RESD - Cheadle Center for Biodiversity and Ecological Restoration

CONTINUITY PLAN

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What is a continuity plan?

Continuity planning addresses the question: how can we prepare to continue operations despite those adverse events that we call disasters - or if we can't continue, how can we **resume our operations** rapidly and gracefully?

The core mission of higher education is teaching; and the mission may also include research, public service, and healthcare. These four enterprises, along with the infrastructure that supports them, are the focus of our continuity planning.

Your departmental continuity plan:

- Identifies your department's critical functions.
- Describes how you might carry on these functions under conditions of diminished resources (diminished staff, space, equipment, or IT infrastructure).
- Contains various information that will be needed during and after the disaster-event.
- Describes how we can prepare. This is most important of all, because "a stitch in time does indeed save nine." A good continuity plan will identify **action items: things that we can do now** to lessen the impact of disaster-events and make it easier to recover.

RESD - Cheadle Center for Biodiversity and Ecological Restoration

CONTINUITY PLAN

Listed below are the major sections of a Continuity Plan. Your department may choose to include or exclude certain sections. Hence it is possible that one or more of these sections may not appear in this plan document.

Table of Contents

> *To edit this plan section, use these tabs of the on-line tool - Plan Home, Step 1, Step 2.*

I. GENERAL INFORMATION

Department   Cheadle Center for Biodiversity and Ecological Restoration

Department Description

Parent division   Office of Research

Type of unit   Instructional
                                Research
                                Other Collections
                                Museum

Personnel count   0 Faculty & other academic appointees
                                0 Residents/Fellows
                                0 Staff (full-time)
                                0 Staff (part-time, excl. student-staff)
                                0 Student-staff
                                4 Volunteers
                                0 Guests
                                0 Other

Head of unit   Jennifer Thorsch
                                Director

Contact(s) for this plan   Carla D'Antonio, Laurie Hannah, Jennifer Thorsch

Cost center

Buildings   HARDER OFFICE   Owned   We occupy the west end of Harder South, building
                                                             578. We also have a storage container, outside the
                                                             building on the west side next to the fence, that
                                                             houses the herpetology collections.

Evacuation plans for all buildings? Yes

Comment

Critical functions   1 Management of Natural Areas -- Critical 2
                                2 Greenhouse and Nursery -- Critical 2
                                3 Research -- Critical 3
                                4 Public Service -- Deferrable
                                5 biological collections storage -- Critical 2
                                6 Instruction -- Critical 3

                                Definitions:
                                Critical 1: must continue (life, health, security)
                                Critical 2: must continue, perhaps in reduced mode
                                Critical 3: pause if forced, but must resume in 30 days or sooner
                                Deferrable: resume when conditions permit

To edit this plan section, use the Step 2 tab of the on-line tool

II. CRITICAL FUNCTIONS

Critical Function # 1

Name   Management of Natural Areas

Description

Who performs this?

Responsible person(s)

Peak periods

Explanation

Documents   See Document List (Appendix A)

Upstream dependencies

Upstream comment

Downstream dependencies

Downstream comment

*Possible consequences if this   Disruption of teaching
function is not continued or recovered
quickly enough*   Disruption of research

                                                Other

*How to cope if usual space is not
available*

*How to cope with 50% absenteeism
of staff and faculty*

*What to do if certain skills/knowledge
are held by only one staff member
(unique skills)?*

*Can this function be performed fully
or partly from home?*

*How to cope if data network is not
available*

Any show-stoppers?

*If University declares temporary
closure, is it possible to stop doing
this function?*

Comment

*Do any of these coping strategies
expose the University to risk?*

Policy exceptions that may be needed

Additional vulnerabilities

Action items for this function   See Action Item List - section VI

II. CRITICAL FUNCTIONS

Critical Function # 2

Name   Greenhouse and Nursery

Description

Who performs this?

Responsible person(s)

Peak periods

Explanation

Documents   See Document List (Appendix A)

Upstream dependencies

Upstream comment

Downstream dependencies

Downstream comment

*Possible consequences if this
function is not continued or recovered
quickly enough*

*How to cope if usual space is not
available*

*How to cope with 50% absenteeism
of staff and faculty*

*What to do if certain skills/knowledge
are held by only one staff member
(unique skills)?*

*Can this function be performed fully
or partly from home?*

*How to cope if data network is not
available*

Any show-stoppers?

*If University declares temporary
closure, is it possible to stop doing
this function?*

Comment

*Do any of these coping strategies
expose the University to risk?*

Policy exceptions that may be needed

Additional vulnerabilities

Action items for this function   See Action Item List - section VI

To edit this plan section, use the Step 2 tab of the on-line tool

II. CRITICAL FUNCTIONS

Critical Function # 3

Name   Research

Description

Who performs this?

Responsible person(s)

Peak periods

Explanation

Documents   See Document List (Appendix A)

Upstream dependencies

Upstream comment

Downstream dependencies

Downstream comment

Possible consequences if this function is not continued or recovered quickly enough

How to cope if usual space is not available

How to cope with 50% absenteeism of staff and faculty

What to do if certain skills/knowledge are held by only one staff member (unique skills)?

Can this function be performed fully or partly from home?

How to cope if data network is not available

Any show-stoppers?

If University declares temporary closure, is it possible to stop doing this function?

Comment

Do any of these coping strategies expose the University to risk?

Policy exceptions that may be needed

Additional vulnerabilities

Action items for this function   See Action Item List - section VI

*To edit this plan section, use the
Step 2 tab of the on-line tool*

II. CRITICAL FUNCTIONS

Critical Function # 4

Name	biological collections storage
Description	Some collections are stored in either air conditioned units or freezers. If the power goes out, they will need to be moved or hooked up to an alternative power source.
Who performs this?	
Responsible person(s)	Jennifer Thorsch Sam Sweet
Peak periods	
Explanation	
Documents	See Document List (Appendix A)
Upstream dependencies	
Upstream comment	
Downstream dependencies	Instructional departments, EEMB 107 and 113 courses especially
Downstream comment	
Possible consequences if this function is not continued or recovered quickly enough	Other spoilage or loss of collections
How to cope if usual space is not available	We would have to find alternative storage facilities for collections if they are endangered. Cataloging and databasing would either temporarily stop or have to take place where the collections are moved to.
How to cope with 50% absenteeism of staff and faculty	If collections were safe, other activities could be postponed.
What to do if certain skills/knowledge are held by only one staff member (unique skills)?	Train student interns;
Can this function be performed fully or partly from home?	It would be difficult to do this activity offsite, although if the collections were safe, other activities could be postponed.
How to cope if data network is not available	We could not perform any collection-related activities such as cataloging or databasing if the data network were not available, but those activities are not critical.
Any show-stoppers?	The collections themselves are irreplaceable.
If University declares temporary closure, is it possible to stop doing this function?	Yes
Comment	as long as there is a power source to keep the collections relatively cool or frozen.
Do any of these coping strategies expose the University to risk?	
Policy exceptions that may be needed	

Additional vulnerabilities

Action items for this function   See Action Item List - section VI

*To edit this plan section, use the
Step 2 tab of the on-line tool*

II. CRITICAL FUNCTIONS

Critical Function # 5

Name   Instruction

Description   **THIS PAGE CONTAINS NO DATA.   DATA FOR THE "INSTRUCTION"
                                                CRITICAL FUNCTION ARE PRESENTED LATER IN PART IV.**

Who performs this?

Responsible person(s)

Peak periods

Explanation

Documents

Upstream dependencies

Upstream comment

Downstream dependencies

Downstream comment

*Possible consequences if this
function is not continued or recovered
quickly enough*

*How to cope if usual space is not
available*

*How to cope with 50% absenteeism
of staff and faculty*

*What to do if certain skills/knowledge
are held by only one staff member
(unique skills)?*

*Can this function be performed fully
or partly from home?*

*How to cope if data network is not
available*

Any show-stoppers?

*If University declares temporary
closure, is it possible to stop doing
this function?*

Comment

*Do any of these coping strategies
expose the University to risk?*

Policy exceptions that may be needed

Additional vulnerabilities

Action items for this function

To edit this plan section, use the Step 3 tab of the on-line tool.

III. INFORMATION TECHNOLOGY

Part 1: Centrally-Owned Applications that are Critical for our Unit:

Application or System	Criticality Level	Comment
eGrades	Critical 2	
GauchoSpace	Critical 2	

Definitions:

Centrally-owned applications are those whose technical owner is Central IT. The functional owner could be any department.

Critical 1: Cannot pause. Necessary to life, health, security. (Possible example: police dispatch system).

Critical 2: Failure will lead to imminent & very serious consequences. (Possible examples: data networks, email system, patient scheduling system, medical records system)

Critical 3: Can endure a pause, but ONLY for a short time. Must be recovered by some time sooner than 30 days. (Possible examples: financial system, payroll system, HR system, research administration systems, student systems, library systems, courseware).

Deferrable: Important, but we can function without this system for more than 30 days. (Possible examples: calendaring application, document imaging system, budget preparation software.)

To edit this plan section, use the Step 3 tab of the on-line tool.

III. INFORMATION TECHNOLOGY (cont.)

Part 2: Departmentally-Owned Applications that are Critical for our Unit

Definitions:

Departmentally-owned applications are those whose technical owner is our department or another department (but not central IT).

Application # 1

Name of application or system	CCBER data-store
Functional owner	CCBER
Technical owner	ERI
Type	
Backup frequency	
Backup media	
Backup auto or manual?	
Database application?	
Move data to or from core campus systems?	
If so, what campus systems?	
Depts that will be impacted by failure of this application	
Technical expert(s)	
Responsible for recovery	
Onsite storage	
Offsite storage	
Frequency of offsite storage	
Location of installation disks & documentation	
Successful recovery been done?	
Comment	

Application # 2

Name of application or system	Specify database
Functional owner	CCBER
Technical owner	Lifesci Computing
Type	Client-Server Application
Backup frequency	
Backup media	
Backup auto or manual?	
Database application?	Yes
Move data to or from core campus systems?	
If so, what campus systems?	
Depts that will be impacted by failure of this application	CCBER
Technical expert(s)	
Responsible for recovery	
Onsite storage	
Offsite storage	
Frequency of offsite storage	
Location of installation disks & documentation	
Successful recovery been done?	
Comment	

III. INFORMATION TECHNOLOGY (cont.)

Part 3: Departmentally-Owned Servers

III. INFORMATION TECHNOLOGY (cont.)

Part 4: Workstations

A. Workstation Backup

Backup Method	Percent of Workstations Using this Backup Method	Comment

B. Workstation Support

Workstation Support is provided by...	Comment

To edit this plan section, use the Step 3 tab of the on-line tool.

III. INFORMATION TECHNOLOGY (cont.)

Part 5: Recovery Strategies for IT

Where to purchase hardware

If workstations, servers, etc. need to be rebuilt at new location, where can technicians locate the software & documentation?

Environmental requirements for hardware

Will your IT staff be sufficient to the task?

Other obstacles

How your IT staff will assist faculty & staff to work from home

IT applications for which there is no workaround

Part 6: Action Items for IT

See Action Item List (Section VI)

To edit this plan section, use the Step 4 tab of the on-line tool.

IV.INSTRUCTION

THE DATA BELOW IS FOR THE DEPARTMENT: ECOLOGY, EVOLUTION AND MARINE BIOLOGY

Part A. RECOMMENDED PRACTICES FOR HIGH PRIORITY COURSES   (undergraduate courses only)

PRACTICE 1 (COURSE-CASTING): Have course-cast version of course available.
PRACTICE 2 (GauchoSpace): Have GauchoSpace sites for all sections.
PRACTICE 3 (ALTERNATE INSTRUCTOR): Have another instructor who can teach this course if necessary.

The courses designated "High Priority" by the Chair are listed below, and each is assessed on the basis of these three practices.

Part B. RECOMMENDED PRACTICES FOR ALL UNDERGRADUATE COURSES

PRACTICE 4 (GauchoSpace): Every course has a GauchoSpace site.

Current usage of this practice in this department:
Can this practice be expanded in this department?

Comment:

PRACTICE 5 (GRADES): Grades are kept current at all times, using the GauchoSpace gradebook tool.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

PRACTICE 6 (GOOD COMMUNICATION AMONG GSIs): Consistency is achieved across discussion & lab sessions by fostering communication among GSIs. Possible methods are regular meetings, a dedicated GauchoSpace site for GSIs, etc.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

PRACTICE 7 (COMMON COURSE MATERIALS): When instructors teach the same or similar courses, common textbooks and other course materials are used.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

Part C. RECOMMENDED PRACTICES FOR DEPARTMENTS
PRACTICE 8 (STRATEGY FOR DISASTER COMMUNICATIONS): The department has a plan that details how it will communicate rapidly with faculty, staff & students if disaster strikes.

Is this currently being done?
Comment:

PRACTICE 9 (BACKUP PLAN FOR ACADEMIC PERSONNEL): The department has a plan for instructor substitution if necessary. The groundwork is laid by practices such as team-teaching, rotating instructors, or substituting "topics in" courses.

Is this currently being done?

Comment:

PRACTICE 10 (FACULTY LEAVES): When faculty leaves are approved, faculty members are informed of the possibility of recall.

Is this currently being done?

Comment:

PRACTICE 11 (INNOVATIVE PEDAGOGY): Faculty are actively encouraged to experiment with teaching tools before disaster strikes, and to share experiences with colleagues.

Is this currently being done?

Comment:

Part D: SPECIAL TEACHING ISSUES

The following special teaching issues have been Identified by faculty and/or staff of this department.These issues may pose particular challenges to the continuation of instruction during and after a major disaster.

Part E: ACTION ITEMS

See the Action Item List in Section VI.

> *To edit this plan section, use the Step 4 tab of the on-line tool.*

IV. INSTRUCTION

THE DATA BELOW IS FOR THE DEPARTMENT: ENVIRONMENTAL STUDIES

Part A. RECOMMENDED PRACTICES FOR HIGH PRIORITY COURSES (undergraduate courses only)

PRACTICE 1 (COURSE-CASTING): Have course-cast version of course available.
PRACTICE 2 (GauchoSpace): Have GauchoSpace sites for all sections.
PRACTICE 3 (ALTERNATE INSTRUCTOR): Have another instructor who can teach this course if necessary.

The courses designated "High Priority" by the Chair are listed below, and each is assessed on the basis of these three practices.

Part B. RECOMMENDED PRACTICES FOR ALL UNDERGRADUATE COURSES

PRACTICE 4 (GauchoSpace): Every course has a GauchoSpace site.

Current usage of this practice in this department:
Can this practice be expanded in this department?

Comment:

PRACTICE 5 (GRADES): Grades are kept current at all times, using the GauchoSpace gradebook tool.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

PRACTICE 6 (GOOD COMMUNICATION AMONG GSIs): Consistency is achieved across discussion & lab sessions by fostering communication among GSIs. Possible methods are regular meetings, a dedicated GauchoSpace site for GSIs, etc.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

PRACTICE 7 (COMMON COURSE MATERIALS): When instructors teach the same or similar courses, common textbooks and other course materials are used.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

Part C. RECOMMENDED PRACTICES FOR DEPARTMENTS

PRACTICE 8 (STRATEGY FOR DISASTER COMMUNICATIONS): The department has a plan that details how it will communicate rapidly with faculty, staff & students if disaster strikes.

Is this currently being done?
Comment:

PRACTICE 9 (BACKUP PLAN FOR ACADEMIC PERSONNEL): The department has a plan for instructor substitution if necessary. The groundwork is laid by practices such as team-teaching, rotating instructors, or substituting "topics in" courses.

Is this currently being done?

Comment:

PRACTICE 10 (FACULTY LEAVES): When faculty leaves are approved, faculty members are informed of the possibility of recall.

Is this currently being done?

Comment:

PRACTICE 11 (INNOVATIVE PEDAGOGY): Faculty are actively encouraged to experiment with teaching tools before disaster strikes, and to share experiences with colleagues.

Is this currently being done?

Comment:

Part D: SPECIAL TEACHING ISSUES

The following special teaching issues have been Identified by faculty and/or staff of this department.These issues may pose particular challenges to the continuation of instruction during and after a major disaster.

Part E: ACTION ITEMS

See the Action Item List in Section VI.

To edit this plan section, use the Step 4 tab of the on-line tool.

IV.INSTRUCTION

THE DATA BELOW IS FOR THE DEPARTMENT: GEVIRTZ GRADUATE SCHOOL OF EDUCATION

Part A. RECOMMENDED PRACTICES FOR HIGH PRIORITY COURSES   (undergraduate courses only)

PRACTICE 1 (COURSE-CASTING): Have course-cast version of course available.
PRACTICE 2 (GauchoSpace): Have GauchoSpace sites for all sections.
PRACTICE 3 (ALTERNATE INSTRUCTOR): Have another instructor who can teach this course if necessary.

The courses designated "High Priority" by the Chair are listed below, and each is assessed on the basis of these three practices.

Part B. RECOMMENDED PRACTICES FOR ALL UNDERGRADUATE COURSES

PRACTICE 4 (GauchoSpace): Every course has a GauchoSpace site.

Current usage of this practice in this department:
Can this practice be expanded in this department?

Comment:

PRACTICE 5 (GRADES): Grades are kept current at all times, using the GauchoSpace gradebook tool.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

PRACTICE 6 (GOOD COMMUNICATION AMONG GSIs): Consistency is achieved across discussion & lab sessions by fostering communication among GSIs. Possible methods are regular meetings, a dedicated GauchoSpace site for GSIs, etc.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

PRACTICE 7 (COMMON COURSE MATERIALS):
When instructors teach the same or similar courses, common textbooks and other course materials are used.

Current usage of this practice in this department:
Can this practice be expanded in this department?
Comment:

Part C. RECOMMENDED PRACTICES FOR DEPARTMENTS
PRACTICE 8 (STRATEGY FOR DISASTER COMMUNICATIONS): The department has a plan that details how it will communicate rapidly with faculty, staff & students if disaster strikes.

Is this currently being done?
Comment:

PRACTICE 9 (BACKUP PLAN FOR ACADEMIC PERSONNEL): The department has a plan for instructor substitution if necessary. The groundwork is laid by practices such as team-teaching, rotating instructors, or substituting "topics in" courses.

Is this currently being done?

Comment:

PRACTICE 10 (FACULTY LEAVES): When faculty leaves are approved, faculty members are informed of the possibility of recall.

Is this currently being done?

Comment:

PRACTICE 11 (INNOVATIVE PEDAGOGY): Faculty are actively encouraged to experiment with teaching tools before disaster strikes, and to share experiences with colleagues.

Is this currently being done?

Comment:

Part D: SPECIAL TEACHING ISSUES

The following special teaching issues have been Identified by faculty and/or staff of this department.These issues may pose particular challenges to the continuation of instruction during and after a major disaster.

Part E: ACTION ITEMS

See the Action Item List in Section VI.

V. KEY RESOURCES

Part 1: Staff Basics

Does your unit have a (printed) emergency contact list for faculty & staff?	No
Who holds copies of the emergency contact list? (be specific)	
Who updates the emergency contact list?	
Who knows how to check messages on your department's main phone line?	Jennifer Thorsch
Who knows how to record a greeting on your department's main phone line?	Jennifer Thorsch
Who can post messages on your department's web site (i.e., do the actual mechanics)?	ERI IT staff
Do your staff use any shared passwords that should be kept available?	
Comment?	

Key People in Your Unit:

Name	Carla D'Antonio
Title or function	Faculty Director
Special skill	
Special role	First Leadership Successor
Comment	
Name	Jennifer Thorsch
Title or function	Director
Special skill	
Special role	
Comment	
Name	Laurie Hannah
Title or function	Librarian
Special skill	disaster planning
Special role	
Comment	preservation knowledge
Name	Lisa Stratton

Title or function	Dir. Ecosystem Mgmt
Special skill	
Special role	Second Leadership Successor
Comment	

Title or function Dir. Ecosystem Mgmt

V. KEY RESOURCES (cont.)

Part 2: Work from Home

The capabilities of some faculty & staff to connect from home are listed below.

Name	Andy Lanes
Position	Staff
Home broadband connection	Don't know
Currently does connect from home	Don't know
Must office computer be running?	Yes
Comment	could do some percentage of total work from home

Name	Dave Harris
Position	Staff
Home broadband connection	
Currently does connect from home	
Must office computer be running?	
Comment	

Name	Heather Fox
Position	Staff
Home broadband connection	
Currently does connect from home	
Must office computer be running?	
Comment	

Name	Heather Liu
Position	Staff
Home broadband connection	Don't know
Currently does connect from home	Don't know
Must office computer be running?	Yes
Comment	

Name	Jan Myers
Position	Staff
Home broadband connection	Yes
Currently does connect from home	Yes
Must office computer be running?	Yes
Comment	

Name	Jennifer Thorsch
Position	Faculty
Home broadband connection	Yes
Currently does connect from home	Yes
Must office computer be running?	Yes
Comment	

Name	Laurie Hannah
Position	Staff
Home broadband connection	Yes
Currently does connect from home	Probably
Must office computer be running?	Yes
Comment	

Name	Lisa Stratton
Position	Staff
Home broadband connection	Probably
Currently does connect from home	Don't know
Must office computer be running?	Yes
Comment	

Name	Rachel Alford
Position	Staff
Home broadband connection	
Currently does connect from home	
Must office computer be running?	
Comment	

Part 3: Teams

These are important teams on which departmental faculty and/or staff participate.

Team Name
Purpose
Members
Comment

Team Name
Purpose
Members
Comment

Team Name
Purpose
Members
Comment

Team Name
Purpose
Members
Comment

Team Name
Purpose
Members
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Team Name
Purpose
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Team Name
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Team Name
Purpose
Members
Comment

Team Name
Purpose
Members
Comment

Team Name
Purpose
Members
Comment

See list of Action Items in Section VI.

V. KEY RESOURCES (cont.)

Part 4: Skills

Skills that may be needed post-disaster to perform our unit´s critical functions:

Skill	Description	Comment

PLEASE NOTE: THIS PAGE IS OPTIONAL AND IS CURRENTLY NOT BEING USED.

V. KEY RESOURCES (cont.)

Part 5: Staffing Requirements

This list displays both
• numbers of staff who may be REQUIRED during crisis, and
• numbers of staff who may be AVAILABLE FOR RE-ASSIGNMENT during crisis

Definitions
    Critical 1: must continue (life, health, security)
    Critical 2: must continue, perhaps in reduced mode
    Critical 3: pause if forced, but must resume in 30 days or sooner
    Deferrable: resume when conditions permit

Function	Criticality Level	Category of Staff	Shift	FTE required under normal conditions	FTE required during crisis	FTE who may be available for re-assignment

PLEASE NOTE: THIS PAGE IS OPTIONAL AND IS CURRENTLY NOT BEING USED.

V. KEY RESOURCES (cont.)

Part 6: Staff of Other Units

These are staff of other units whom you may need to contact:

V. KEY RESOURCES (cont.)

Part 7: Stakeholders

These are stakeholders whom you may need to contact:

V. KEY RESOURCES (cont.)

Part 8: Equipment & Supplies

Minimum equipment needed to carry out all critical functions:

A. Office Equipment

	Minimum Number	*Comment*
Workstation (includes desktop computer, network connection, table, chair)	0	
Laptop computer (car charger advised)	0	
Telephone (hard-wired)	0	
Printer	0	
Fax	0	
Copier	0	
Scanner	0	
Server	0	

B. Other Equipment

(major items only)

C. Supplies

Necessary Consumables

Inventory or Stockpiling Considerations

V. KEY RESOURCES (cont.)

Part 9: Facilities & Transportation

Facilities (special needs beyond office-classroom-lab needs)

Utilities (very important to the functioning of the department)   *Utility Name*   *Comment*

Transportation (special transportation needs)

Other Resources

VI. ACTION ITEM LIST

Action Item # 1   **establish a disaster network with other museums in town**

Supports this critical function   biological collections storage

Estimated cost

Cost one-time or annual?

Within whose scope   my unit itself

Date Entered

Assigned To

Due Date

Comment

Status

Archived?

To edit this plan section, use the Step 5 tab (Document Summary) of the on-line tool.

Appendix A.
List of Key Documents

These documents have been identified as important for continuing our critical functions.

Documents that have been uploaded into this on-line continuity tool (as indicated below) can be viewed on-screen, then printed.

Name	Field notebooks and card files
Description	records relating to individual specimens and collections of specimens
Association	Critical Function - biological collections storage
Medium	More than one (explain in comment)
Location	Vertebrate Collection Room 10xx, Herbarium II, Room 10xx, Office, Room 10
Owner (department)	Cheadle Center
Contact person(s)	
Backup measures	see below
Comment	paper records located in the building and electronic versions of some field books are on the CCBER server.
Uploaded into this tool?	No