The Next Step--Beyond Disaster Resistance to Resilience

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The Next Step
Development of the Community Resilience Enhancement System

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Campus Resilience Enhancement System Background

- CARRI formally began development of its Community Resilience System (CRS) in 2009; concluding six community pilots now
  - Information-gathering began in 2006

- FEMA/ICE/DHS has tasked CARRI to adapt CRS to campus needs

- Six IHEs selected as development partners (announcement imminent)

  Goal is development of a prototype CaRES by year’s end
CaRES concept

• A simple, scalable resource that IHEs can use to enhance resilience

• Action-, not planning-, oriented

• Meta-tool: integrates successful practices, existing tools (e.g., DRU Crosswalk),

• “Resilience” not just an emergency management concern; use a Whole Campus approach

The following is our starting point…
Resilience

Taking advantage of opportunities

Making crises less severe; recovery faster; and reaching a better "New Normal"
Resilience: not just for EM

- Every campus unit needs to be resilient – more opportunistic, less crisis-prone
- A “Whole Campus” approach is one way to achieve that
- CaRES uses campus functions (Campus Service Areas) to provide all campus units with a way to assess – and take action to improve – resilience
CaRES process (starting point)

- Start
- Organize
- Identify opportunities, threats
- Assess strengths, gaps
- Test; monitor outcomes
- Prioritize actions
- ACT!
Leadership Team

- Campus Leader
- Local leaders
- CFO
- CRO
- CAO
- Other C-level officers
- CDO
- Deans
- Safety and security
- AD, Health, Campus Life, Facilities
• **Leadership Team** identifies and communicates campus advancement initiatives and threats

• **Assessment Team** (subject matter experts) for each Service Area:
  – Assesses service area
  – Develops list of potential actions prioritized for the service area
  – CaRES suggests potential actions (also points to templates, tools, examples of successes…) Assessment Team can consider
Athletics/Culture Assessment Team

- Students
- Faculty
- Staff
- Security services
- Public information
- Transportation
- Off-campus transportation
- Local media
- Local residents

Athletics/special events

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Assessment

• Simple set of yes-no questions

• Questions aimed at finding potential strengths, and identifying gaps

• Suggestions for becoming stronger, or to fill gaps the Assessment Team identifies
  – Includes links, pointers… to “action aids,” and explanations of importance
  – “Does the campus have a 3-1-1 type service for campus services?” If NO, consider initiating this kind of service [Campus Life]
  – “Does the campus have a 9-1-1 type service for reporting emergencies?” If NO, consider initiating this kind of service [Safety and Security]
• **Leadership Team** uses lists of prioritized action items from each Assessment Team to develop Action Plan for campus

• Assign responsibilities for implementing each item, using normal campus procedures
• Ideally, should enable campus to leverage synergies with advancement initiatives, preparedness actions

• Resilience, like emergency management, should be an ongoing activity leading to a way of looking at the world in a more coherent manner
Potential Benefits of CaRES

• Actions to improve resilience, geared to IHE’s maturity

• Assessment of resilience of “Whole Campus” in terms of both functionality and preparedness

• Context-specific links to DRU and other resources that work

Improved Management of the Campus’s Risks & a More Resilient Future
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