UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
EMPOWER - COORDINATE - COOPERATE - STANDARDIZE
EMERGENCY MANAGEMENT

Plan Template V1.0. (Updated 02/28/2022)

Emergency Operations Plan Annex 3

Continuity of Operations Plan (COOP)

Revision Date: 05/19/2026

UMBC

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THIS IS A STRATEGIC LEVEL DOCUMENT
It informs objectives for operational procedures and program plans

and AN INCIDENT MANAGEMENT COMPONENT of the EM Program
It describes measures to mitigate impacts resulting from physical incidents

i. Overview

The activities in this Continuity of Operations Plan (COOP) fulfill Emergency Management (EM) Program requirements found in University System of Maryland (USM) policy. See VI-13.00 -- Policy on Campus Emergency Planning, Preparedness, and Response.

This COOP is designated as Annex 3 of the UMBC Base Emergency Operations Plan (EOP). This plan is a STRATEGIC level, INCIDENT MANAGEMENT component of UMBC's EM program. The Base EOP serves as our institutional framework for coordinating all emergency management activities. Annexes can be used independently from the Base OEP as stand-alone program plans.

The President, as the Chief Executive Officer for the University, retains final authority and responsibility for the protection of individuals, facilities, and infrastructure as well as business, academic, and research continuity. UMBC's Emergency Manager is responsible for leading preparedness, response, recovery, and mitigation efforts across the UMBC community, and coordinating procedures to meet the requirements of EM policy.

This is not an emergency response tool. This plan is a means of documenting institutional knowledge to assist with readiness. We will use this plan to develop simplified checklists, guides, and other tools to continue Mission Essential Functions (MEFs) during an actual continuity disruption.

This document uses hyperlinks to navigate the plan. To jump to a specific section in electronic form, click on any section in the Table of Contents. Click the UMBC banner at the top of any page to return to the Table of Contents.

Review this plan fully before making revisions. Familiarize yourself with the main sections to understand how information is structured. Meet with subject-matter experts to include accurate, up-to-date information.

ii. Applicability

This plan is applicable to the UMBC campus and UMBC affiliate locations to include: Universities at Shady Grove (USG); Lion Brothers Building; Rita Rossi Colwell Center; BWTech South; BWTech North; OCA Mocha; and Choice/Shriver Center, Hyattsville.

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iii. Approvals

I am pleased to present UMBC's COOP which builds on the concepts and objectives set forth in our Base EOP. The EOP is an all-hazards plan that describes how we organize to prevent, respond to, and recover from physical safety and security incidents. This COOP formalizes the processes that each College and Division can use to document their essential functions and create their own emergency action plans for continuity disruptions.

UMBC must have a comprehensive emergency management program to remain resilient. Regardless of the hazard, we must take unified action to support our community of students, staff, faculty, and visitors. UMBC supports individual and organizational readiness. We encourage our community to uphold the University's core values of inclusive excellence, collaboration, innovation, and impact during even the most difficult of times.

The University's Emergency Manager is the individual designated to oversee our emergency planning. This includes prevention, preparedness, response, recovery, and continuity of operations. This individual is empowered to execute the emergency management program based upon guidance from national, state, and local directives, including the University System of Maryland, and has the authority to amend this plan. The University's Emergency Manager is ready to support each College, Division, and affiliate with the tools, training, and services necessary to meet the objectives of this plan and the needs of the UMBC community.

This plan was designed with input and direction from the whole community of University stakeholders. We will update this plan at least annually or as necessary based on the changing needs of the University. This version supersedes all others and accounts for the most current practices. For any questions or recommendations please contact:

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Signed by:
David Fields
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5/19/2026 | 2:23 PM EDT

David Fields, Chief of Police, UMBC Police Department — Date

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Part 1. Introduction

This plan will enable UMBC colleges, divisions, and their subordinate Schools or Offices to effectively prepared for, respond to, and recover from the impacts of continuity disruptions to our normal operations.

A. Purpose

This COOP instructs each College, Division, and subordinate unit on the process for identifying essential functions. It describes the levels of essential functions, identifies the University's Essential Functions, and states how they align with Institutional Essential Functions from USM and State Essential Functions from the State of Maryland.

B. Objectives

This plan describes how we meet the following objectives:

1. **Simplify Continuity Program Management**. Continuity planning can be a long, detailed, and complex process. UMBC staff assigned to coordinate continuity planning for their departments will require a simplified planning method to efficiently develop their internal plans. Coordination is likely to be an additional duty for staff who will be unable to invest significant time toward continuous planning efforts. Also, they will be unlikely to have in-depth continuity planning experience. Therefore, simplified planning and training will help minimize confusion and enable effective decision-making in a time of crisis.
2. **Minimize Impacts from Disruptions**. Plans must provide a method to minimize the loss of assets, resources, revenue, and other impacts on the UMBC community. We must always provide expected services, even during adverse conditions. We must satisfy any legal, regulatory or statutory requirements, facilitate the timely recovery of essential functions, and maintain a favorable public image and reputation .
3. **Illustrate the Importance of Leadership Support**. UMBC leaders at all levels have a responsibility to continuously improve our resiliency and preparedness. Deans and Vice Presidents are responsible for ensuring that continuity plans and programs are developed, coordinated, exercised, and capable of being implemented when required. They must support the work of their Continuity Coordinators and encourage cooperation from all departments.

C. Planning Assumptions

The following planning assumptions provide context to this plan's purpose:

1. **This COOP is a framework for departmental plans**. UMBC cannot develop a single plan that encompasses all its departments functions. Instead, we rely on department-level plans coordinated by their Deans and Vice Presidents.
2. **This framework applies to all forms of disruptions**. A disruption may take the form of a closure or loss of a single campus building, multiple buildings, or the entire physical campus. A disruption may only impact a single department, team, or resource. Regardless of the size of the impacts, the process for identifying and restoring MEFs

must be standardized and simplified to allow staff with limited continuity planning experience to maintain and execute their owns plans.

3. **Continuity is dependent on the ability to conduct remote work**. Response to the COVID-19 pandemic taught us that many of the University's MEFs can continue virtually through remote processes. Conversely, some or all component processes of other MEFs must still be conducted in-person. This framework relies on identifying the processes that have in-person components and the unique resources they require.
4. **This plan focuses on long term disruptions**. This framework does not apply to intermittent, sporadic or short-term disruptions of service including minor IT system or power outages and any other scenarios where essential functions can be readily restored.

D. Guiding Principles

We can achieve our continuity objectives by adopting a proactive attitude of readiness. Being proactive depends on these principles:

1. **Response must align with our values**. The quality and effectiveness of our response to a continuity disruption can influence UMBC's reputation. We must uphold our core values during even the most difficult of times.
2. **Seek to reduce the severity of impacts**. We may not be able to prevent all negative events. But we must seek to reduce the severity of harm that disruptions have on our community.
3. **Maintaining essential functions is vital to crisis and incident management**. This plan addresses broader impacts of a full range of potential disruptions, not only from physical safety or security incidents. All teams must remain mutually supportive to achieve response objectives.

E. Activities and Requirements

This plan provides details on the following continuity activities and requirements:

1. **Define roles and responsibilities**. This section describes our concept of operations used to mitigate the impacts of a physical incident and an associated crisis that may cause continuity disruptions.
2. **Explain the continuity process**. This section describes the phases of continuity planning and defines levels of essential functions.
3. **Provide an understanding of essential functions**. This section differentiates between the levels of essential functions .
4. **Continuity Planning Phases**. This section describes the four-phase process we use to differentiate functions that are deemed essential, supporting, or enhancing.
5. **Department Emergency Action Plans (DEAPs)**. This section lists the requirements for each College and Division, as well as their subordinate Schools and Offices, to include in their own unique continuity plans.

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F. Terms and definitions

The following terms and definitions apply to this document:

Figure 1.1. Terms and Definitions

Term	Definition
BIA	Business Impact Analysis.
BPA	Business Process Analysis.
Continuity	The ability to provide uninterrupted services and support, while maintaining organizational viability before, during, and after a disruption of normal operations.
COOP	Continuity of Operations Plan. The continuity plan for the entire University. It documents our continuity process, defines our strategy and sets requirements.
CWG	Continuity Working Group. The CWG consists of the Continuity Coordinators from each College and Division and is led by UMBC's Emergency Manager.
DEAP	Departmental Emergency Action Plan. This plan uses a template to describe mitigation for continuity disruptions impacting a specific College, Division, School, or Office. It describes their PMEFS and MEFs and lists each subordinate unit that has its own continuity plan.
Disruption	Any event that impacts our ability to perform an essential function.
EAPs	Emergency Action Procedures. These are immediate actions taken during a disruption to mitigate impacts on our ability to perform an essential function.
EMAG	The Emergency Management Advisory Group. When activated, the Executive Preparedness Group transforms into the core EMAG during an actual incident or crisis. They advise the University President, support response objectives, and coordinate with USM. Others may be added to an extended EMAG as needed.
ESAs	Essential Supporting Activities. These are functions that support the performance of Mission Essential Functions. They may have a policy, regulation, or legal requirement and are considered important activities. However, their performance alone does not accomplish our mission.
Essential Functions	Responsibilities and activities necessary to sustain our mission. Essential functions must be maintained during continuity disruptions until normal operations resume.
HVRA	Hazard & Vulnerability Risk Assessment. An annual identification of the physical hazards most likely to impact UMBC.
MEFs	Mission Essential Functions. Each subordinate unit has its own Mission Essential Functions that directly support continuation of one or more Primary Mission Essential Functions. These are a limited set of office-level functions that provide vital services to the UMBC community. They must be continued throughout, or resume rapidly, after a disruption.
MSAs	Mission Enhancing Activities. These activities compliment a Mission Essential Function or Essential Supporting Activity. They are products of best practices, established traditions, or industry recommendations. They have no policy, regulation, or legal requirement. Expect them to be deferred during a disruption.
MTD	Max Tolerable Downtime. The maximum amount of time acceptable for a disruption of MEF performance.
PMEFs	Primary Mission Essential Functions. Each College and Division has its own Primary Mission Essential Functions that directly support continuation of one or more University Essential Functions. These must remain continuous or be resumed within 12 hours after a disruption. They must be maintained up to 30 days during disruption or until normal operations resume.

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Terms and Definitions (Cont.)

Term	Definition
RPO	Recovery Point Objective. An acceptable amount of resource, information, or data loss.
RTO	Recovery Time Objective. The maximum amount of time a resource or asset can be unavailable before it has a failure impact on a MEF
UEFs	University Essential Functions. These functions form the basis for all continuity decisions. They are responsibilities of the University necessary to sustain our mission, and our existence. They are the primary focus of the President and senior leaders before, during and after a disruption. UMBC must successfully always maintain these functions, especially during emergencies. The objective of each College and Division is the continuation of our five University Essential Functions.

G. References

Requirements from the following guidance and resources apply to this document:

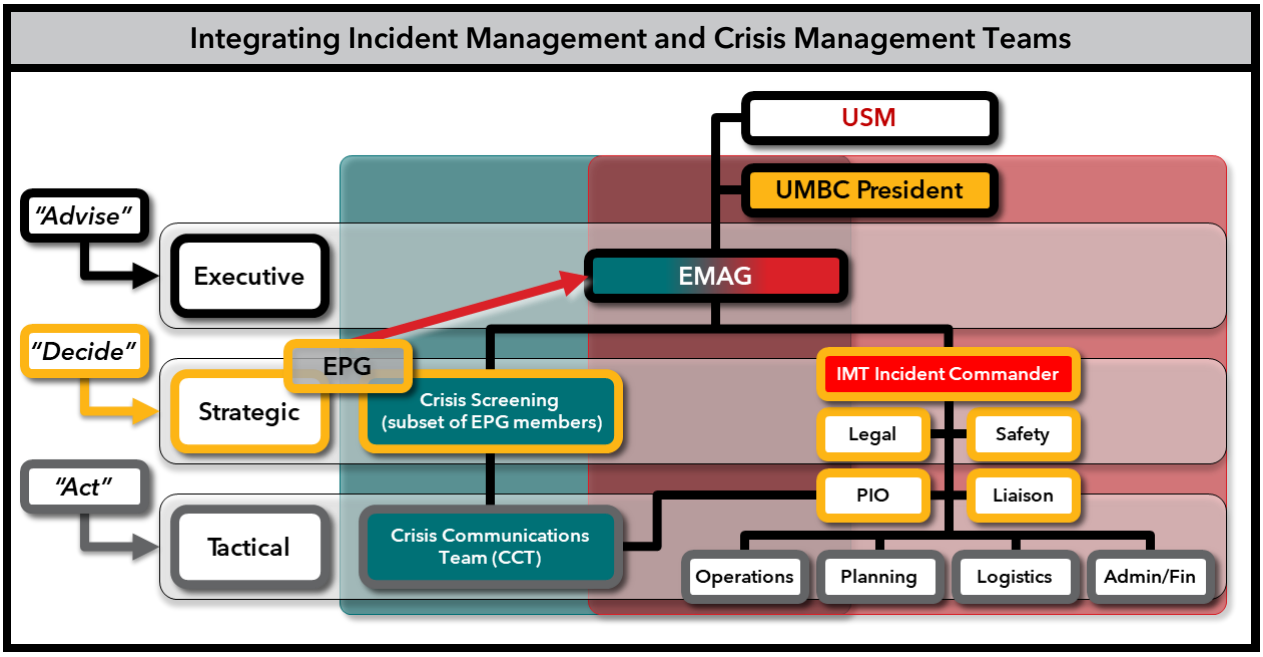
1. **USM VI-12.00**. Policy on Emergency Conditions: Cancellation of Classes and Release of Employees (May 1, 1992).
2. **USM VI-13.00**. Policy on Campus Emergency Planning, Preparedness, and Response (April 21, 2017).
3. **State of Maryland Continuity of Operations Plan Guide** for State Departments, Agencies, Offices, & Entities. Maryland Department of Emergency Management (December 10, 2021).

-- End of Part 1 --

Part 2. Roles and Responsibilities

Our concept of operations (see Figure 2.1.) illustrates how we will mitigate the impacts of a physical incident and an associated crisis that may cause continuity disruptions. All teams share the response space and are mutually supportive. We anticipate that a physical incident may generate a crisis, or vice versa, and we must be ready to manage both simultaneously.

Figure 2.1. Concept of Operations for Integrated Response



A. President's Emergency Management Advisory Group (EMAG)

As stated in the Base EOP, the EMAG advises the UMBC President during physical incident, crisis, or continuity disruption. Core and extended groups keep the appropriate senior leaders and subject matter experts involved based on the severity of impacts

1. **EMAG Objectives**. Core and extended groups provide strategic direction as stated by the University President, coordinate with USM, and oversee long term recovery. Their ultimate goal is to ensure incident management and crisis management teams have the resources and support necessary to achieve response objectives.
2. **EMAG Activities**. The UMBC President has designated the Vice President for Administration & Finance responsible for executive decisions regarding physical incident response, to include decisions to close the University. The President has designated the Chief of Staff as spokesperson for EMAG activities.

B. Continuity Working Group (CWG)

The CWG consists of the Continuity Coordinators from each College and Division. The CWG will ensure their subordinate Schools and Offices receive required training and implement the activities in this framework to develop and maintain their departmental continuity plans.

1. **College/Division Continuity Coordinators**. Each Dean and Vice President will designate in writing at least a primary, and ideally an alternate, Continuity Coordinator for their College or Division. These designees with be members of our CWG and will assist UMBC's Emergency Manager with continuous program management.

Figure 2.2. College/Division Continuity Coordinator Responsibilities

Assist UMBC's Emergency Manager with continuous program management by:
• Attending initial and annual continuity training provided by UMBC's Emergency Manager.
• Ensuring each of your subordinate Schools or Offices has a least a primary, and ideally an alternate, Continuity Coordinator to manage unit-level continuity planning.
• Ensuring your Continuity Coordinators attend initial and annual continuity training.
• Managing surveys to identify the organizational work functions of your subordinate Schools and Offices.
• Overseeing each planning phase to identify essential functions.
• Drafting and maintaining their departmental continuity plans and emergency action procedures.
• Ensuring emergency action procedures are activated during continuity exercises or actual disruptions.

2. **School/Office Continuity Coordinators**. If the Dean or Vice President determines that a subordinate School or Office requires a departmental continuity plan, that Associate Dean or Director will designate in writing at least a primary, and ideally an alternate, Continuity Coordinator. These designees with be responsible to their College or Division's Continuity Coordinator.

Figure 2.3. School/Office Continuity Coordinator Responsibilities

Assist your College/Division Continuity Coordinator with program management by:
• Attending initial and annual continuity training provided by UMBC's Emergency Manager.
• Reporting planning actions, issues, and questions to their College/Division Continuity Coordinator for inclusion in CWG activities.
• Distributing surveys to identify the organizational work functions of your Schools and Offices.
• Drafting and maintaining their departmental continuity plans and emergency action procedures.
• Ensuring emergency action procedures are activated during continuity exercises or actual disruptions.

-- End of Part 2 --

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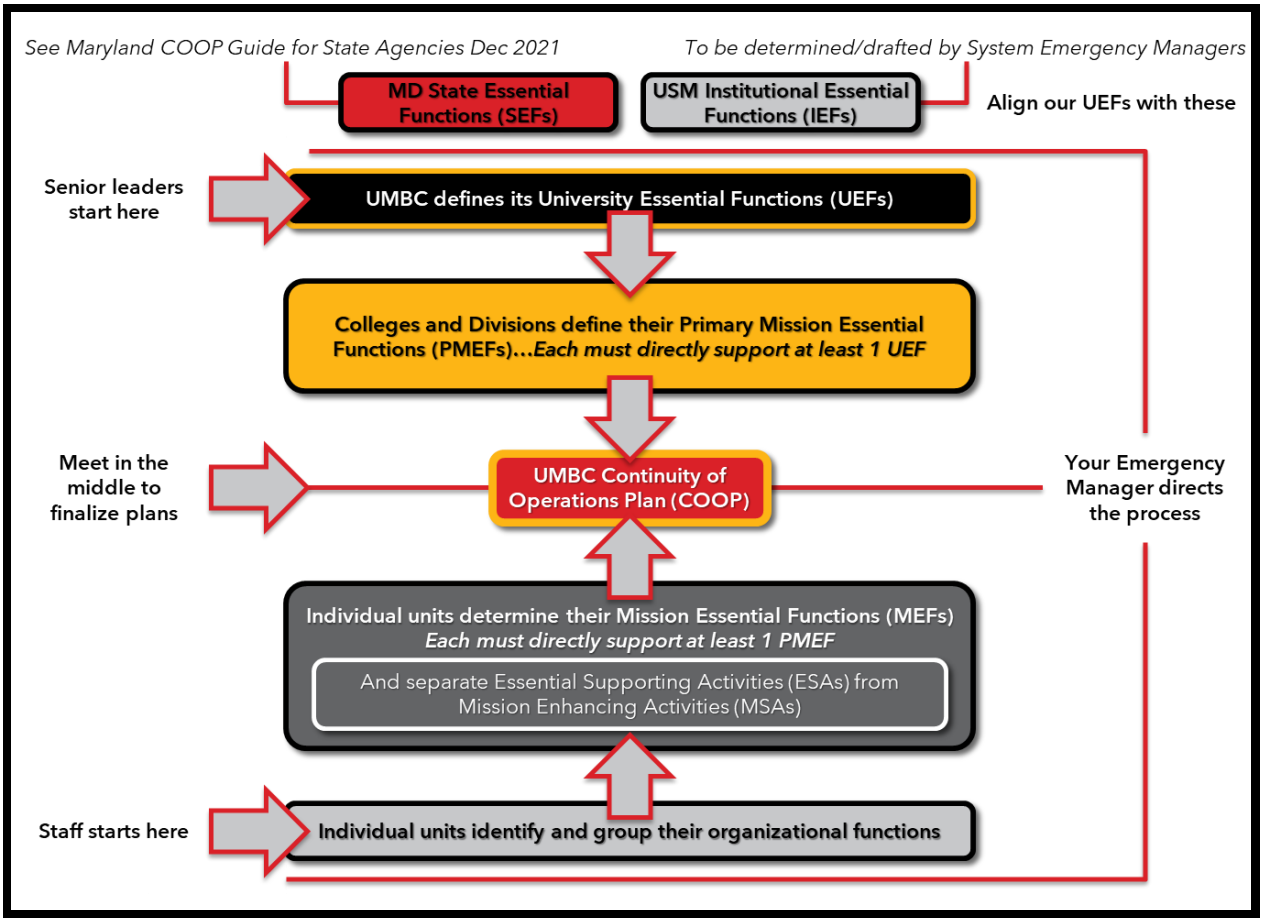
Part 3. Continuity Overview

Continuity means the continuous performance of our organization's MEFs during a disruption. A disruption is any event that impacts our ability to perform an essential function.

A. The Continuity Planning Process

Continuity planning occurs from both the top-down and from the bottom-up (see Figure 3.1.). Senior leaders and staff identify and define essential functions at multiple levels, meeting in the middle to finalize plans.

Figure 3.1. Simplified Model of Continuity Planning



B. Levels of Essential Functions

Essential functions are the building blocks of continuity (see Figure 3.2.). Each level us supported by the functions below, and dependent on the functions above:

1. **State Essential Functions (SEFs)**. These are the responsibilities of the State of Maryland government during or following a disruption (see the State of Maryland Continuity of Operations Plan Guide for a list of SEFs).
2. **Institutional Essential Functions (IEFs)**. These are responsibilities of USM to support and continue essential services for each of its institutions.

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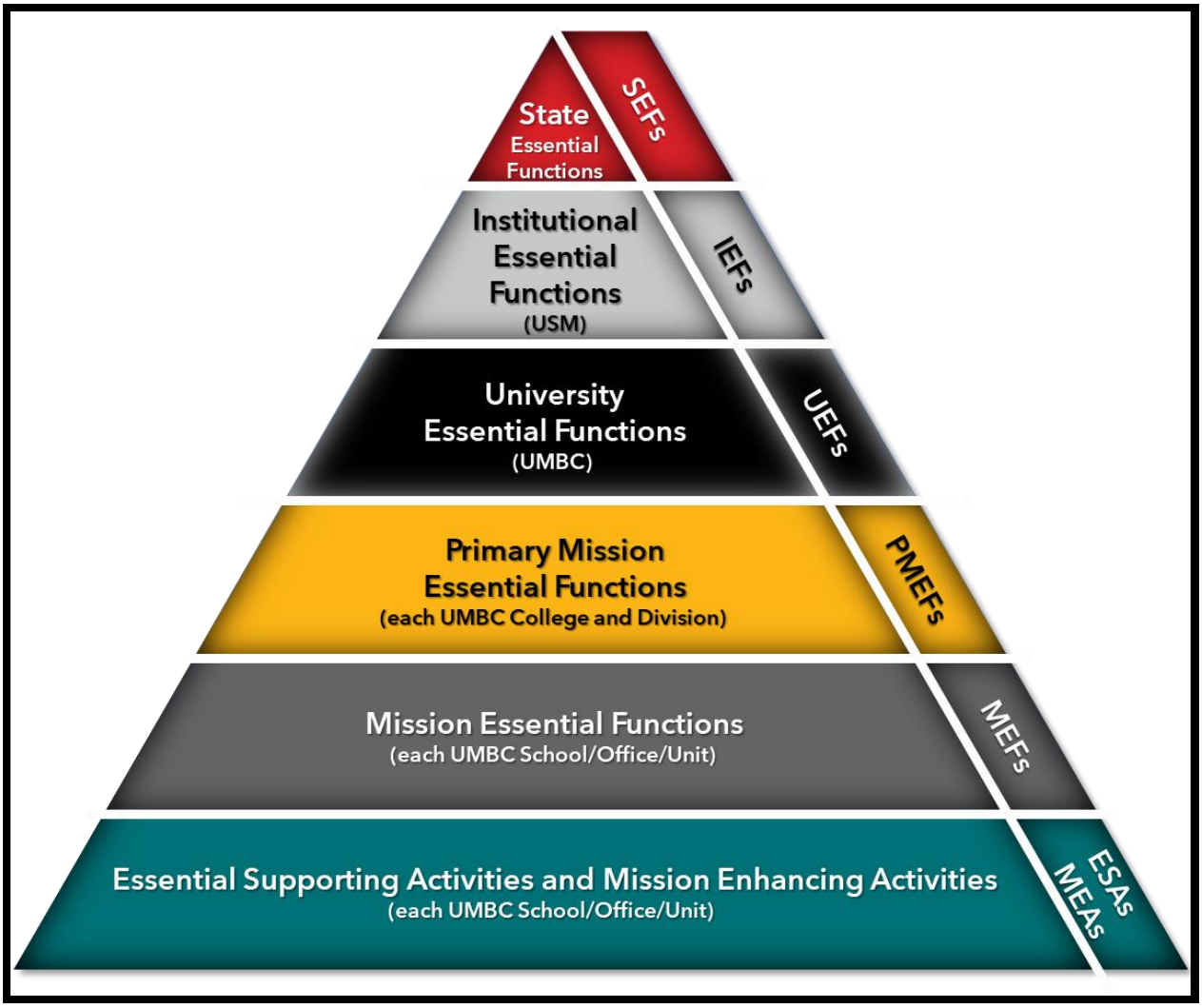
3. **University Essential Functions (UEFs)**. UEFs form the basis for all UMBC's continuity decisions. They are the responsibilities necessary to sustain our mission and our existence as an institution of higher learning (see Part 4.C.).
4. **Primary Mission Essential Functions (PMEFs)**. Each UMBC College and Division has its own PMEFs. These are services that directly support continuation of one or more UEF (see Part 4.D.).
5. **Mission Essential Functions (MEFs)**. Each School and Office in a College or Division has its own MEFs. These are services that directly support continued performance of one or more PMEF (see Part 4.E.).
6. **Essential Supporting Activities (ESAs)**. These are functions that support the performance of MEFs (see Part 4.F.).
7. **Mission Enhancing Activities (MEAs)**. These are activities that compliment a MEF or an ESA (see Part 4.F.).

Figure 3.2. Levels of Essential Functions



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C. Differentiating Essential Functions

Schools or Offices use a four-phase process to determine which functions are essential to supporting the PMEFs of their College or Division. They also differential functions that support or enhance their own MEFs.

1. **Phase 1: Identify Your MEFs**. This consists of identifying organizational functions, grouping them into common themes, and linking them to at least one PMEF.
2. **Phase 2: Conduct a Business Process Analysis (BPA)**. The objective of the BPA is to identify gaps in a department's ability to continue its functions and areas where multiple Schools or Offices share responsibilities. It is a systematic method of examining, identifying, and mapping the functions needed to perform each MEF.
3. **Phase 3: Business Impact Analysis (BIA)**. The BIA identifies and quantifies the impacts from disruptions. It considers the consequences of a functional loss or degradation and shows each function's criticality to the mission.
4. **Phase 4: Prioritize and Document**. This phase consists of document MEFs, MSAs, and MEAs in departmental plans and submitting MEFs for approval.

-- End of Part 3 --

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Part 4. Understanding Essential Functions

Essential functions are the building blocks of continuity. Each level us supported by the functions below, and dependent on the functions above.

A. State Essential Functions (SEFs)

These are the responsibilities of the State of Maryland government during or following a disruption. Maryland Department of Emergency Management (MDEM) published a continuity of operations plan guide for State departments, agencies, and offices. Essential function of USM and UMBC may not directly support SEFs, but they must align with State requirements and planning processes.

B. Institutional Essential Functions (IEFs)

These are responsibilities of USM to support and continue essential services for each institution within System.

C. University Essential Functions (UEFs)

UMBC has five UEFs that mirror the five strategic pillars detailed in the UMBC Strategic Plan and form the basis for all our continuity decisions. They are the responsibilities necessary to sustain our mission and our existence as an institution of higher learning. Our UEFs are the primary focus of the President and senior leaders before, during and after a disruption. UMBC must successfully maintain its UEFs at all times, especially during emergencies:

1. **UEF 1: Innovation & Vitality.** Embrace a workplace culture of continuous improvement and innovation, investing in the future by investing in our people and an environment that is inclusive and welcoming for all.
2. **UEF 2: Research & Creative Achievement.** Set new standards for research and creative excellence as an R1 institution, building an inclusive, transdisciplinary, and translational enterprise that advances scholarship, discovery, understanding, and innovation across all fields, and contributes to economic prosperity, cultural vitality, and the public good.
3. **UEF 3: Strengthen Maryland & its Communities.** Deepen reciprocal collaborations and engagement with our neighboring communities and partners in education, arts, government, civic organizations, and industry; contributing to the state's well-being and capacity to thrive.
4. **UEF 4: Student Opportunity & Success.** Lead in advancing student opportunity and success by expanding access, strengthening high-impact programs and supports, and creating new pathways to improve the student experience and post-graduate success.
5. **UEF 5: Teaching & Learning.** Lead the nation in pedagogical excellence through innovative and evidence-based practices that educate students for inclusive collaboration, meaningful careers, civic responsibility, critical navigation of emerging technologies, and lifelong learning.

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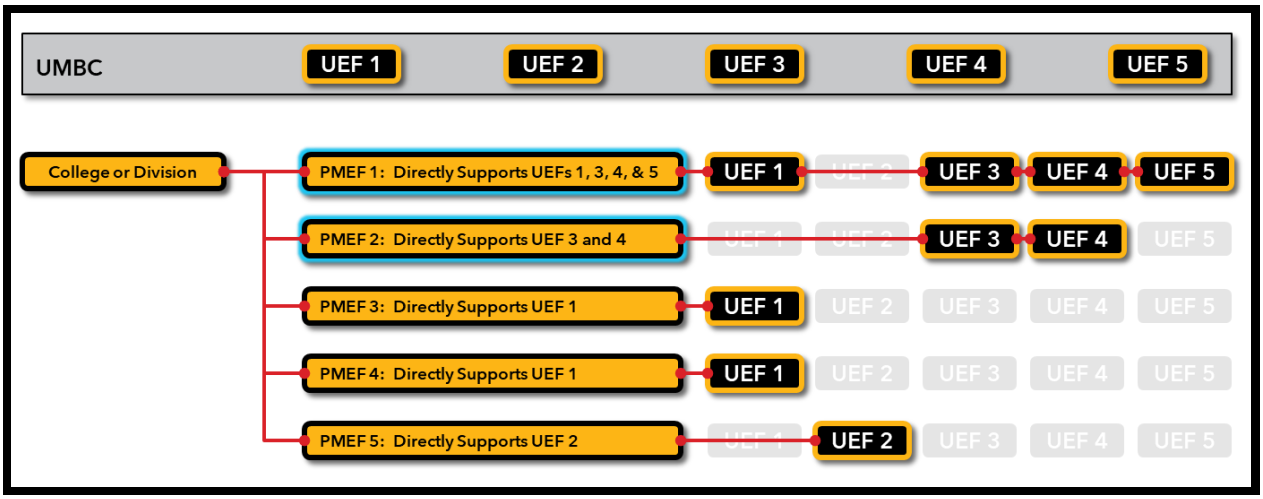
D. Primary Mission Essential Functions (PMEFs)

Each UMBC College and Division has its own PMEFs. These are services that directly support continuation of one or more UEF.* They must remain continuous or must be resumed within 12 hours after disruption. They must also be maintained up to 30 days during disruption or until normal operations resume. Colleges and divisions must prioritize those PMEFs that support multiple UEFs.

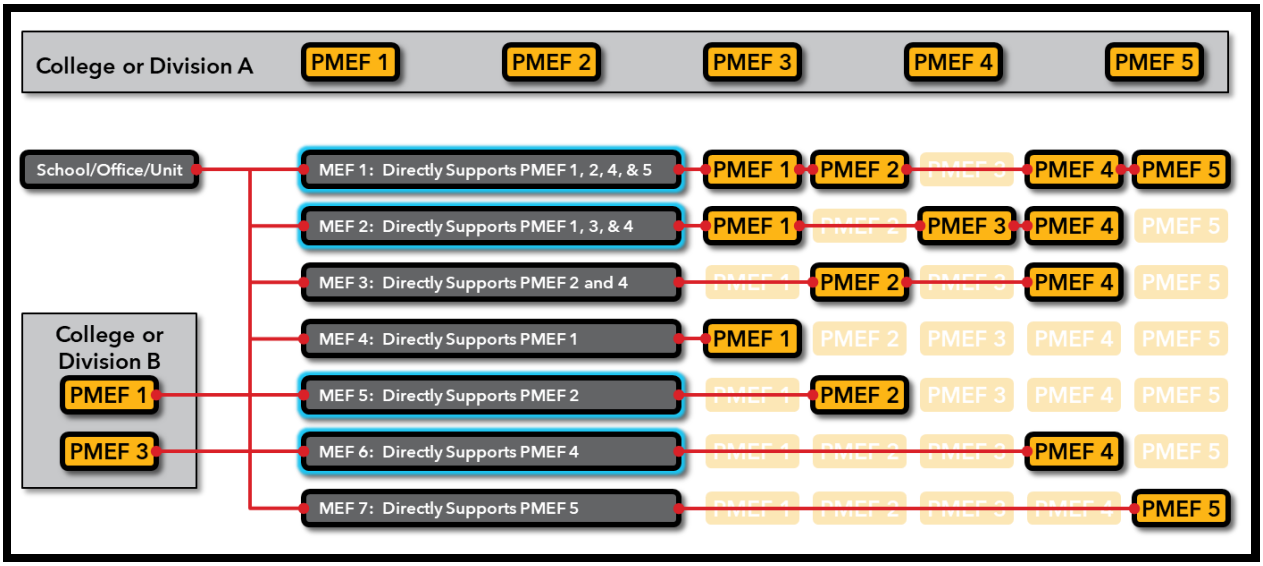
Figure 4.1. Example: PMEFs Related to UEFs



E. Mission Essential Functions (MEFs)

Each School and Office in a College or Division has its own MEFs. These are services that directly support continued performance of one or more PMEF. They are a limited set of office-level functions that provide vital services to our community. We must continue these throughout, or resume rapidly, after disruption. Colleges and divisions must prioritize MEFs that support multiple PMEFs within and external to their College or Division.

Figure 4.2. Example: MEFs Related to PMEFs



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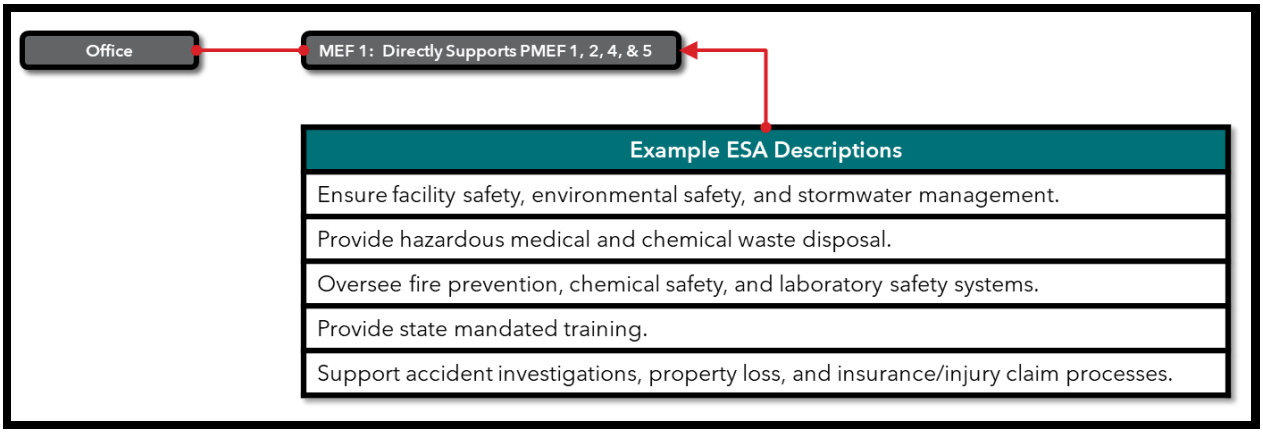
F. Other Essential Activities

There are other functions that are necessary to support or enhance MEFs but, accomplishing these alone does not provide continuity:

1. **Essential Supporting Activities (ESAs)**. These are functions that support the performance of MEFs. They may have a mandate (policy, regulation, or legal requirement) and are important activities. However, performance of ESAs alone does not accomplish your mission. MEFs may be supported by multiple ESAs. ESAs must remain aligned to a single MEF, though different MEFs may have similar ESAs.

4.3. Example: ESAs Related to MEFs



2. **Mission Enhancing Activities (MEAs)**. These are activities that compliment a MEF or an ESA. They are products of best practices, established customs or traditions, or industry recommendations. They have no mandate (policy, regulation, or legal requirement) and we would expect them to be deferred during a disruption. Owners must communicate this expectation to their partners, customers, and stakeholders.

-- End of Part 4 --

Part 5. Continuity Planning Phases

After your College or Division determines its PMEFs, your School or Office can use a four-phase process to differentiate functions that are deemed essential, supporting, or enhancing.

A. Phase 1: Identify Your MEFs

This is a three-step process to identify your organizational functions, group them into common themes, and link them to at least one PMEF.

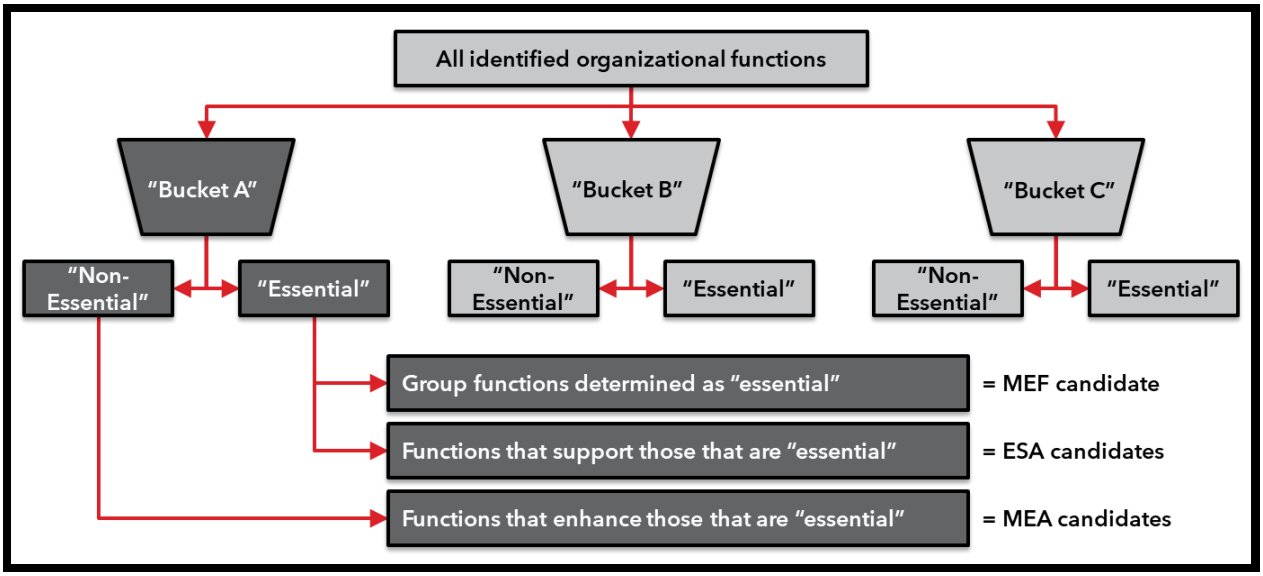
1. **Step 1: Identify your organizational work functions**. This is an inventory of all major work functions in your School or Office that support performance of your mission. Leaders can review and validate existing lists of organizational work functions or create new inventories. UMBC operationalizes this inventory with an individualized online continuity survey your College or Division and their individual reporting units. Staff responses are captured in a spreadsheet. Leaders can review responses to identify gaps and interdependencies.

Figure 5.1. Identifying Organizational Work Functions

Elements of your organizational work function inventory
• Staff describe their primary day-to-day work functions in basic terms. These are activities that are central to the performance of their job requirements.
• Provide policy, regulation, or other legal citations for each work function (if known).
• List outputs (products, services, or outcomes) each work function accomplishes.
• Identify the partners, customers, or stakeholders who receive these outputs.
• Indicate flexibility to perform component tasks partially or completely through remote telework, or if a work function MUST be done in person at a specific location.
• If any work functions have components that must be conducted on-campus and in-person, these must be further analyzed. Include the number of staff required, how often they must be on campus and for how long, and any specialized resources needed to complete their in-person activities.
• Identify gaps; leaders determine if there are any work functions that are known to be missing from the inventory or work functions that are not being performed due to known staffing shortages.
• Expand the inventory as needed to identify unique activities that a listed work function depends on. These also may be activities central to the performance of job requirements.
• Identify interdependencies; link work functions to each other where connections are known.

2. **Step 2: Identify candidate MEFs**. After all work functions are identified, analyze them to find commonalities and group them into "buckets." These are common themes that link work functions together. You must determine which are "essential" and which are "non-essential." At this stage, "essential" means a work function cannot be easily deferred without causing negative impacts to partners, customers, or stakeholders. This is a determination made by your leadership prior to aligning work functions with PMEFs. All work functions deemed "essential" at this stage are grouped into candidate MEFs. Those that support or enhance other functions may become ESA and MEA candidates.

Figure 5.2. Grouping Organizational Work Functions



3. **Step 3: Identify links to PMEFs**. After grouping all work functions, draft a list of candidate MEFs for your Dean or Vice President's review and approval. The objective at this stage is to demonstrate how each MEF directly supports the continued performance of one or more of your College or Division's PMEFs. Subject each approved MEF to a BPA and BIA.

B. Phase 2: Conduct a BPA

The objective of a BPA is to identify gaps in your organization and any areas where multiple Schools or Offices share responsibilities. The BPA is a systematic method of mapping the functions needed to perform each of your MEFs (see Attachment 3, BPA Data Sheet Template). It identifies and maps the functional processes, workflows, activities, personnel expertise, systems, data, and facilities inherent to the execution of each MEF. This requires an in-depth understanding of each identified MEF to describe and document each element and understand required resources. The BPA should also include a description of any ESAs necessary to perform each MEF. The BPA consists of the following steps:

1. **Define the MEF's elements**. Name the MEF. Describe the triggers; the condition(s) under which the MEFs processes are initiated. What are the steps involved in activation of the MEF? Use this information to develop a MEF statement; a short, concise statement that briefly describes the action to be conducted and why that function is essential. Generally, the MEF statement is one sentence.
2. **Identify MEF outputs**. Expand on the information gained from your identification of organizational work functions. What products, services, and information result from performance of the MEF? Who are the partners and stakeholders that receive these outputs?
3. **Identify input requirements**. What products, services, information, supplies, equipment, or resources are required to perform the MEF? Which inputs come from internal to the organization and which inputs depend on external partners?

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4. **Identify dependencies and interdependencies**. Who are the partners and stakeholders required to perform the MEF? State organization, points of contact, type of support, how coordination occurs, and timelines for support.
5. **Identify leadership who perform the MEF**. Who are the leaders required? What key decisions and actions must they take? Can their actions be performed remotely? Are actions needed in-person at a certain location?
6. **Identify staff who perform and support the MEF**. How many positions must be filled? How many staff members are required for each position or shift? How long and how often must they be available? What knowledge, skills, abilities, and access/permissions are needed for each staff position?
7. **Identify required communications and information systems**. What are the unique IT capabilities and specific data access requirements? What are the system dependencies and interfaces with other systems or data sources?
8. **Identify location requirements**. What facilities are needed to include space, configuration, security, safety, support, and storage? Can primary and alternate locations be identified?
9. **Identify resource and budget requirements**. What funding is required to perform the MEF for up to 30 days or until normal operations resume? What standard operating procedures, essential records, and reference materials are required?
10. **Describe the process**. Develop a narrative description to illustrate Steps 1 – 8 and describes the process of performing the MEF. Develop appropriate diagrams or other informational aids to support the narrative and validate each step.

C. Phase 3: Conduct a BIA

The BIA allows you to identify and quantify impacts when an emergency disrupts your ability to perform one or more MEFs. Use the information derived during your BPA process to inform your BIA. Conduct a formal review, update, and validation of your MEFs through a BIA at least every two years. The BIA has two objectives: 1) Identify negative impacts of failing to perform MEFs; and 2) prioritize your MEFs and ESAs. Prioritizing considers consequences of their loss or degradation and shows their criticality to your mission.

1. **Step 1: Define the context**. Define the scope of the analysis. What are the consequences of a disruption or failure to perform each MEF?
2. **Step 2: Identify and organize staff**. Who are the key staff with knowledge of each resource and who understand the criticality of the MEF?
3. **Step 3: Estimate impact of MEF failure**. Conduct a quantitative assessment: characterize consequences as: 5 (severe), 4 (serious), 3 (significant), 2 (limited), 1 (minor), or 0 (no impact). After this assessment, describe and explain the level of impact of failure to perform the MEF.
4. **Step 4: Determine timeframes for loss of functions**. There are three elements to define at this step:

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Figure 5.3. Timeframes for Loss of Functions

Determine the following elements for each MEF:
• **Max Tolerable Downtime (MTD).** MTD is the maximum amount of time acceptable for a disruption of MEF performance (i.e., how long can you go without performing this essential function?)
• **Recovery Time Objective (RTO).** RTO is the maximum amount of time a resource or asset can be unavailable before it has a failure impact on a MEF (e.g., if a specialized price of equipment is damaged, how long can it be out of service before the essential function it supports is negatively impacted?)
• **Recovery Point Objectives (RPOs).** RPO is an acceptable amount of resource, information, or data loss. This is a measure back in time to when your resource, information, or data was preserved in a usable format, usually to the most recent backup. Recovery processing usually preserves any data changes made before the disaster or failure. RPOs can also refer to acceptable loss before your College or Division receives significant harm (also known as your "loss tolerance").

5. **Step 5: Document the BIA process**. Provide a list of key staff, subject-matter experts, and leadership who provided input for the analysis. State key findings from quantitative and qualitative assessments to prioritize MEFs based on criticality. Describe the most likely threats and hazards* that could disrupt each MEF and a description of impacts to include MTDs, RTOs, and RPOs.

***Note:** UMBC's Hazard Vulnerability Risk Assessment (HVRA) provides a list of the most likely natural, accidental, and intentional threats and hazards based on assessments of vulnerability, probability, impacts, and consequences.

D. Phase 4: Prioritize and Document

Document your MEFs, MSAs, and MEAs in your department plan and include your BPA and BIA results.

1. **Step 1: Develop MEF data sheets**. Your data sheets will be created automatically by using the available online worksheets used to complete your BPA and BIA.
2. **Step 2: Prioritize MEFs**. Use the quantitative assessment of impacts, your MTDs, RTOs, and RPOs.
3. **Step 3: Develop Emergency Action Procedures (EAPs)**. EAPs are immediate actions you will take to address disruptions.
4. **Step 4: Submit MEFs for approval**. Use the online template for MEF submission to your Dean or Vice President.

-- End of Part 5 --

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Part 6. Department Emergency Action Plans (DEAPs)

While this COOP is the plan for the entire University, each College, Division, School, and Office can also maintain a DEAP as their own departmental continuity plan. Subordinate units within the College or Division may also have a DEAP as determined by their Dean or Vice President.

A. Plan Requirements for Colleges and Divisions

These plans follow a standard template format and consist of the following components:

1. **Approved PMEFs**. Provide statements for each approved PMEF and illustrate how each is linked to at least one UEF. They must also show how they prioritize PMEFs that are linked to more than one UEF.
2. **Continuity Coordinator**. Provide the name(s) and contact information for the designated Continuity Coordinator(s) that will participate in the CWG, maintain their departmental plan, and oversee activities of Continuity Coordinators in their subordinate units.
3. **Organizational Chart**. Provide an illustration of direct reporting lines for each subordinate School or Office (or other reporting unit).
4. **Occupied Work Locations**. Indicate which on campus buildings assigned faculty and/or staff occupy. Indicate floors numbers and room numbers and illustrate these on current floorplans.
5. **Subordinate Unit Plans**. List each subordinate School or Office required to maintain its own continuity plan.
6. **Updates and Approvals**. Units should update DEAPs at least annually or after any major organizational changes occur.

B. Plan Requirements for Schools and Offices

The continuity plans for subordinate units follow a standard template format and consist of the following components:

1. **Approved MEFs**. Provide MEF statements for each approved MEF and illustrate how each is linked to at least one PMEF. A MEF statement is a short, concise statement that briefly describes the action to be conducted and why that function is mission essential. Generally, the MEF statement is one sentence. They must also show how they prioritize MEFs that are linked to more than one PMEF within their College or Division, and those linked to one or more PMEF within other Colleges or Divisions.
2. **Continuity Coordinator**. Each Dean and Vice President will designate in writing (see Attachment 1) at least a primary, and ideally an alternate, Continuity Coordinator.
3. **Organizational Chart**. Provide an illustration of direct reporting lines for each reporting unit.
4. **Organizational Functions**. Use the results from your individualized online continuity survey to document the complete inventory of all identified day-to-day work functions.

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5. **MEF Data Sheets**. Use the MEF Data Sheet template (see Attachment 2) to document MEF statements, MEF narratives, impacts if the MEF is not conducted, the PMEFs supported, and a primary and alternate POC for each MEF.
6. **BPA Documentation**. Use the BPA Data Sheet template (see Attachment 3) to document the process for each approved MEF.
7. **BIA Documentation**. A Business Impact Analysis (BIA) predicts the consequences of a disruption to business operations. It calculates operational, financial, compliance, and reputational costs of downtime. A BIA also establishes two specific performance targets for recovery: 1) a Recovery Time Objective (RTO) – the maximum acceptable length of time a function can be down before severe harm is sustained; and 2) a Recovery Point Objective (RPO) – the maximum acceptable amount of resource loss measured in time.
8. **Emergency Action Procedures (EAPs)**. Document the immediate actions taken during a continuity disruption to mitigate impacts on operations. EAPs are short checklists that simplify procedures. EAPs state no more than five immediate actions used to mitigate impacts: 1) detect; 2) verify; 3) notify; 4) act; and 5) end (or restart at step 1).

-- End of Part 6 --

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Attachment 1: Continuity Coordinator Designation Template

Each Dean and Vice President may use this template to designate in writing at least a primary, and ideally an alternate, Continuity Coordinator. These designees with be members of our CWG and will assist UMBC's Emergency Manager with continuous program management.

Figure A1.1. Designation Letter for Continuity Coordinators

Month, DD, YYYY

Memorandum For: John Schaible, Emergency Manager
University Police Department

Through: Name, Title
College or Division

From: Name, Title
School or Office

Subject: Continuity Coordinator(s) for College or Division

Purpose

This memorandum identifies our primary and alternate Continuity Coordinators who will serve as our representatives on UMBC's Continuity Working Group (CWG).

Recommendations

By mutual agreement, our primary and alternate Continuity Coordinators listed below will oversee our Departmental Emergency Action Plan (DEAP) responsibilities until this designation is revoked in writing:

- Primary: Name, Title, College or Division, School or Office; and
- Alternate: Name, Title, College or Division, School or Office

Background

The University's Emergency Manager is the individual designated to oversee continuity planning and execution of UMBC's Continuity of Operations Plan (COOP). UMBC leaders at all levels have a responsibility to support these efforts to continuously improve our resiliency and preparedness. Deans and Vice Presidents are responsible for ensuring that their department-level plans are capable of being implemented when required. They must support the work of their Continuity Coordinators and encourage cooperation from all their departments.

Our Continuity Coordinators review our DEAP at least annually and will update our plan as needed. They ensure their subordinate Schools and Offices receive required training and implement the activities in the COOP. They are also responsible for ensuring each subordinate unit responsible for the performance of Mission Essential Functions (MEFs) have designated Continuity Coordinators.

-- End of Attachment 1 --

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Attachment 2: MEF Data Sheet Template

Use this template to document vital information for each MEF.

Figure A2.1. MEF Data Sheet

Mission Essential Function (MEF) Data Sheet		
1.	**Responsible Department**	*The name of the organization with PRIMARY responsibility for ensuring performance of the MEF.*
	•	
1.1.	**Point of Contact**	*This individual has primary responsibility for overseeing MEF performance. Include a name, title, unit, physical office location, email address, and telephone number.*
	•	
2.	**MEF Statement**	*Provide a short, concise statement that briefly describes the action to be conducted and why this function is essential.*
	•	
3.	**MEF Narrative**	*Provide a comprehensive explanation of how this MEF facilitates performance of your mission and why it is essential. Describe the function so that non-experts can reasonably understand what it does and does not include. The BPA addresses details of how the MEF is performed (to include in-person vs. telework-capable components).*
	•	
3.1.	*State any statutes, regulations, directives, or legal authorities requiring the performance of the MEF.*	
	•	
3.2.	*List the products or services resulting from performing the MEF.*	
	•	
3.3.	*List all actions necessary to accomplish the MEF.*	
	•	
4.	**Impacts if MEF is not Performed**	*Provide a brief explanation of the impact of not performing or delaying performance of the MEF. The BIA will address the specific details of the impacts of MEF failure, so that information should not be included in the brief impact statement.*
	•	
5.	**Supported PMEF(s)**	*Identify which PMEF the MEF most directly supports. If the MEF supports more than one PMEF within your College or Division, or supports one or more PMEFs of other Colleges or Divisions, clearly identify this linkage; these MEFs must be given priority.*
	•	
6.	**MTD**	*Max Tolerable Downtime. Indicate the maximum amount of time acceptable for a disruption of MEF performance (i.e., how long can you go without performing this essential function?). This is a statement that affirms if the MEF must be continuously performed or how quickly it must be resumed if disrupted.*
	•	

-- End of Attachment 2 --

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Attachment 3: BPA Data Sheet Template

Use this template to document the BPA for each approved MEF.

Figure A3.1. Business Process Analysis Data Sheet

Business Process Analysis (BPA) Data Sheet			
1.	**Define the MEF's elements**		
1.1.	**MEF Name**	*How do you refer to this function?*	*Standardize the name of the function. Process names usually start with a verb (e.g., "Apply for Leave"). Review existing process names; ensure they conform to known conventions.*
	•		
1.1.	**MEF Statement**	*Why is this function essential?*	*Provide a short, concise statement that briefly describes the action to be conducted and why this function is essential.*
	•		
1.3.	**Triggering Events**	*What causes this process to be executed?*	*Elicit information about the condition(s) under which the process is initiated. These are the conditions that must be met at the beginning of the process.*
	•		
1.4.	**Key Leaders**	*Who oversees performance?*	*Identify those positions with primary responsibility for ensuring all processes and activities of this MEF are performed.*
	•		
2.	**Define the MEF's processes**		
2.1.	**Process Steps and Activities**	*What are the steps involved in this process?*	*Elicit information on the step-by-step process and the sequence in which they occur. This helps use understand how complicated a process is and identify redundancy or repetition.*
	•		
3.	**Define the MEF's in-person components**		
3.1.	**In-Person Activities**	*What actions must be on campus?*	*Elicit information on actions that must be accomplished in-person on campus. These cannot be performed via telework.*
	•		
3.2.	*Required staff: List the staff member positions required to be on campus to accomplish these actions?*		
	•		
3.3.	*Staffing hours: How long must staff be present on campus to accomplish these in-person these actions?*		
	•		
3.4.	*Specify the physical resources or specialized equipment required to complete these in-person actions.*		
	•		
3.4.	*Specify access to and availability of any software, applications, or other communications/IT systems staff require to complete these in-person actions.*		
	•		

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Business Process Analysis Data Sheet (Cont.)

4.	**Define the MEF's telework-capable components**		
4.1.	**Telework Activities**	*What actions can be performed via telework?*	*Elicit information on actions that can be accomplished via telework when emergency conditions require campus closure or closure of one or more buildings where assigned staff work.*
	•		
4.2.	*Specify access to and availability of any software, applications, or other communications/IT systems staff require to complete these telework actions.*		
	•		
5.	**Identify MEF outputs**		
5.1.	*What products, services, and information result from performance of the MEF?*		
	•		
5.2.	*Who are the partners and stakeholders that receive these outputs?*		
	•		
6	**Identify MEF Inputs**		
6.1.	*What products, services, and information are required to perform the MEF?*		
	•		
6.2.	*Who are the partners and stakeholders that provide these inputs?*		
	•		
6.	**Identify dependencies and interdependencies**		
6.1.	**Internal partners**	*Identify partners WITHIN UMBC necessary to ensure successful MEF performance.*	
	•		
6.2.	*Identify dependencies; what services or resources do these partners provide you for MEF performance (i.e., what do you depend on to accomplish this MEF)?*		
	•		
6.3.	*Identify interdependencies; what services or resources are shared between your department and these partners (i.e., what can neither of your organizations accomplish without the other)?*		
	•		
6.4.	**External partners**	*Identify partners OUTSIDE UMBC necessary to ensure successful MEF performance.*	
	•		
6.5.	*Identify dependencies; what services or resources do these partners provide you for MEF performance (i.e., what do you depend on to accomplish this MEF)?*		
	•		
6.6.	*Identify interdependencies; what services or resources are shared between your department and these partners (i.e., what can neither of your organizations accomplish without the other)?*		
	•		

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Business Process Analysis Data Sheet (Cont.)

7.	**Work locations**	
7.1.	**Primary sites**	*Identify the primary sites on campus where staff performing this MEF are assigned. Include building name, floor, and room numbers. If staff are assigned to off-campus locations, provide physical location (state, city, building names, & physical address).*
	•	
7.1.	**Alternate sites**	*Identify any space on campus identified as an alternate work site prearranged with Facilities Management (FM). If you do not have a prearranged alternate site, say so.*
	•	
8.	**Resources and budgeting requirements**	
8.1.	**Other resources**	*Identify any other supplies, services, or capabilities not already addressed that are required to perform this MEF (if there are none, state "N/A").*
	•	
8.1.	**Funding sources**	*Identify sources of funding to sustain this MEF and the budgeted amounts.*
	•	

-- End of Attachment 3 --

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Attachment 4: Summary of Changes

The following list of approved changes have been made to this document.

Figure A6.1. Summary of Changes

Date	Page and Section	Describe changes made and approval status
1/25/2023	N/A	2023 revision completed (in draft).
5/19/2026	Page 15, Section 4.C.1. through 5.	UEFs revised to align with the five pillars of the 2026 Strategic Plan (approved).
5/19/2026	Page 23, Section 6.B.7.	Expanded the BIA process description (approved).
MM/DD/YYYY	Page **Page**, Section **Section**	**Change description** (**Select...**).

-- End of Attachment 4 --

-- End of Document - Nothing Follows --