

**Wednesday, March 20, 2013**

**Workshop Session 3**

Time of Session: 1:30-3:00PM

Session Title: Mixed Session

A. The Next Step—Beyond Disaster Resistance to Resilience

Speaker: **M.J. Plodinec**, Community and Regional  
Resilience Institute

B. How Emergency Planning Standards Can Help You Do Your Job

Speaker: **Troy Harris**, Westmont College

Room: 205

Head Count: 16

Note Taker: Tara Lambeth

## Session 3A: The Next Step – Beyond Disaster Resistance to Resilience

Speaker: M.J. Plodinec, Community and Regional Resilience Institute

- Campus Resilience Enhancement System
  - o Adapt the community resilience system to the campus
  - o Goal – to develop a prototype system
  - o The speaker asked for constructive criticism
  - o It is for all schools – all sizes, all economic statuses
  - o Goal – plan, not actions
  - o Meta tool – integrate Troy’s program
  - o Whole campus approach
  - o A starting point
- Resilience
  - o Truly resilient = better than we were before
  - o Look at it differently – accentuating the positive rather than eliminating the negative
  - o Bringing the bottom up and pushing the top higher
- Not just for Emergency Management
  - o Every campus unit needs to be resilient – the least of them must be resilient
  - o Campus service areas – parse campus into all of its part
- Functional View
  - o Internal, transient, external
- CaRES process
  - o SWOT
  - o Assess
- Primary importance – leadership
  - o The campus leader connects to local leaders
- Self-Assessment
  - o Leadership team – identifies initiatives and threats
  - o Assessment team – capacity and ability to respond
  - o Suggest potential actions, examples of successes
- Communications Assessment Team
  - o Government and local media at the top
  - o Think of audiences
- Athletics/Culture Assessment Team
- Assessment
  - o Yes/no questions
  - o Finding strengths and gaps
  - o Provide suggestions to fill gaps and become stronger

- Planning
  - o Leadership team takes inputs from assessment team
  - o Looks at what else they're doing that it fits into
- Implementation
  - o Take action and evaluate
  - o Help the campus leverage strategies between preparation, mitigation and advancement
  - o Has to be an ongoing activity
  - o Campuses can take advantage of the accelerating world of change
- Potential Benefits
  - o Geared to maturity
  - o "Whole Campus" idea
  - o Links to resources
  - o Improve management of risks for a more resilient future
- Status – announcement of 6 partnership institutions will be made tomorrow afternoon
- Question: Where are you located?
- Answer: We are a virtual center, I'm in Aiken, South Carolina, but there are offices in Oakridge, Tennessee Washington, DC and Colorado
- Question: You mentioned scalable and maturity – does this work for a decentralized campus?
- Answer: It helps find that out. It can be done campus by campus. You could have linked assessment teams
- Question: Do you already know who the 6 partnership institutions are?
- Answer: DHS, ICE and FEMA selected the institutions on a variety of bases, but we are going to keep in touch with the other 34 who applied because we want to give them a chance for input
- Question: DRU wants to provide the campus context – what does your assessment graphic mean? (Andre Le Duc)
- Answer: You want to include people who are already actors
- Question: Will the institution be doing the surveying work?
- Answer: We are suggesting that it is important from a community standpoint, as too often people don't think of the universe of people who ought to be assessing. You need to include as many stakeholders as possible. We want to provide good practices. You need to organize everything in a functional manner, put it online. You need to be opportunistic – the institutions that are going to succeed are those that take advantage of crises.
- Comment: We need pragmatic, detailed, nuts and bolts instructions (Andre Le Duc)
- Answer: Look at the assessment modules
- Question: Can we see the cities you've worked with?
- Answer: Yes, we could put them online and keep the identifiers hidden
- Comment: You need to include rules and compliance

- Answer: We haven't looked into that yet
- Question: Is this guidance or a how to guide?
- Answer: The intent is that we give a suggested way of doing it, and will provide a complete toolset. You need to touch everyone on the diagrams. It is not going to be ready until years end. You have to think about your world, dependences, and environment. The purpose of assessment is to think not only of weaknesses but of strengths and opportunities. Include all threats – scandal, economic downturn, etc. We want to force the administration to think more holistically.