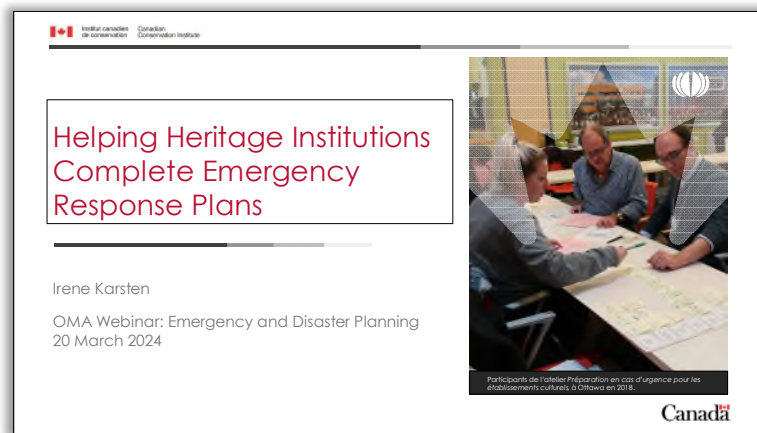


# Helping Heritage Institutions Complete Emergency Response Plans

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OMA Webinar: Emergency and Disaster Planning  
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Good afternoon, everyone. Before I begin, I'd like to thank Dr. Weinstein and the OMA for asking the Canadian Conservation Institute to participate in this webinar and share with you our training approach and materials related to emergency planning. I also wish to note that these CCI programs and materials were developed in Ottawa, which we respectfully acknowledge is on the traditional unceded territory of the Anishinaabe Algonquin people.

So how does CCI help heritage institutions develop emergency response plans. First a bit of context. CCI has been training heritage professionals in emergency preparedness and response since the late 1980s. I joined the team delivering these workshops in 2010 shortly after arriving at CCI.

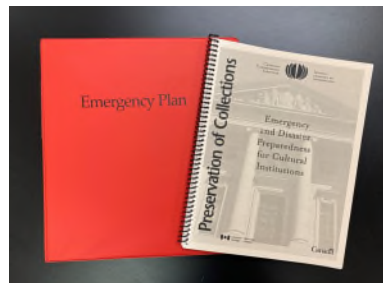
## In-person workshops



Up until the pandemic, CCI delivered this training in person. We've done over 50 two-day in-person emergency preparedness workshops across Canada from coast to coast. The workshops provided participants with information on planning, mitigation, response and salvage and included hands-on training on the salvage of wet documents and objects. The workshop in this format was always in demand and greatly appreciated by participants.

## In-person workshops

- Sample plan in orange binder
- Manual on emergency and disaster preparedness



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In most of these workshops, participants received a manual about emergency preparedness and a sample plan in a bright orange binder. Some of you may have taken one of these workshops or know colleagues who have. Perhaps you have one of those binders on your shelves. In total, a lot of very good information was shared in these workshops.

## Tabletop exercises

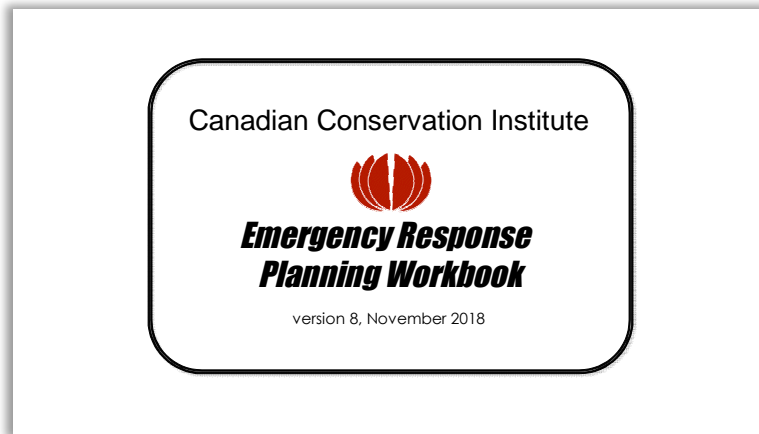


Interactions with participants suggested to us, however, that too many left our workshops unsure about how to use the information we were providing or about what to do with their emergency plan when they had one.

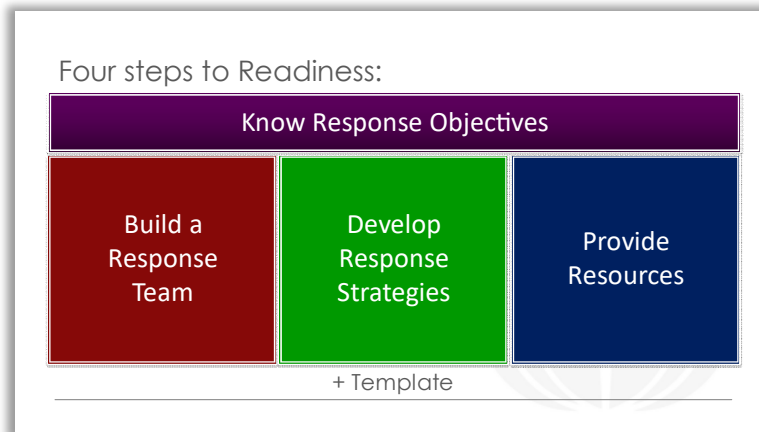
So, in 2011, we had introduced table-top exercises to our workshops as a means of training heritage professionals to make decisions in response to emergency incidents. Participants “responded” to a fictional event in a fictional community museum and archives, illustrated with floor plans, staff list and collection lists. Blue puddles and grey smoke showed where the leaks, floods and fires wreaked their havoc. These exercises worked well and became a core component of every workshop – and they still are. We hoped that participants would use such exercises in their institutions in combination with their emergency plan.

Then in 2013, I assisted, along with other conservators, with the salvage of the collection of the Museum of the Highwood after severe flooding in southern Alberta forced complete evacuation of the town of High River. Collections in below grade storage had remained under water for two weeks prior to salvage. The loss to the collection due to this flood was staggering. Only about 30% of the collection was saved. This experience of disaster response—my first significant one—upset many of my preconceptions. Plus, staff said to me, “We had an emergency plan, but it didn't prepare us for this.”

Our materials for plan development and scenario exercises were not enough.



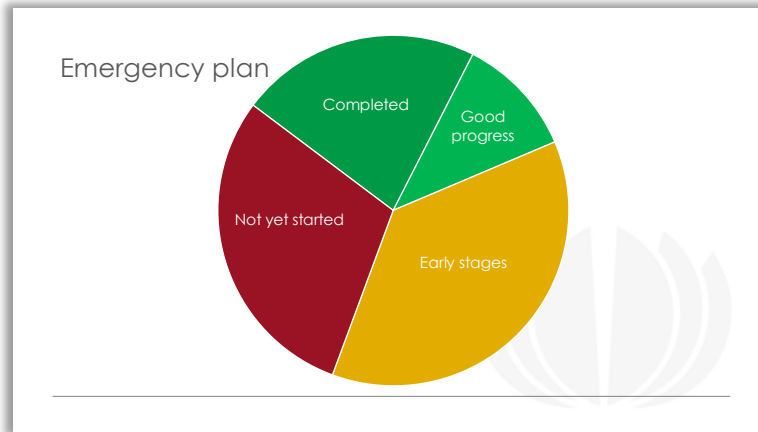
Now, I was sure that CCI had to provide even better support for emergency planning. In 2014, we introduced the first version of the *CCI Emergency Response Planning Workbook* to assist institutions with developing such plans – to make it easy, so that plans would get done.



At its core was a workbook written in PowerPoint that covered four steps to readiness:

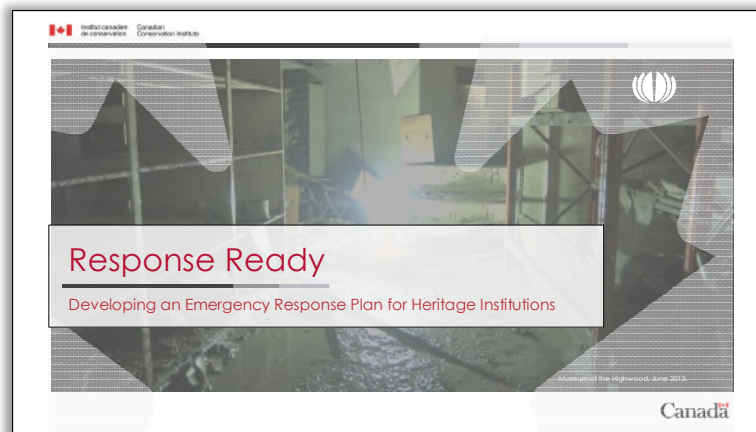
- Know response objectives.
- Build a response team.
- Develop response strategies.
- Provide resources.

The workbook was linked to ten worksheets and an emergency plan template – digital this time – and was available in both English and French. Every workshop participant was provided with these documents. We also did some of the exercises during the workshop so that people knew how to use them. Response to these materials was very positive.



But when institutions were surveyed 1-3 years after the workshops, we found that progress on emergency response plans was lacking in many cases. Although roughly one in five institutions had completed an emergency plan, two thirds had not started or were only in the early stages of preparing one. Three in four institutions were unable to prioritize emergency planning given other work and current resources.

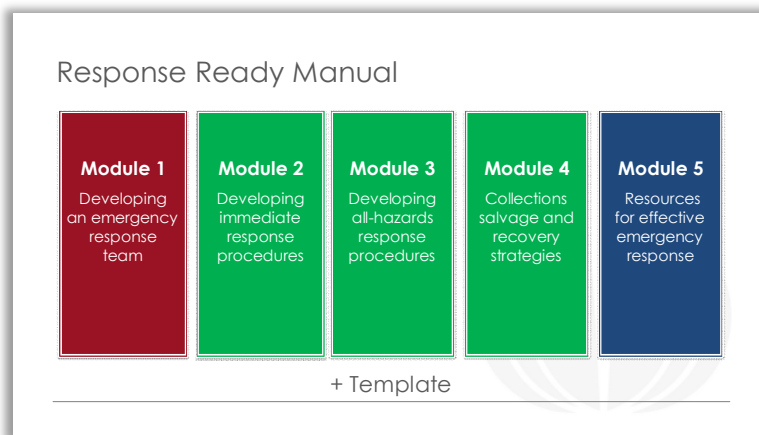
Similar data from a 2018 survey of heritage institutions in Canada conducted by Canadian Association for Conservation of Cultural Property and the Canadian Association of Professional Conservators confirmed that the number of institutions without an up-to-date emergency plan remained high at 66%. Although we thought we were on the right track, we still needed to do more to help people get plans done.



To encourage better outcomes, we turned to online learning, something we had already begun to discuss in order to reach the many heritage professionals who are not be able to attend our workshops in person. We began developing modules based on this model in 2018. The coming of the pandemic made this approach even more important. The result is Response Ready.

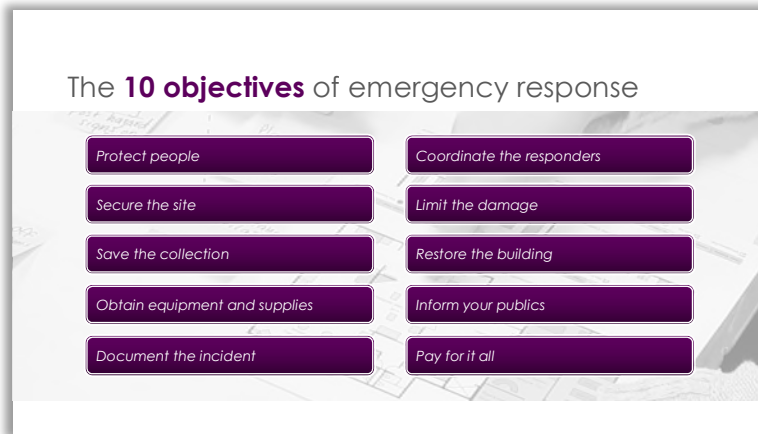


Response Ready is still based on the same steps four as the previous workbook.



The *CCI Workbook* content is reorganized into 5 modules that in the online workshop are spread over as many months. Each module provides deadlines so that participants can complete their emergency plan section by section. The PowerPoint Manual was replaced first with a series of pdf notes, then with a single pdf manual, and soon – within the next year, I hope – with content on the CCI website. An emergency plan template and a set of worksheets are linked to this core content. With each revision we integrated things we learned from working with workshop participants to make the process easier and to account for planning challenges.

The Response Ready content is designed to permit self-study as well as use in the online workshop. It is still a step-by-step guide to preparing an emergency response plan.

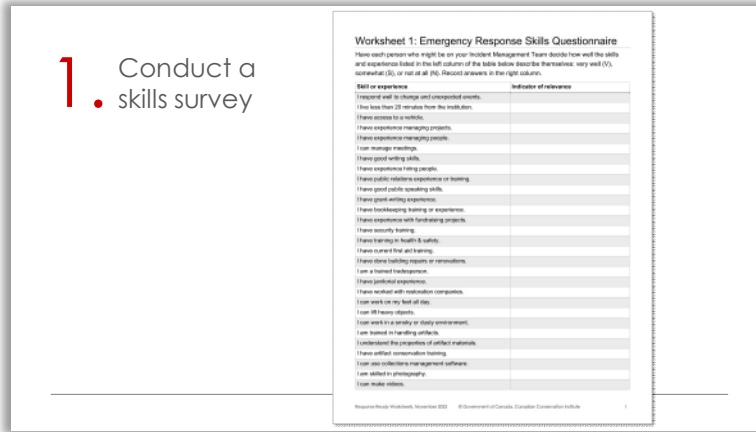


All components are based on these 10 emergency response objectives, 10 objectives that must be achieved during an emergency and can be relied on when faced with new emergencies, even if your plan is not helpful or not ready. They are:

- Protect people.
- Secure the site.
- Save the collection.
- Obtain equipment and supplies.
- Document the incident.
- Coordinate the responders.
- Limit the damage.
- Restore the building.
- Inform your publics.
- Pay for it all.

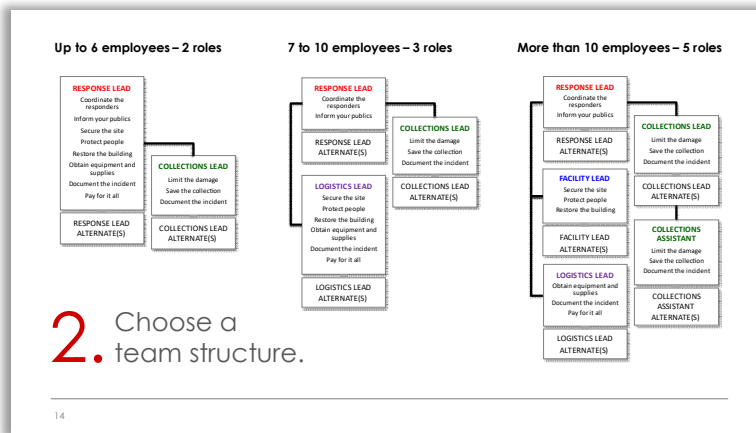


I will describe the structure of Module 1 to illustrate our approach. Participants decide on who needs to be on their Incident Management Team, the core group of people in an institution who are responsible for making key decisions during response to an emergency, as well as the larger emergency response team, which includes First Responders, advisors, and workers, whether other staff, volunteers or contract workers.



A five-step process guides them through the creation of the Incident Management Team to make sure the best people take on the necessary roles.

In Step 1, a simple questionnaire is used to assess whether staff or other potential team members have useful skills or knowledge for emergency response roles. People decide whether each of the 29 phrases describes themselves very well, somewhat or not at all.



In Step 2, the institution chooses a size and structure for the Incident Management Team. CCI suggests choosing one of these three team structures based on the number of full-time staff in an institution:

- For institutions with up to 6 employees, whether they be volunteers or paid staff, we suggest a team of 2 roles and 2 alternates, totaling 4 members.
- Institutions with 7 to 10 employees are suggested to have a team of 3 roles and 3 alternates, totaling 6 team members.
- Larger institutions with more than 10 employees are suggested to have a team with 5 roles and 5 alternates, totaling 10 members.



The roles are associated with the 10 emergency response objectives. Note that we don't encourage really large response teams, because it's important to have alternates and because many institutions don't have many full-time staff. Even the smallest team size is a challenge for some institutions.

### 3. Compare skills to roles

**Worksheet 2: Emergency Response Skills Inventory**

Complete answers to Worksheet 1 for potential members of your Incident Management Team in the table below based upon their answers to this top one. Enter the positive questionnaire answers (1-5 for every skill, 3 for somewhat) in the cells below. Skip or check out cells where the answer is "Not at all" (0) or the worksheet if you have more than 2 potential team members.

Skill or experience level for:	Not at all	Slightly	Some	Quite	Very	Not at all
I respond well to change and unexpected events.	0	1	2	3	4	5
I have more than 20 minutes from the institution.	0	1	2	3	4	5
I have experience in public.	0	1	2	3	4	5
I have experience managing projects.	0	1	2	3	4	5
I have experience managing people.	0	1	2	3	4	5
I can manage meetings.	0	1	2	3	4	5
I have good writing skills.	0	1	2	3	4	5
I have experience using people.	0	1	2	3	4	5
I have public relations experience or training.	0	1	2	3	4	5
I have good public speaking skills.	0	1	2	3	4	5
I have planning experience.	0	1	2	3	4	5
I have leadership history or experience.	0	1	2	3	4	5
I have experience with fundraising projects.	0	1	2	3	4	5
I have security training.	0	1	2	3	4	5
I have training in health & safety.	0	1	2	3	4	5
I have current first aid training.	0	1	2	3	4	5
I have first aid training or certification.	0	1	2	3	4	5
I am a trained first responder.	0	1	2	3	4	5
I have personal experience.	0	1	2	3	4	5
I have worked with restoration companies.	0	1	2	3	4	5
I can work on my feet all day.	0	1	2	3	4	5
I can lift heavy objects.	0	1	2	3	4	5
I can work in a library or study environment.	0	1	2	3	4	5
I am trained in handling artifacts.	0	1	2	3	4	5
I understand the properties of artifact materials.	0	1	2	3	4	5
I have artifact conservation training.	0	1	2	3	4	5
I can use collection management software.	0	1	2	3	4	5
I am skilled in photography.	0	1	2	3	4	5
I can write videos.	0	1	2	3	4	5

Responses to the questionnaire are compiled in Worksheet 2, the Skills Inventory, in order to determine who has the skills relevant to each role.

### 3. Compare skills to roles

**Table 1: Skills useful for members of the Incident Management Team.**

Skills	2-Person Team	3-Person Team	Superior Team
I respond well to change and unexpected events.	All roles	All roles	All roles
I have more than 20 minutes from the institution.	All roles	All roles	All roles
I have experience in public.	All roles	All roles	All roles
I have experience managing projects.	All roles	All roles	All roles
I have experience managing people.	All roles	All roles	All roles
I can manage meetings.	All roles	All roles	All roles
I have good writing skills.	All roles	All roles	All roles
I have experience using people.	Response Lead	Response Lead	Response Lead
I have public relations experience or training.	Response Lead	Response Lead	Response Lead
I have good public speaking skills.	Response Lead	Response Lead	Response Lead
I have leadership history or experience.	Response Lead	Logistics Lead	Logistics Lead
I have experience with fundraising projects.	Response Lead	Logistics Lead	Logistics Lead
I have security training.	Response Lead	Logistics Lead	Facilities Lead
I have training in health & safety.	Response Lead	Logistics Lead	Facilities Lead
I have current first aid training.	Response Lead	Logistics Lead	Facilities Lead
I have first aid training or certification.	Response Lead	Logistics Lead	Facilities Lead
I am a trained first responder.	Response Lead	Logistics Lead	Facilities Lead
I have personal experience.	Response or Collections Lead	Logistics Lead	Facilities or Collections Lead
I have worked with restoration companies.	Response or Collections Lead	Logistics Lead	Facilities or Collections Lead
I can work on my feet all day.	Response or Collections Lead	Logistics or Collections Lead	Facilities or Collections Lead
I can lift heavy objects.	Response or Collections Lead	Logistics or Collections Lead	Facilities or Collections Lead
I can work in a library or study environment.	Response or Collections Lead	Logistics or Collections Lead	Facilities or Collections Lead
I am trained in handling artifacts.	Collections Lead	Collections Lead	Collections Lead
I understand the properties of artifact materials.	Collections Lead	Collections Lead	Collections Lead
I have artifact conservation training.	Collections Lead	Collections Lead	Collections Lead
I can use collection management software.	Collections Lead	Collections Lead	Collections Lead
I am skilled in photography.	Collections Lead	Collections Lead	Collections Lead
I can write videos.	Collections Lead	Collections Lead	Collections Lead

This chart is intended to stimulate discussion and to guide using suggestions provided, but not to determine decisions, since people will interpret skill levels differently.

## 4. Assign roles

**Worksheet 3. Incident Management Team Chart**

After assessing the skills and determining roles for your Incident Management Team members, use the table below to record the results:

- Enter the role names of your Incident Management Teams on the far row. Use the role names suggested in Figure 3 in the Manual or others that work better for your institution. Use only as many columns as needed for the role of your team.
- In the cells below each role name, assign the 10 emergency objectives to the roles that will be responsible for them. See Table 1.9 of the Response Ready Manual for 10 for suggestions.
- Circle red cells that are not required. Not all cells will be filled.
- Fill in the names of the people assigned to each role, including at least one alternate. Each person should be assigned to only one role or alternate position.

Role Name	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10
Emergency Objective 1	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Emergency Objective 2	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Emergency Objective 3	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Emergency Objective 4	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Emergency Objective 5	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Emergency Objective 6	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Emergency Objective 7	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Emergency Objective 8	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role	Assigned Role
Person assigned to role	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned
Alternate assigned to role	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned	Assigned

Once a decision is reached on who can best contribute, the names of team members and alternates are recorded on the Incident Management Team Chart in Step 4. This chart also indicates the emergency objectives that each team member is responsible for, which can be reassigned to better match the skills of actual people.

## 5. Add Incident Management Team to the Emergency Plan

**RESPONSE LEAD**  
Nora Abbott  
Tel:

Alternate:  
Victoria Tétréault  
Tel:

**LOGISTICS LEAD**  
Samir Chaudry  
Tel:

Alternate:  
Kai Mason  
Tel:

**COLLECTIONS LEAD**  
Pierre Trépanier  
Tel:

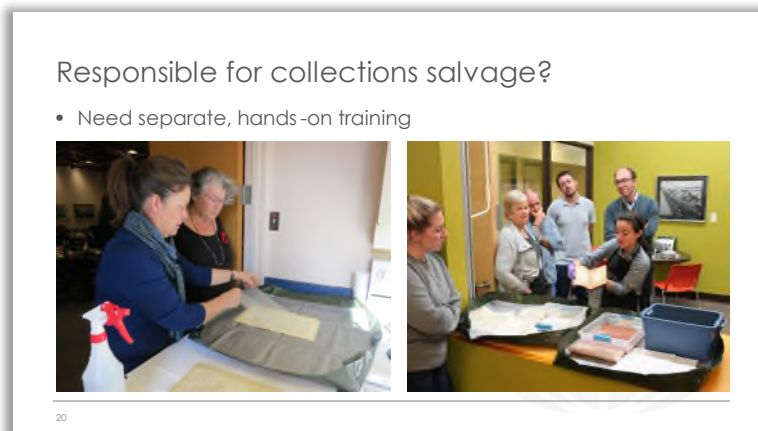
Alternate:  
Luca Gascon  
Tel:

And finally, in Step 5, the team structure and contact information of its members are then added to the emergency plan template. Once institutions finish these 5 steps, they will have an important piece of their emergency plan complete: they will know exactly who is on their Incident Management team and will be responsible for managing emergencies.

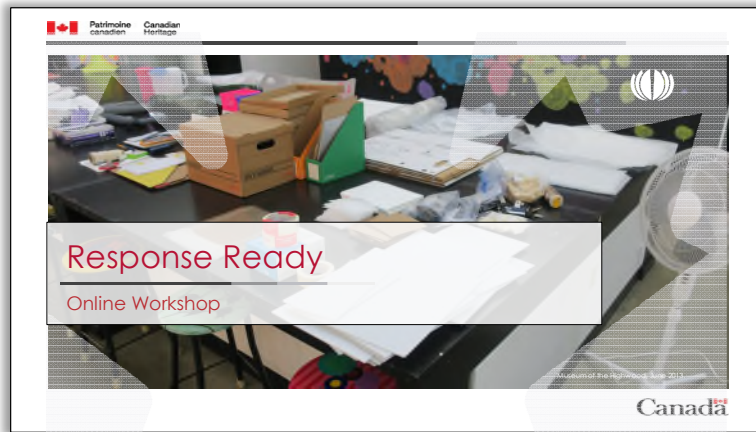
All five modules provide a similar approach with steps and worksheets to support them, all closely linked to the Response Ready plan template. The manual provides the context and describes how to proceed. The manual also points to other references that may help, including many freely available online.



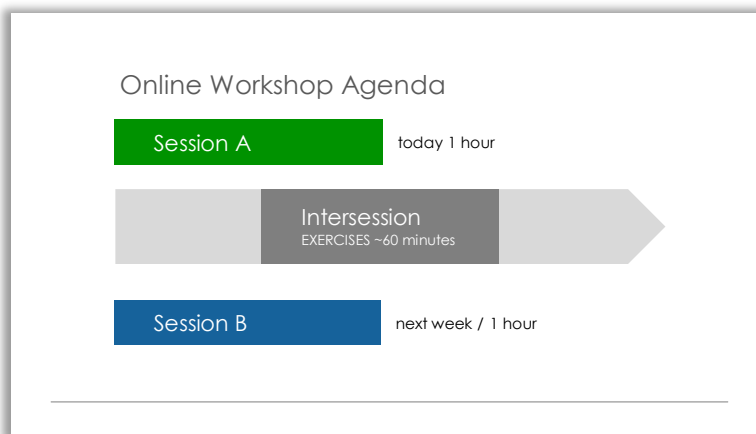
One additional note about the Response Ready approach. When it comes to salvage, we suggest keeping the focus on generic actions rather than only putting detailed methods for salvaging particular objects or records in your plan. We call these actions Emergency Response Actions for collections. There are twelve as you see here. Like the 10 Emergency Response Objectives, they are simple and easy to remember. Together they form a flexible tool kit for salvage. Because they are not closely associated with specific types of objects, they can be mixed and matched as needed to deal with specific types of damage to specific collections in specific contexts given available resources.



The Response Ready Manual or the online workshop do not go into detail about these actions. You really need hands-on training for salvage. CCI will eventually devote a 2-day workshop to such training and will provide a manual specifically about these actions. Meanwhile, there are other options coming for salvage training such as the workshops being planned by ON HERN.



Although you can use the Response Ready materials on their own to complete an emergency plan, participating in an online workshop makes the process more interesting.

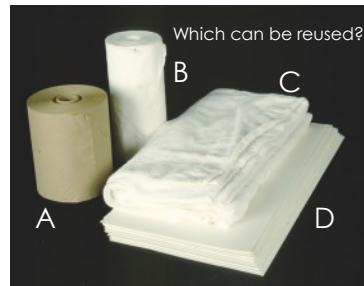


Each one of the five modules consists of two one-hour live sessions held roughly one week apart. Session A introduces the topic of the module and introduces the exercises that participants complete during the intersession, exercises which help them put together the related sections of their emergency response plan. Session B includes time to discuss these exercises, share experiences and ask questions, and to present further content. So, participants learn from each other as much as they learn from us.

The emergency planning process benefits from multiple perspectives, and since responding to emergencies typically requires a team effort, we encourage participation by up to three people per heritage institution. Due to the very interactive nature of this online workshop, attendance is restricted to ten institutions.

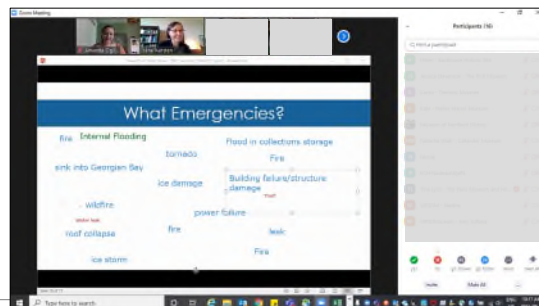
## Interactive exercises

- Warm-up exercises
- True or false questions
- Multiple-choice questions
- Polls



Short, interactive exercises, such as, warm-up exercises, true-false questions, multiple choice questions and polls, are used throughout the workshop to keep the sessions lively and help ensure that the material is retained more readily. They are used to illustrate specific points related to the session topic and to reinforce knowledge. For example, participants typed responses into the chat box for this multiple-choice exercise on blotting materials suitable for collections salvage.

## Interactive exercises

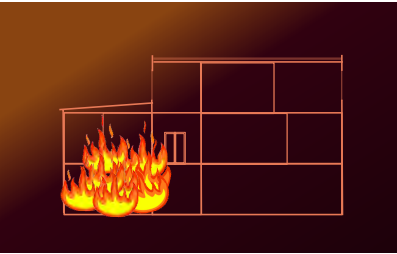


We also make use of the annotation tools in Zoom. For example, here we asked participants what emergencies they were most concerned about in their institution. Participants could write their answers directly on the screen, something we use frequently in exercises to allow simultaneous interaction from participants. One of the most interesting answers we've seen was "sink into Georgian Bay".



During intersession, participants complete additional exercises, which are an essential component of the workshop. They use the manual and worksheets associated with the module to complete the related section of their emergency response plan, as you can see in the steps in the example on screen. Participants may use the Response Ready emergency plan template or simply update an existing plan. Either works.

### Warm-up exercise

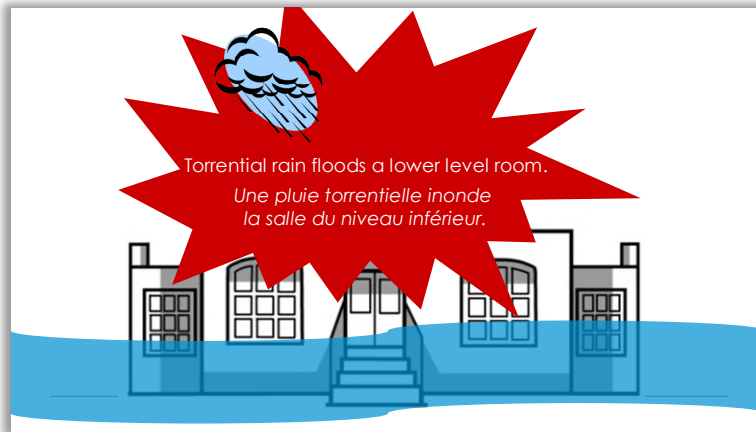


You are forced to flee your building during an emergency.

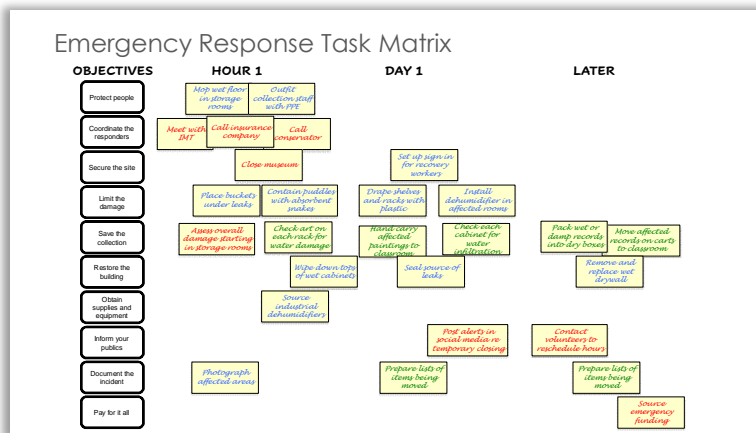
You have time to save **one** item from your collection.

**What will you take?**

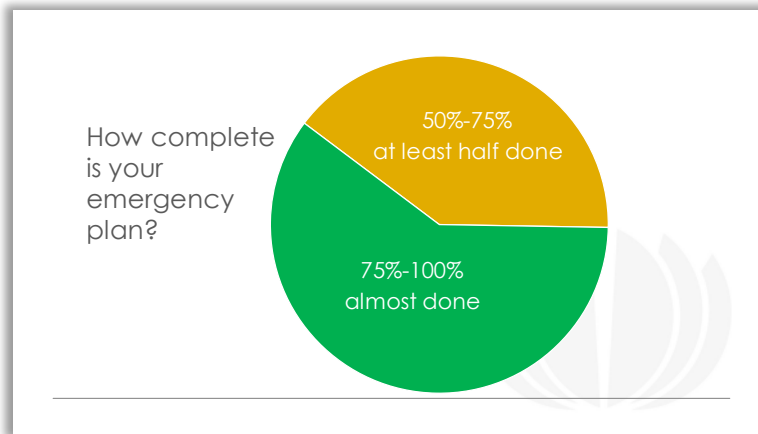
Throughout the workshop we use scenario exercises to help participants think about responding in their institution. Some are quick exercises, like this thought exercise: What one thing would you take if your building was on fire, and it was safe to do so?



But we also integrate more complex exercises, like those we began in 2011. But in this case, the scenarios are imagined for the participant's own institution. Participants first describe the situation by identifying a hazard, the date and time, the rooms affected, etc. We provide options and a worksheet to make this easy and describe different ways in which these scenario exercises can be used for emergency plan development or for testing whether the plan content is helpful.

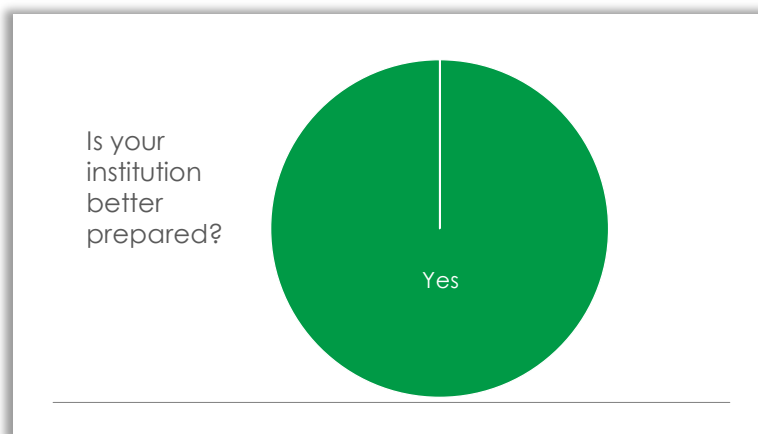


During the final intersession of the workshop, participants complete a major scenario exercise that ties together everything learned. Participants prepare this Emergency Response Task Matrix for the incident which relates specific tasks to the 10 emergency response objectives. The objectives help make sure that all bases are covered. We recommend such exercises as a way to train the Incident Management Team, to allow them to practice making decisions before an emergency strikes. Plus, this scenario exercise can uncover gaps in the emergency plan, although no plan provides detailed response steps for all possible emergencies. The paper plan is important, but it is not enough.



So does this new approach work. Can it help you with your plan?

Evaluations of the online workshop show that plans are getting done. 60% of participants indicated that their plan was at least 75% complete at the end of the workshop, and all plans were at least half done.



As for increasing capacity, here is the unanimous answer to the question “Do you feel your museum or institution is better prepared for an emergency as a result of this workshop?” 100% said yes.



## Need a plan now?

- No plan?
  - Sign up for the next Response Ready online workshop.
  - Use the Response Ready manual, worksheets and template to create plan.
- Old plan that needs updating?
  - Review the plan as suggested in the Response Ready Manual.
  - Compare the plan to the Response Ready template.
  - Test the plan with scenario exercises from the Response Ready worksheet.

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So, if you need an emergency plan now, here's what you can do.

If you have no plan, you can sign up for the next CCI online workshop which we will deliver in the fall of 2024. It should be announced by mid-April. Sign up early, if this interests you, since there are only places for ten institutions from across Canada.

For CMOG institutions who need to complete their emergency plans this spring, we will give you access to the Response Ready suite of materials through Dr. Weinstein. If you are not a CMOG institution, contact me directly for access. Or, you can wait until the latest versions are posted to the CCI website, which should happen within the next year.

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[www.canada.ca/cci](http://www.canada.ca/cci)

Thank you for your attention. Here's my email address if you'd like to use the Response Ready materials right away or if you have any questions about emergency planning. We're here to help.