	Continue with no changes.	Adjust course syllabus

Instruction Contingencies	Responsible Role
Preparation	
1. CTools site required for all courses	Binoy Philip Thomas Lee Faculty members
2. Copies of all readings available electronically and hardcopy	Binoy Philip Thomas Lee Faculty members HSL Liaison for SON
What to do when the library reopens?	
1. NA	
2. NA	

II. Contingency Plan: Service Continuity

A. Continuation of Nurse Managed Centers

B. Provision of Surge Capacity

SERVICE CONTINUITY PLAN

A. Continuation of Nurse Managed Centers (NMC)

Clinical Services Continuity Responsible Persons:	
Name	Role
Emily Meuleman	Director, Nurse Managed Centers
Megan Eagle	
Amy Becklenberg	

Planning Scenario Level: Orange or Red
Assumptions: Provost's Office alerts academic leaders to activate continuity plans - reduce classroom time. Officials have not cancelled classes or banned public gatherings

Clinical Services Response Plan			
Clinical Service	Critical Services	Plan	Staffing
Nurse Managed Centers	Phone Services	Need to be maintained; Messages picked up.	NMC staff – either Nurse Practitioner (NPs) medical assistants and others.
	Pharmacy Refills	Need to be available	NP
	Access to Care Web	Critical for NP's offsite	

Chain of command:

Communication will come from both the SON/University and UMHS to:

1. Emily Meuleman, Director
2. Megan Eagle
3. Amy Becklenberg

GREEN (new influenza virus is causing disease in humans but not yet spreading efficiently and continuously among humans)	Responsible Role
<p>Staff is alerted via email group messages to alert them to potential/pending emergency (e.g. specific virus) and a reminder as to how information and communication will occur.</p> <p>Information on symptoms to look for (in patients and self). Reminders of how to reduce infections risks and most importantly reminders as to the emergency plan and communication plan.</p>	<p>Information from SON and/or UMHS</p> <p>Emily Meuleman will disseminate and clarify to all staff</p>
<p>NMC remains open for usual business and care.</p>	
YELLOW (Small clusters of human infection outside Great Lakes region)	
<p>Communication from SON/University regarding human infection outside the Great Lakes region and alerted to watching for patients who might have traveled from affected areas.</p> <p>Symptom review would also occur.</p> <p>Important for Center staff to begin surveillance of any exposed staff or patients.</p> <p>Clear standardized information will be available for all staff, especially those answering phone calls and staff/providers seeing patients.</p>	<p>SON/University communication team will send standard alerts to Emily Meuleman and NMC group email (nmcstaff@umich.edu)</p>
ORANGE (Great Lakes region experiences human-to-human infection)	
<p>University/SON implement prepared plans with clear communication for all university staff/faculty including NMCs.</p> <p>Standardized information will be sent to all NMC staff including how to inform patients.</p> <p>Non critical functions may need to be suspended.</p> <p>Phone services will be critical and increased staff assignments for that purpose may be necessary to reduce inaccurate/rumor type information and to reduce fear (For example, the biller and NMC Manager may need to participate in answering phones during this time)</p> <p>The risk for heightened fear and inaccurate/rumor information is high during this stage.</p> <p>Staff vacations will likely be suspended.</p> <p>Group visits would be cancelled.</p> <p>A university hot line would likely be in place as would a Health System hotline. NMCs would need to track both.</p>	<p>SON/University will communicate to Emily Meuleman and NMC Staff if non critical functions have to be suspended. Emily Meuleman will reassign staff as needed and announce decisions regarding patient visits based on standard reports.</p>

RED (Full Pandemic)	
Critical Services:	Emily Meuleman or Megan Eagle or Amy Becklenberg in command will suspend services but continue phone messages that include standard language
Phone services will need to be maintained with messages picked up by available staff, either NPs, medical assistants, and others	All staff would be encouraged to participate with UMHS Nursing Services' Central Staffing Resource Pool if clinic is closed.
Pharmacy refills will need to be available	
Access to Care Web will be critical by NPs offsite	
Non urgent visits will need to be cancelled or kept to a minimum depending on NP availability;	
Group visits would be suspended as in Orange;	
Clinic may be closed; if that is the case, referral directions for patients will need to be standardized and clear on the phone answering machine and/or other media if phones are not available;	
On call rotation may need to be altered depending on NPs' health;	
NPs and other staff will be called on to participate as a volunteer UMHS Nursing Services' Central Staffing Resource Pool.	

Blue (Recovery)

University/SON deactivates the Emergency Plan and communicates that to the NMCs

<p>First appointments will be given to highest need patients—e.g. those with chronic disease who need follow up and prescription refills</p> <p>All elective visits (yearly physicals for example) will be deferred until urgent visits are completed.</p> <p>Staff will resume usual roles</p>	<p>Emily Meuleman as director or Megan Eagle if Emily is unavailable will determine schedule with medical assistants if they are able to work.</p>
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SERVICE CONTINUITY PLAN

B. Provision of Surge Capacity

SERVICE CONTINUITY PLAN

B. Provision of Surge Capacity

Clinical Services Continuity Responsible Persons:	
Name	Role
Becky Weinberg	Program Manager
Marita Titler	Associate Dean for Clinical Scholarship

Planning Scenario Level: Orange or Red
Assumptions: UMHS has exceeded 120% capacity and Modular Emergency Medical System (MEMS) is initiated

Recruitment, training and deployment of faculty, staff, and students for surge capacity

- Just in Time training
- IT contacts to train volunteers for emergency training
- Volunteer list

Work with UMHS Nursing Services to have faculty and student support go through their Central Staffing Resource Pool.

III. Contingency Plan: Business Administration:

A. Human Resources, Payroll

B. Information Technology

C. Facilities

BUSINESS CONTINUITY PLAN

A. Human Resources, Payroll

Business Administration Responsible Persons:	
Name	Role
Lori Ristau	Human Resource Director
Kari Matthew	Human Resource Generalist
Jamie Smith	Human Resource Assistant

Planning Scenario Level: Orange or Red
Faculty Availability: Possible 30-40% absenteeism for 6 - 10 weeks
Student Availability: Possible 30-40% absenteeism for 6 - 10 weeks
Staff Availability: Possible 30-40% absenteeism for 6 - 10 weeks
Calendar: Any time

Payroll Time & Labor	Responsible Role
Payroll will be done electronically by the trained staff. Regular employees will continue to get paid regardless of timesheet entry. Regular and temporary staff can email hours if they are not at work for processing and complete a time sheet when the return.	Kari Matthew Lori Ristau Jamie Smith

Staffing	Responsible Role
The schools HR office will help manage staffing for the divisions and assist divisions with absences and how to proceed with staffing the divisions.	Lori Ristau Kari Matthew Jamie Smith

Emergency Contact Information	Responsible Role
A survey will go out to all faculty and staff gathering emergency contact information. This information will be housed in the HR office and available when requested by supervisory staff or in emergency situations. This list will be updated annually in September. The initial list will be compiled and completed by March 15, 2007.	Lori Ristau Kari Matthew Jamie Smith

Essential HR Functions	Responsible Role
Essential HR functions will continue at the office or by telecommuting. Any critical tasks will be completed to ensure pay and benefits continue for faculty and staff.	Lori Ristau Kari Matthew Jamie Smith
Flexible Work Site - Telecommuting	Responsible Role
For employees who hold critical function positions, we will allow for staggered shifts and possible telecommuting from home to ensure the continuance of essential functions in the school.	Lori Ristau Kari Matthew Jamie Smith
Sick leave and Compensation	Responsible Role
We may instruct employees to go home if they appear to be ill to avoid spreading the virus to well employees.	Lori Ristau Kari Matthew Jamie Smith
The School will follow the sick leave policies set up by central HR as far as pay and documenting time off. This will also cover any overtime for well staff that covers for those employees who are out ill.	

III. Contingency Plan: Business Administration

B. Information Technology

BUSINESS CONTINUITY PLAN

B. Information Technology

Information Technology Responsible Persons:	
Kinnothan Nelson	Network Administrator Lead
Binoy Philip	Information Technology Specialist
Thomas Lee	Desktop Support Specialist Senior

Planning Scenario Level: Orange or Red

Assumption: 30-40% faculty, student, and staff absentee rate for 6-10 weeks

IT/AT business continuation concerns

- Maintain server access
 - SoN data servers [J:\ and O:\ drives, for example] and NetAccess
 - Meeting Maker/Outlook schedule servers
 - Physical networking (routers, switches, etc. within the building)
 - Plan for increased traffic
- Maintain desktop computers
 - In office
 - Home computers for telecommuters
- Training for faculty, staff, and students
 - How to telecommute
 - How to design and conduct online courses
 - How to use various computer packages
 - Nursing training for students
- Facilitate communications via web site, etc.
- Nonessential functions that could be suspended
- Support we expect to be taken care of outside SoN (i.e., central campus will make sure the following systems work)
 - Basic CTools functions
 - Telephone and voice mail
 - E-mail
 - Basic tech support for connecting to Internet from home, computer problems, etc. (764-HELP)
 - Centra (maintained by School of Public Health; will not be reliable)
 - Electricity, heat, and water

Item	Green (watch)	Yellow/Orange (human/human transmission; not widespread)	Red (human/human transmission; widespread)	Blue (recovery)
INFRASTRUCTURE				
Maintain server access and physical networking	<ul style="list-style-type: none"> • Identify backup maintenance personnel, perhaps in conjunction with other small schools • Plan for increased traffic – upgrading equipment so adequate bandwidth and storage space is available. 	<ul style="list-style-type: none"> • Finish upgrading equipment • Begin maintaining in/out board of 3-deep server administrators 	<ul style="list-style-type: none"> • Defer all upgrades except for critical maintenance • Follow established task-delegation list if server maintainers become ill 	<ul style="list-style-type: none"> • Resume normal maintenance/u pgrade schedule
Maintain desktop computers in offices and for home use for telecommuting	<ul style="list-style-type: none"> • Identify backup maintenance personnel, perhaps in conjunction with other small schools • Draft policy on employees taking SoN computers home should an emergency occur; include tracking system • Determine degree of help desk assistance that will be available from central campus 	<ul style="list-style-type: none"> • Implement computer take-home policy • (See Appendix B) • Activate point person – perhaps with dedicated cell phone? - to handle telecommuting setup assistance 	<ul style="list-style-type: none"> • Defer all upgrades except for critical maintenance • [What machines will our folks service? Will they be expected to be at work every day, or just available by phone/e-mail?] • Follow established task-delegation list if help desk staff become ill 	<ul style="list-style-type: none"> • Help re-integrate take-home machines back into the office environment; check tracking system to be sure all have been returned • Resume normal maintenance/u pgrade schedule

TRAINING				
<p>How to set up your computer for telecommuting</p>	<ul style="list-style-type: none"> • Create or borrow paper-based instructions (diagram-heavy) for setting up work computer at home (incl. mic and web cam) • Set up telecommuting web page with links to servers (mail, calendars, NetStorage), help desk contact phone and e-mail, etc. 	<ul style="list-style-type: none"> • Offer training sessions for people who are planning to work from home • Buy a number of computer microphones to give to fac/staff 	<ul style="list-style-type: none"> • Field contacts from telecommuters; troubleshoot and train via phone and internet (same as point person, above?) 	<ul style="list-style-type: none"> • No further needed
<p>How to design and conduct online courses</p>	<ul style="list-style-type: none"> • Tailor existing materials to a quick guide for instructors 	<ul style="list-style-type: none"> • Help build/enhance CTools sites • Conduct training sessions and 1-on-1 help • Staff available to troubleshoot [do we need to dedicate .5 FTE to this? Can we rely on 746-HELP?] 	<ul style="list-style-type: none"> • Suspend creation of complex modules and all non-essential instructional technology tasks • Help build/enhance CTools sites • Conduct training sessions and 1-on-1 help • Staff available to troubleshoot [do we need to dedicate .5 FTE to this? Can we rely on 746-HELP?] 	<ul style="list-style-type: none"> • Staff available to troubleshoot [do we need to dedicate .5 FTE to this? Can we rely on 746-HELP?] • Resume non-essential instructional technology tasks

<p>How to use various computer packages, file access, etc.</p>	<ul style="list-style-type: none"> • Investigate sharing of materials across campus – what’s available? What still needs to be created? • Create any needed files 	<ul style="list-style-type: none"> • Conduct training sessions and 1-on-1 help 	<ul style="list-style-type: none"> • Help can be provided by help center, above 	<ul style="list-style-type: none"> • No further action needed
<p>“Just in Time” Training for nursing students and faculty (see p. 26)</p>	<ul style="list-style-type: none"> • [Would it be possible for students who volunteer to get independent study credit in “community health services” or similar?] 	<ul style="list-style-type: none"> • Investigate ready-made tutorials for health care providers • Create model for rapid training of practical skills • Create and publicize web site explaining the model and linking to resources 	<ul style="list-style-type: none"> • Deploy staff to train trainers at locations where nurses might volunteer 	<ul style="list-style-type: none"> • Consider folding this type of rapid training into curriculum

COMMUNICATIONS (See also Communication Plan section)

<p>Web site</p>	<p>Plan communications strategy, including web, e-mail, US mail, signage, and telephone media Set up, but do not post publicly, web pages dedicated to crisis communication Identify and grant editing privileges to 3-4 employees</p>	<p>Post general information on Son web site, including school plans, links to how-to resources, etc.</p>	<p>Suspend all optional web services Update page daily [weekly] with info.</p>	
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III. Contingency Plan: Business Administration

C. Facilities

BUSINESS CONTINUITY PLAN

C. Facilities

Business Administration Responsible Persons:	
Name	Role
Carleen Champagne	Business Lead of Finance and Facilities
Jamie Smith	Human Resource Assistant
Beverley Smith	Financial Specialist

Planning Scenario Level: Green, Yellow, Orange and Red
Calendar: Any time during the semester
Assumptions: 30-40% faculty, student, and staff absentee rate for 6-10 weeks

Prevent / Minimize the Spread of Disease	Responsible Role
Begin education program in Green to build good public health practices well before pandemic is anticipated. Cough & sneeze control, hand cleansing.	
Building Access	
Critical Team members only at Orange and Red. Recommend MCard access only at yellow level.	Incident Command for SON
Coordinate with 300 N Ingalls for their building access. (Tim Allen 6-9112 Access Control Manager, Security Services)	<i>T. Allen will email</i> Incident Command

Building Cleaning	Responsible Role
Note: Building cleaning and sanitizing will be set by the University: “Prioritize key buildings and areas for disinfecting and cleaning. Staffing and operational activities will be assigned based on building occupancies determined by the University.” Building Services Plan 10/06 SON may or may not be on the University’s priority list. Building will be cleaned as Building Services Staff are available,	Carleen Champagne
1. Coordinate with Building Services Plan. Coordinate cleaning to cooperate in cleaning support.	Orange/Red Carleen Champagne Jamie Smith Beverley Smith

2. Equipment provided for safety of all personnel: gloves, masks, hand sanitizer	Carleen Champagne Jamie Smith Beverley Smith
3. Supplies necessary (yellow) purchased and stored	Carleen Champagne Jamie Smith Beverley Smith
Office Area Cleaning	Responsible Role
1. Establish designated cleaning practices/policy for kitchens, phones, keyboards, and any other publicly used equipment including light switches, door knobs/handles, table surfaces, water fountains sinks counters and other common areas. (Yellow, Orange, Red)	Each unit in SON responsible for their kitchen area. Each employee responsible for phone, desk, office

IV. Contingency Plan: Communication

IV. COMMUNICATION CONTINUITY PLAN

Contingency Plan: Communication

Business Administration Responsible Persons:	
Name	Role
Marita Titler	Associate Dean for Clinical Scholarship and Practice Development
Antonia Villarruel	Associate Dean for Research and Post-Doctoral Training
Bonnie Hagerty	Assistant Dean for Undergraduate Programs

Planning Scenario Level: Green, Yellow, Orange and Red
Calendar: Any time during the semester
Assumptions: 30-40% faculty, student, and staff absentee rate for 6-10 weeks

Communicating Expectations and Responsibilities – Green/Yellow Level

A critical element of pandemic planning for the School of Nursing is ensuring that people and entities involved in a massive health crises understand what actions and priorities are required to prepare for and respond to a pandemic. Those groups include internal stakeholders such as faculty, students, and staff and external stakeholders such as clinical affiliates, nurse managed center patients, other units on campus, central administration and the UM's Public Information Officer. In order to accomplish this, we will:

- Compile personal contact information to develop an emergency contact list for quickly contacting faculty, and staff (see p. 28) in addition to group e-mails/list serves that currently exist..
- Work to ensure clear, effective and coordinated messages, internally and externally, before and during a pandemic.
- Identify credible spokespersons for the School to coordinate and communicate helpful, informative messages in a timely manner in cooperation with UM's Public Information Officer.
- Provide guidance to SON's faculty, student and staff on their role in a pandemic response, and considerations necessary to sustain the School's business and academic continuity despite significant and sustained worker absenteeism.
- Provide health education information to faculty, students and staff on non-pharmaceutical infection control behaviors they should adopt pre-pandemic such as respiratory etiquette, cover your cough campaigns and hand hygiene.
- Provide health education information and encourage influenza immunizations for seasonal influenza.

Ensuring Effective Risk Communication - Orange/Red Level

Effective risk communication is essential to inform the School of Nursing's constituents and mitigate panic. We will:

- Ensure that timely, clear, coordinated messages about the SON's business and academic continuity are delivered to internal and external constituents from trained spokespersons in the SON.
- Recommend specific actions to take during a pandemic, such as hand hygiene, respiratory etiquette, mask wearing, self-isolation and protection of others.

**School of Nursing
Communication Plan Details**

Stakeholder	Role	Information Required	From Whom (Sender)	Schedule of Delivery	Means of Delivery	Message	Start Date (MM/DD/YYYY)	End Date (MM/DD/YYYY)	Comments
<i>This person or group</i>	<i>in this role</i>	<i>needs this information</i>	<i>from this person or group</i>	<i>on this schedule</i>	<i>delivered by</i>	<i>in this format</i>	<i>starting this date</i>	<i>and ending this date</i>	<i>Enter additional information here</i>
INTERNAL STAKEHOLDERS:									
Faculty/Staff/ Students	School of Nursing Constituents	Reinforcement of messages from Provost's Office and Central Communications. Messages specific to the SON re: nature of the emergency? What is SON doing? What should individuals do? Mental health and psychological issues?	Dean Kate Potempa	At the beginning of the emergency; status reports and updates as needed; thereafter, at the end of the crisis	Face to face meeting (yellow level only) E-mail, master web page for all information, targeted telephone messages, Emergency Contact List	Use information from Office of the Provost, Chief Health Officer and Central Communication; Use information from internal staff and subject matter experts	Yellow Planning Level Orange or Red Planning Level	Blue Planning Level	Use principles of risk communication: Be first, be right, be credible

Stakeholder	Role	Information Required	From Whom (Sender)	Schedule of Delivery	Means of Delivery	Message	Start Date (MM/DD/YYYY)	End Date (MM/DD/YYYY)	Comments
<i>This person or group</i>	<i>in this role</i>	<i>needs this information</i>	<i>from this person or group</i>	<i>on this schedule</i>	<i>delivered by</i>	<i>in this format</i>	<i>starting this date</i>	<i>and ending this date</i>	<i>Enter additional information here</i>
Faculty/Students/Staff	Academic Instruction	Classes continue? How? Clinical continue?	Bonnie Hagerty Richard Redman	At the time of suspension of in person classes; After one week suspension After one month suspension After more than 1 mo suspension Clinical experiences will be ceased after one month suspension	E-mail, web posting, telephone	Notify Division and Program Directors and authorize faculty teaching courses to notify students of new class format/requirements; faculty send instructions to students;	Orange or Red Planning Level	Blue Planning Level	Assistant Deans of Undergraduate and Graduate Programs are responsible person for the academic continuity plan; backed up by Becky Weinberg and Michele Thompson
Faculty	Researchers	Research continue?	Antonia Villarruel	Beginning and end of emergency	E-mail	Selected elements of research, such as preparation of proposals, annual reports, post-award management, and face to face data collection will be ceased	Orange or Red Planning Level	Blue Planning Level	Research staff available for work will be deployed to other areas of need
Faculty/Staff	Human Resources - Staffing	Who is available for work?	Lori Ristau	Ongoing	Faculty and staff report absence to supervisor and Lori Ristau by calling in or e-mail	List of those available for work; HR policies for absence during an emergency	Orange or Red Planning Level	Blue Planning Level	Maureen Coerdts is responsible person for business administration continuity plan; backed up by Lori Ristau and Kari Matthew

Stakeholder	Role	Information Required	From Whom (Sender)	Schedule of Delivery	Means of Delivery	Message	Start Date (MM/DD/YYYY)	End Date (MM/DD/YYYY)	Comments
<i>This person or group</i>	<i>in this role</i>	<i>needs this information</i>	<i>from this person or group</i>	<i>on this schedule</i>	<i>delivered by</i>	<i>in this format</i>	<i>starting this date</i>	<i>and ending this date</i>	<i>Enter additional information here</i>
Faculty/Staff	Human Resources - Payroll	How will payroll be managed?	Lori Ristau	Bi-weekly	E-mail hours worked; usual channels	HR policies for absence during an emergency	Orange or Red Planning Level		Lori Ristau is backed up by Kari Matthew
Faculty/Staff/Students	IT Functions	System working? How to telecommute? Using C-Tools? What are the backup systems? Where to get IT help?	Kinnothan Nelson	Beginning and end of emergency; status updates as needed.	Master Web Page; ITCS outages page; telephone	Maintain telecommuting capabilities; provide information about system status; there may be some delay; C-Tools instructions	Yellow, Orange or Red Planning Level	Blue Planning Level	Kinnothan Nelson is the responsible person for the information technology continuity plan; backed up by Binoy Philip and Thomas Lee
EXTERNAL STAKEHOLDERS									
UM Central Admin	UM's Emergency Operations Center		Dean Kate Potempa	Beginning and end of emergency; periodic updates.	Central telephone number	Give and receive information from central administration re: university status and SON status	Orange/Red		
Other UM Units		Academic Issues	Richard Redman	“	e-mail phones	Coordination & provision of information	Orange/Red		
Clinical Affiliates		Does Clinical Experience continue?	Carleen Champagne	“	? list serves	Clinical experience	Orange/Red		Work closely with Marita Titler
NMC Patients		Clinics open/closed? Details re: services	Emily Meuleman	“	Radio, phone, signs	Continuation of care	Orange/Red		Work closely with Marita Titler

Appendix A

List of Courses

Course Title	Course Eff Status	Catalog Number
Level I Freshman UG		
Societal&Intrps Prof	A	122
Hlth&Social Justice	A	128
Hlt Prom&Risk Reduc	A	130
Level II Sophomores UG		
Anatomy&Phys Sem	A	202
Nurs Soc&Interprs	A	205
Str&Func Hum Body	A	210
Disability Issues	A	214
Assess Hlth Illness	A	217
Women's Hlth	A	220
Maint&Rest Hlth	A	221
Beg Concpt&Intrvn	A	242
Pathophysiology	A	245
Health Assessment I	A	252
Transition to Nurs	A	253
Hlth Maintenance I	A	254
Hlth Maintenance II	A	256
Hlth Assessment II	A	258
Honors Seminar	A	295
Level III Juniors UG		
Art&Sci Hlth Aging	A	303
Matn&Repr Hlth	A	313
Life with Diabetes	A	314
Evid Based Practice	A	317
Health Care Delivery	A	330
Professional Nursing	A	332
Health Behavior	A	334
Acute Care Lifespan	A	345
Reproductive Health	A	352
Child Health&Illness	A	354

Adult Hlth&Illness	A	356	
Intro to Research	A	357	
Mental Hlth&Illness	A	358	
Hon Dir Research	A	395	
Level IV Seniors UG			
Indiv Fam Comp Needs	A	405	
Prac HI Care-U.S.	A	415	
Crit Care Crit Mgt	A	417	never taught
Intl Nursg Dev Count	A	420	
Intl Nursg Dev Count	A	421	
Community Care Nurs	A	422	
Ment Ill-Lifespan	A	426	
Client Care Mngmt	A	428	
Evidence-Based Prac	A	432	
Ment Hlth&Ill Lfspn	A	433	
Leadership&Managemnt	A	435	
Complex Needs	A	452	
Leadership&Mngmt	A	454	
Trans Prof Practice	A	455	
Community Hlth Nsg	A	456	
Prof Practice	A	458	
Cult Asp Hlth&Ill	A	477	
Honors Project	A	495	
Independent Study	A	499	
Master's - Grad			
Adv Hlth Assess	A	503	
Bio-Behavior I	A	505	
Bio-Behavior II	A	506	
Clinical Pract I	A	507	
Clinical Pract II	A	508	
Pathophys-Hum Res	A	514	
Adv Std Nurs Proc	A	515	
Therap&Alt Healing	A	516	
Dementia:Fam Caregiv	A	518	
CNS Role Practicum	A	520	
Bio Beh Aging&Ment Ill	A	521	
Frailty in Aging	A	522	
Iss Aging&Mentl Hlth	A	525	
Care of Frail Elders	A	526	
Dement: Assmt&Diag	A	530	

Dementia: Ind Care	A	531
Theo Bse Adv Prac	A	532
Strat Nrs&Hl Care	A	535
Util of Nurs Res	A	536
Hl Pro/Rsk Red Lfspn	A	537
Inf Chld&Adol Hlt	A	538
Well Woman-Life	A	540
Hum Dev Phys&Path I	A	541
Phys Bas Repr Hlt	A	542
Hu Dev Phys&Path II	A	544
Pharmacothrp Mgmt	A	545
Antepartum Care	A	546
Inf Chld&Adol Hlth	A	547
Inf Chld&Adol Hlth	A	549
Human Resources	A	556
Org Anlys&Innovatn	A	558
Iss Hum Sexuality	A	562
CHN&Pop Assessment	A	563
Basis of Adv Chn	A	564
Issues Home Hlt C	A	565
Issues Home Hlt C	A	565
Adv Primary Care I	A	566
Iss Adv Comm Hlth	A	567
Crit Elem Fam&Hlt	A	568
Comp Nurs Inf Sys	A	569
Phil of Science	A	570
Curr&Emerg Iss Occup	A	572
Epid Commun Anal	A	582
Adv Prac Skls Lab	A	582
Eld Mnt ill:Mng Care	A	583
Elder Ment ill:Clin	A	584
Adv Prac Clin Pract	A	585
Data Management	A	603
Management for OEHS	A	606
Adv Nsg Prac Spec I	A	608
Adv Nsg Prac Spec II	A	609
Essen Prac in IHSD	A	612
Sem in IHSD	A	613
Internship in IHSD	A	614
Nurs Therapies II	A	615
Bio-Beh Nrs Intrv	A	622

Adv Nrsg Mgmt	A	634
Patient Safety&Qual	A	636
Nurs-Chldbear Fam	A	640
Cr Ill Inf&Chld I	A	641
Cr Ill Inf&Chd II	A	644
Adv Prac Wom Hlth	A	645
Inf Chld&Adol Hlt	A	647
Mg Acute&Ill Chld	A	648
Children-Chron Cond	A	649
Qlty&Operations Mgt	A	651
Syn Thry&Practice	A	652
Nurs Syst Internship	A	653
Nursing Informatics	A	654
Mgt Acct&Fin	A	655
Innovation&Change	A	657
Sys Assmt&Strat Plan	A	659
Nrs Entrepreneurship	A	662
Nrsg&Health Policy	A	664
Prim Care Ill Adults	A	666
Adv Prim Care Integr	A	667
Teach Strat Nurs	A	672
Clin Mgt Care Env	A	675
Intrapar,Postpart	A	676
Midwifery IV	A	677
Profess Iss Midwf	A	678
High Rsk Perinatl	A	679
Community Hlt Nrs	A	683
Com Ori Pop Sp Nr	A	684
Adv Com Hlth Prac	A	685
Int Aggreg&Commun	A	686
Mng Comm Base Sys	A	687
Adv Prim Care Fam	A	688
Selected Topics	A	695
Independent Study	A	697
Nrs Scholar Proj	A	699
PhD - Graduate		
Philosophy of Science	A	570
Genetic Nurs Sem	A	724
Spec Topics Nurs	A	795
Independent Study	A	797

Dir Stdy&Dev Nrs Sci	A	801
Adv Nurs Thry Dev	A	821
Clinical Svcs Rsrch	A	824
Des,Meth&Analys I	A	830
Des,Mth&Analys II	A	831
Qual Res Methods	A	841
Phys Act,Health&Nur	A	845
Theo&Method Issues	A	847
Feminism&Health	A	852
Wom Hlt:Thry&Meth	A	853
Glob,Cul&Womn Hlt	A	854
Theoret&Metho Iss	A	860
Care of the Elder	A	861
Hlth Beh Theor&Meth	A	862
Menstrual Cycle	A	863
Fam Syst&Hlth:Theory	A	864
Behav Hlt&Illness	A	865
Hlth Prom Intr:Adult	A	866
Hlth Prom:Chld&Adol	A	867
Parenting Phenomn	A	868
Hum Resp&Alt Biol	A	869
Altered Memory	A	870
Alt Energy Regul	A	871
Cog Impair Eldrly	A	872
Affect & Cognition	A	873
Enh&Rst Cog Env Res	A	874
Org&Int-Org Phen	A	876
Organizat Phenom	A	877
Resource Allocat	A	878
Nrs&HI Policy Dev	A	879
Topics Bio-Behavior	A	883
Topics Hlt Promotion	A	884
Topics in Nurs Sys	A	885
Topics in Wom Health	A	886
Special Topics	A	887
Diss-Precand	A	990
Diss-Cand	A	995

Appendix B:

Request for Removal and Use of University Equipment

Use: Form 7479-06 <http://www.umich.edu/~ofa/propertycontrol/LoanForm.pdf> Text here as sample:
LoanNo.

UNIVERSITY OF MICHIGAN PROPERTY CONTROL OFFICE

2054 WOLVERINE TOWER - 1273

REQUEST FOR REMOVAL AND USE OF UNIVERSITY EQUIPMENT

In accordance with University policy, faculty and staff members must receive authorization to remove University equipment from University buildings. This authorization must be received from the department head who is of higher administrative authority than the requester. When properly completed, this request authorizes the removal and use of equipment as specified below.

Equipment to be removed

Item:

Model:

Serial No:

Equipment Tag No:

University Address:

Equipment Use: **(Exclusively for business use)**

Location:

Period Not to Exceed 2 Years: From

To:

Agreement by Requestor:

I hereby request authorization to remove the equipment as specified above exclusively for business use. I agree that the equipment is my full responsibility and that I will provide reasonable care and security and return by the stated date.

Name (print):

Date:

Unique ID:

Signature:

Title:

Authorization to Remove and Use Equipment:

This request is hereby approved in accordance with Standard Practice Guide Section #520.1

Name (print):

Date:

Unique ID:

Signature:

Department:

Title:

Building:

Equipment Return:

I hereby acknowledge the return of the above described equipment in satisfactory condition.

Name (print) :

Date:

Department:

Title:

Signature: