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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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

Leadership
Safety and Security
Administrative Services
Communications
Finance
Academics
Research
Campus Life
Culture/Athletics
Off-campus housing
Facilities
Utilities
Health
Functional view of an IHE
CaRES process (starting point)

Start

Organize

Identify opportunities, threats

Assess strengths, gaps

Test; monitor outcomes

ACT!

Prioritize actions
Leadership Team

Campus Leader

Local leaders

CFO
CRO
CAO
Other C-level officers

CDO
Deans
Safety and security
AD, Health, Campus Life, Facilities
Self-assessment

- **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
Communications Assessment Team

- Governments
- Administration
- Public information
- Local media
- Security services
- Campus media
- IT
- Alumni
- Students
- Parents
- Faculty
- Staff
- Donors
Athletics/Culture Assessment Team

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

• **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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