

THE ROLE OF EMERGENCY MANAGEMENT AND ORGANIZATIONAL RESILIENCE

Wednesday, March 7, 2018

12:30pm ET



Findings of the 2016 National Higher
Education Emergency Management
Program Needs Assessment

With

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Associate VP of Safety & Risk Services

University of Oregon

Framing Question-Keep it Simple

The question to ask is:

What should be done...



an incident, crisis, or emergency?

...and who is responsible for what?

National Higher Education Emergency Management Needs Assessment

Project advisory committee representatives

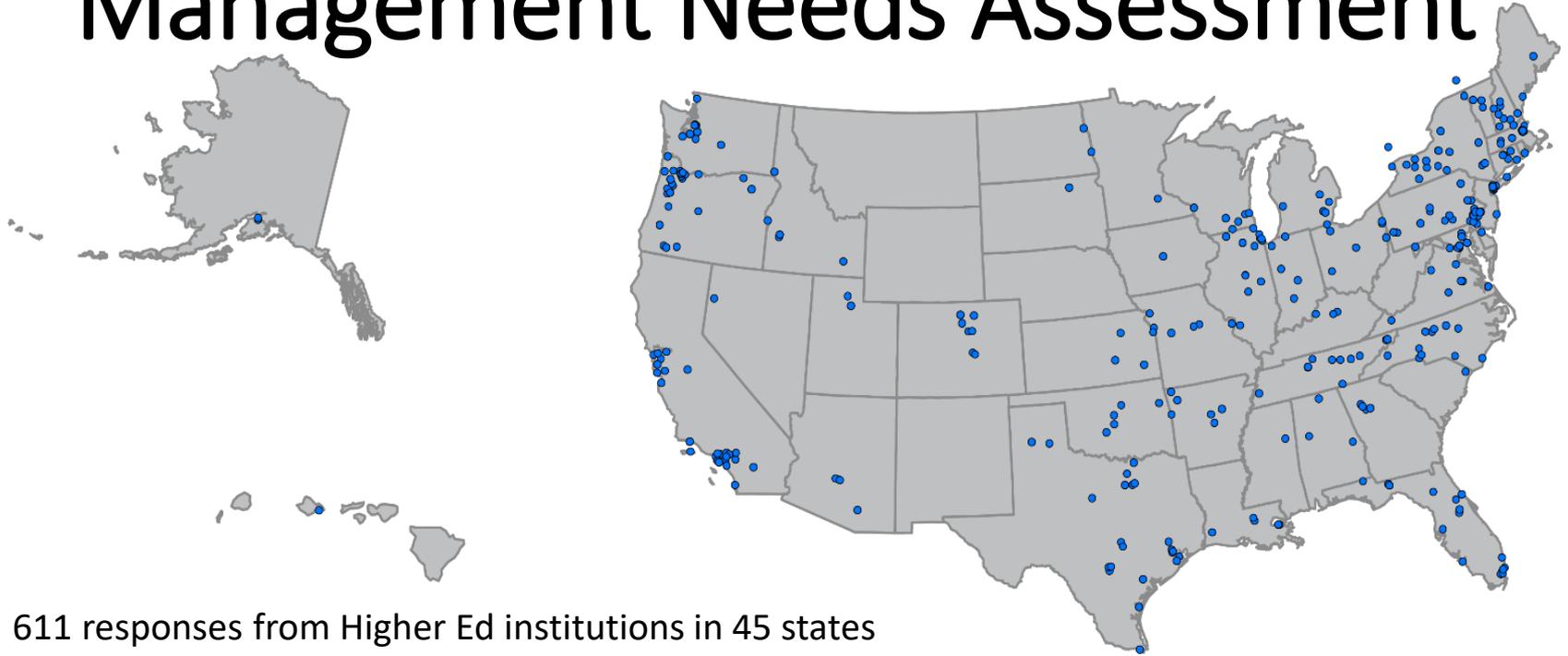
- Disaster Resilient Universities (DRU) Network
- National Center for Campus Public Safety
- International Association for Emergency Management - Universities & Colleges Caucus
- International Association of Campus Law Enforcement Administrators
- International Association of Chiefs of Police - University/College Police Section
- Campus Safety, Health, and Environmental Management Association
- University Risk Management and Insurance Association
- U.S. Department of Education - Office of Safe and Healthy Students
- Department of Homeland Security Office of Academic Engagement
- Federal Bureau of Investigation - Office of Partner Engagement
- Federal Emergency Management Agency - Emergency Management Institute
- University of Oregon Community Service Center staff and graduate students as project staff



Project Goals

- What is needed to improve emergency management at institutions of higher education?
- Where are resources currently being deployed on campuses?
- Where are the gaps in resources and information?
- What is the best way to fill these gaps and improve campus public safety?

National Higher Education Emergency Management Needs Assessment



611 responses from Higher Ed institutions in 45 states

- 64% are public institutions, 36% private
- 77% are residential campuses
- 53% have Ph.D. programs
- **22% have a University medical center**

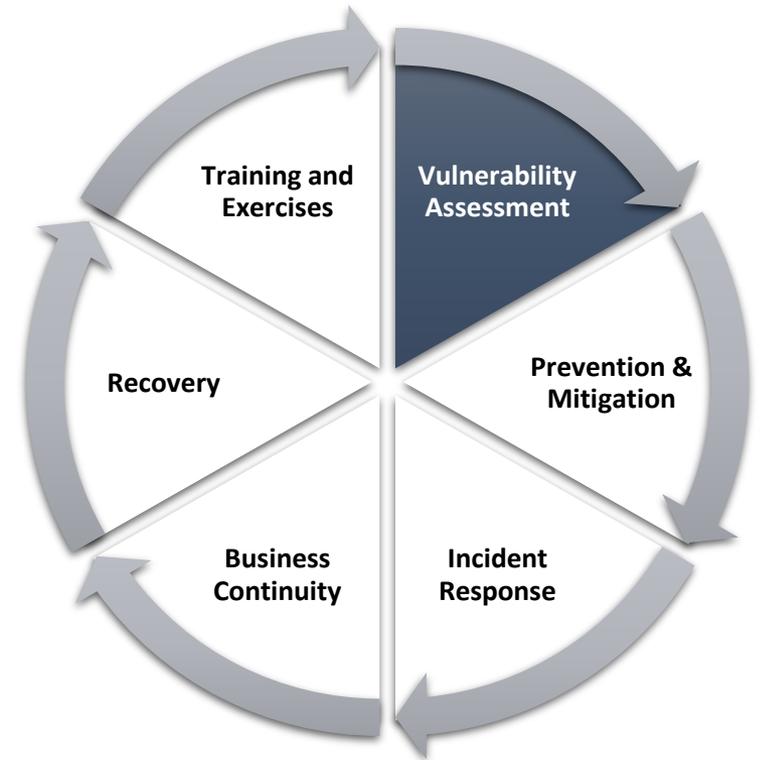


Breaking Down the Cycle



Vulnerability Assessment

- Serves as the baseline assessment of risk and vulnerability. Each subsequent planning phase will draw on these findings.
- Outputs are actions to be included in plans, policies, and procedures in support of changes to operations, equipment, facilities, and training.

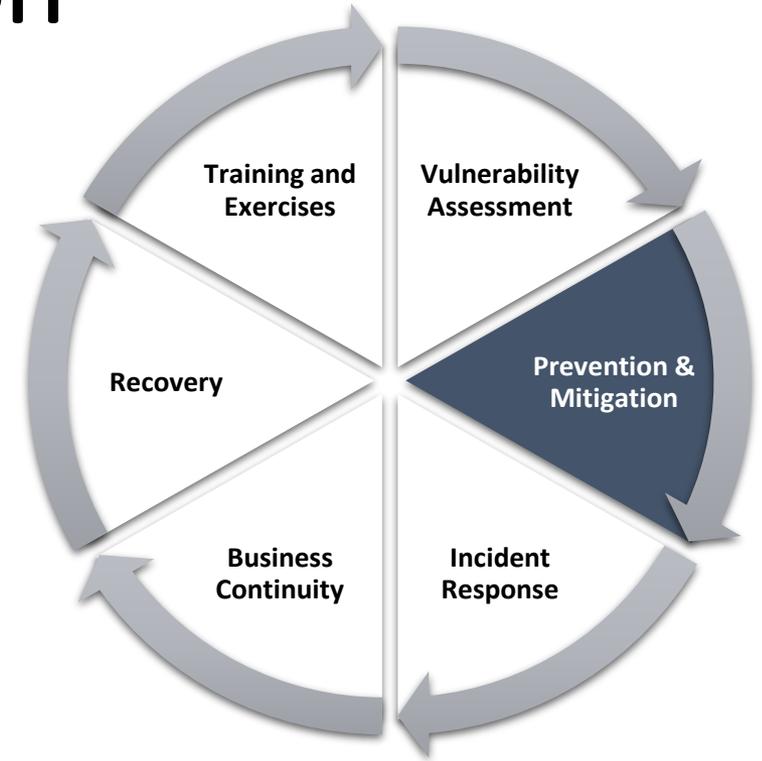


National survey finding:
65%
do risk assessments

Source: 2016 DRU-NCCPS Needs Assessment

Prevention & Mitigation

- Establishes concrete steps to strengthen, protect, and backup the resources deemed critical to operations.
- Develops actions that can be implemented *before* an incident to reduce the risk or exposure.



National survey finding:

50%

have mitigation plans

Source: 2016 DRU-NCCPS Needs Assessment

Incident Response

- Provides an overview of the emergency management structure, authority, and roles, as well as communication protocol and assembly areas.
- Connects identified vulnerabilities to response capabilities that exist within the department, as well as enterprise-wide response resources.



National survey findings:

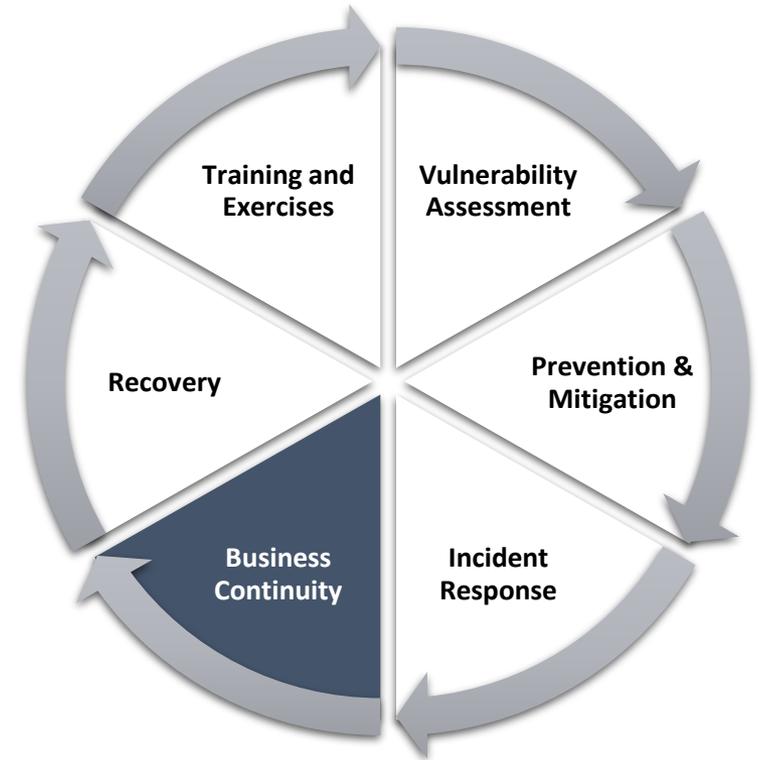
83%

have response plans

Source: 2016 DRU-NCCPS Needs Assessment

Business Continuity

- Identifies the functions or tasks that make up day-to-day operations and catalogues the resources required for a fully operational department.
- Supports rapid and systematic prioritization during response and recovery to preserve the core functions.
- Minimizes the negative effects and expedites restoration of your functions.



National survey finding:

36%

have business continuity plans

Source: 2016 DRU-NCCPS Needs Assessment

Recovery Planning

- Combines both realistic business plans and long-range visioning as a kind of wish-list for the future.
- Needs to A-line institution's strategic plans (academic, research, budgetary, etc.) and articulates strategies for growth and adaptive change.
- Sets the recovery trajectory.
- Is owned by the institution's senior leadership.

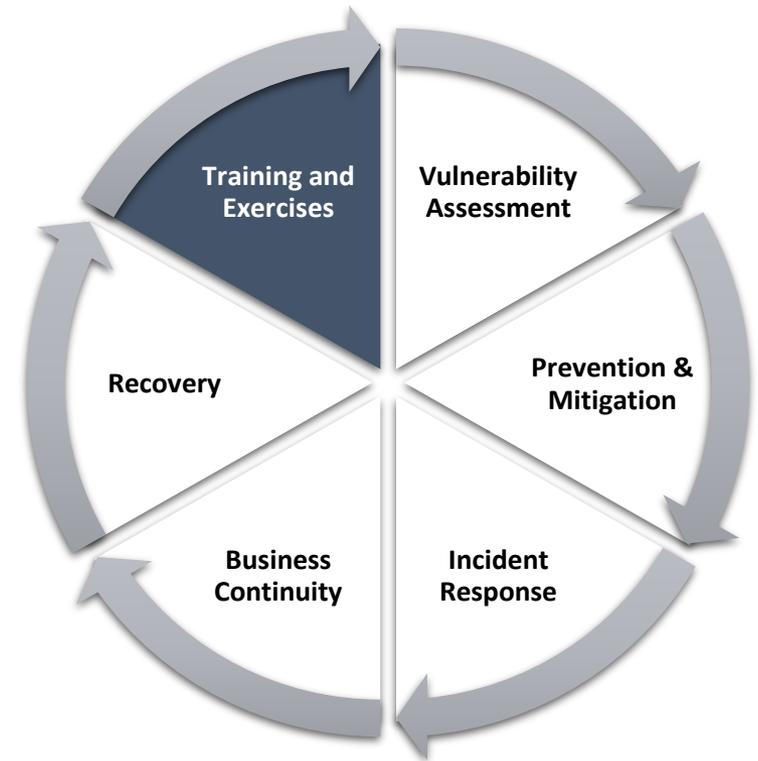


National survey finding:
30%
have recovery plans

Source: 2016 DRU-NCCPS Needs Assessment

Training and Exercises

- Training and exercises are designed to help an organization test a hypothetical situation, such as a natural or man-made disaster, and evaluate the group's ability to cooperate and work together, as well as test its readiness to respond.
- Training and exercises can take many forms:
 - Online, in-person, and in the field
 - Table-top, functional, and full-scale

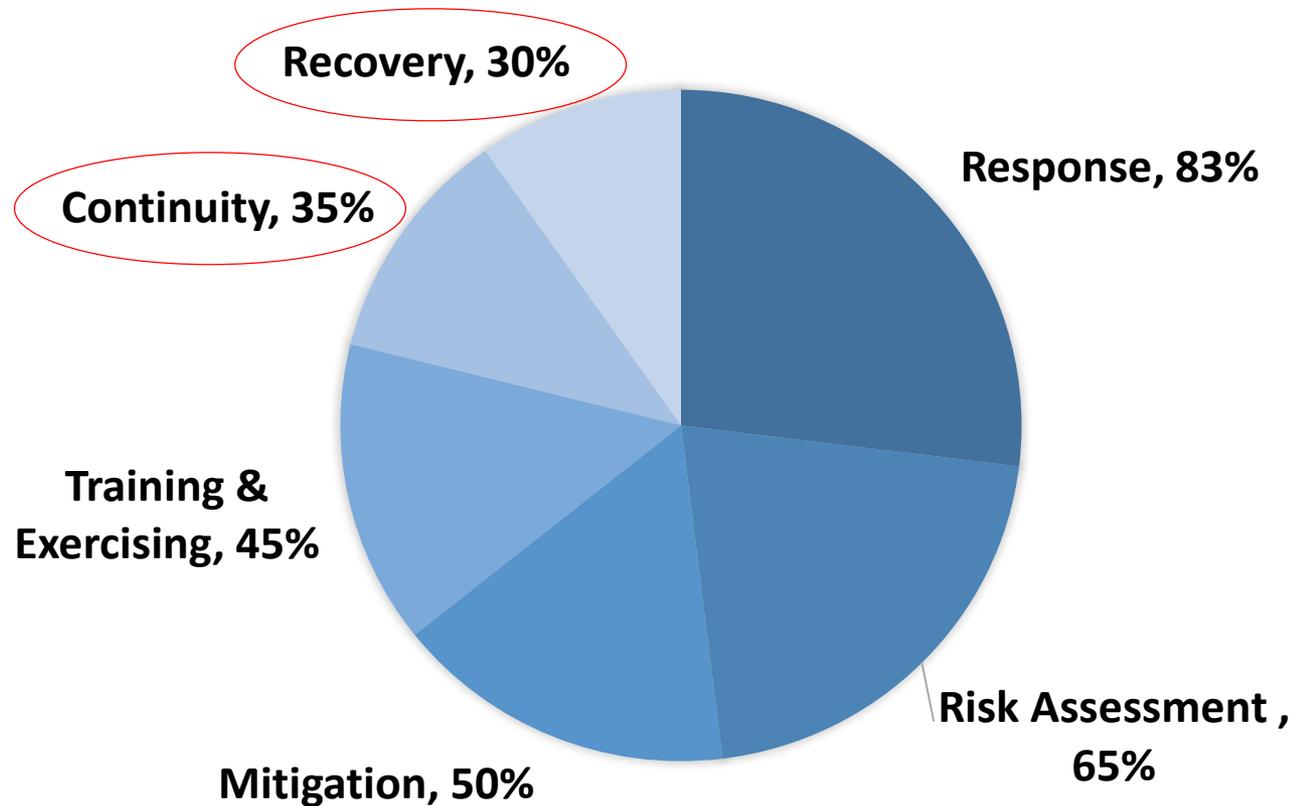


National survey finding:
45%
have training & exercises

Source: 2016 DRU-NCCPS Needs Assessment

Summary Survey Findings

*When it comes to planning for emergencies, institutions are more focused on **response** than on continuity or recovery.*



Findings

- Commitment from campus leadership drives overall improvement of emergency management programs.
- Instilling awareness on campus among students, faculty, and staff is an ongoing cycle that requires active engagement with emergency preparedness.
- Emergency management at institutions of higher education is largely reactive instead of proactive; the occurrence of an emergency or the appearance of a threat is often required before emergency management or the prospect of an event receives attention.

Findings

- Current emergency management staffing levels at institutions of higher education (IHEs) are inadequate.
- Emergency planning efforts at IHEs are more focused on response than continuity or recovery.
- Training opportunities for emergency management personnel are valuable and should be encouraged.

Findings

- Training opportunities to help acquaint the multiple areas of the campus community with emergency management are valuable and should be encouraged.
- Full-scale exercises are beneficial, but require many resources including staff, funding, time, and institutional engagement; tabletop and functional exercises are more feasible.
- Partnering with local resources such as government agencies or other institutions of higher education creates valuable networks that augment incident response capacity.

Findings

- Collaboration among regional partners can help address several issues, including plans, response, and the disparity of resources among different types of institutions in a state or region.

National Recommendations

1. Reestablish funding for the U.S. Department of Education's Emergency Management for Higher Education (EMHE) grant program.
2. Establish an emergency management curriculum and training program targeting executive leadership.
3. Establish an ad-hoc working group focused on communication and resource coordination between campus emergency management officials and federal agency representatives.

National Recommendations

4. Encourage an IHE emergency management coordinator at the state or regional level.
5. Establish an ad hoc Work Group to develop a program maturity model for IHE emergency management programs.

Campus Level Recommendations

- Write timely After-Action Reports.
- Leverage resources through on-campus partnerships.
- Assign an emergency management point person.
- Participate in large-scale exercises.
- Engage local partners.

Campus Level Recommendations

- Develop institutional policy that requires continuity and recovery plans.
- Foster culture of preparedness.
- Adopt and comply with national standards.
- Learn from peer institutions and explore shared services models.
- Make preparedness a part of institution's mission.
- Participate in Mutual Aid Agreements.

Additional things to consider

An established and trained All-Hazard Incident Management Team (IMT) can greatly enhance response, continuity, and recovery efforts...

UO-IMT
University of Oregon Incident Management Team



UO-IMT Incident Management Team

Purpose
To provide the command and control infrastructure that is required to manage the logistic, fiscal, planning, operational, safety, and campus issues related to any and all incidents or emergencies.

All IMT members are working towards a FEMA Type 3 position specific training certification and completion of a position specific taskbook.

Meeting Frequency
Once per month

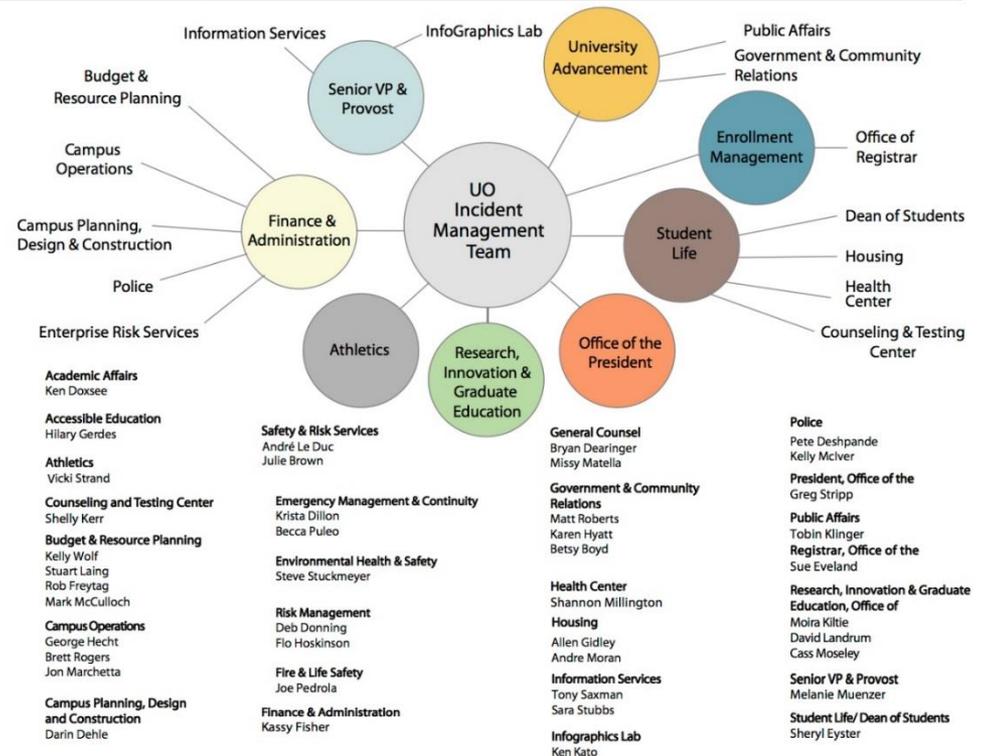
Meeting Time
12 - 1:30 p.m.

Meeting Location
Safety & Risk Services, VPFA training room and EOC

IMT Directors
André Le Duc
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Director
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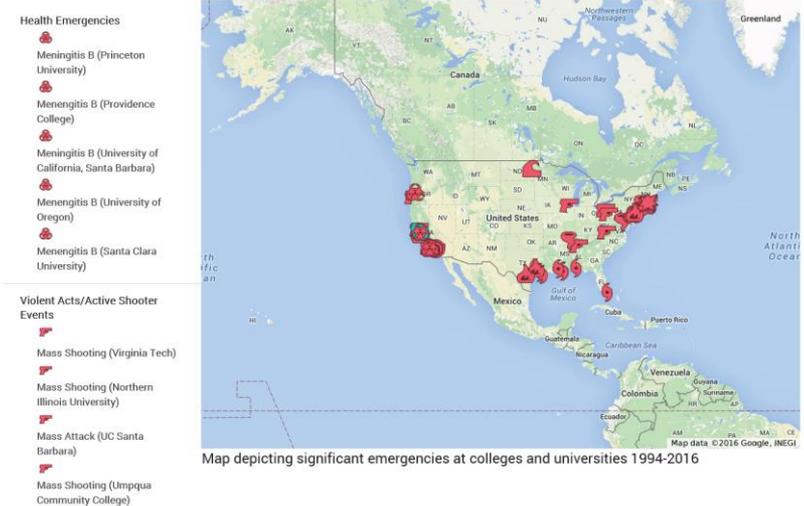
Last Revised: 3/7/16



National Intercollegiate Mutual Aid Agreement Need

- **Northridge earthquake – 1994** – Cal State Northridge
- **Hurricanes Andrew, Katrina, Rita, Sandy** – 1992, 2005, 2012 – Miami, Tulane, Loyola New Orleans, LSU, Texas A&M, NYU, SUNY Stony Brook
- **Shootings** - Virginia Tech 2007, Northern Illinois 2008, UC Santa Barbara 2014, Umpqua Community College 2015
- **California wildfires** (multiple years)
- **Boston Marathon bombing** – 2013 – multiple institutions
- **Meningitis outbreaks 2013-2016** – Princeton, Providence College, UC Santa Barbara, U. of Oregon, Santa Clara University
- **Other events** (major storms, local/regional events, disease outbreaks, exercises, preparedness)

Recent Higher Education Emergencies



NIMAA Development and Review

- IAEM UCC Workgroup Formed (Nov. 2013)
- Topic researched extensively & survey conducted (early 2014)
- Developed draft agreement (summer/fall 2014) of best practices from across the nation

Reviewed by:

- IAEM UCC workgroup
 - FEMA
 - Dept. Homeland Security
 - Dept. of Education
- Agreement went “live” (summer 2015)

What Resources are Available?

- Personnel
- Teams
- Equipment
- Supplies



Whatever the participating institutions are willing to share!

NIMAA FAQ:

UCC Website: www.iaem.com/ucc



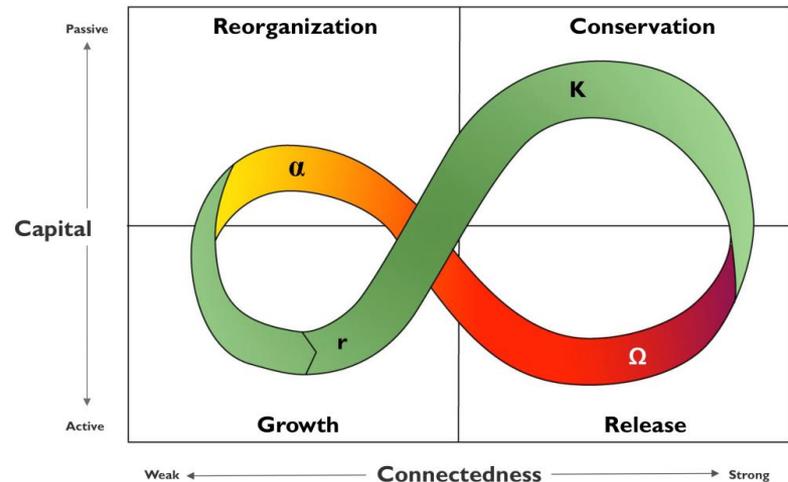
Two final concepts: Resilience and Recovery Trajectory

The Concept of Resilience

Originally conceived as a way to think about ecosystems and the dynamic processes that occur within a system...

Adaptive Change!

Cycle of adaptive change



Source: Holling, 1987

(wilddrake.wordpress.com)



Organizational Resilience

“A resilient organization is one that is still able to achieve its core objectives in the face of adversity.

*This means not only reducing the size and frequency of crises (**vulnerability**), but also improving the ability and speed of the organization to manage crises effectively (**adaptive capacity**).*

*To effectively manage crises, organizations also need to recognize and evolve in response to the complex system within which the organization operates (**situation awareness**) and to seek out new opportunities even in times of crisis.”*

Source: Building Organizational Resilience: A Summary of Key Research Findings, Resilient Organizations Program, New Zealand 2006



Organizational Resilience

Vulnerability



(phoenixhealth.com)

Adaptive capacity



(naturaltherapypages.com)

Situation awareness



(farleighconsultants.com)

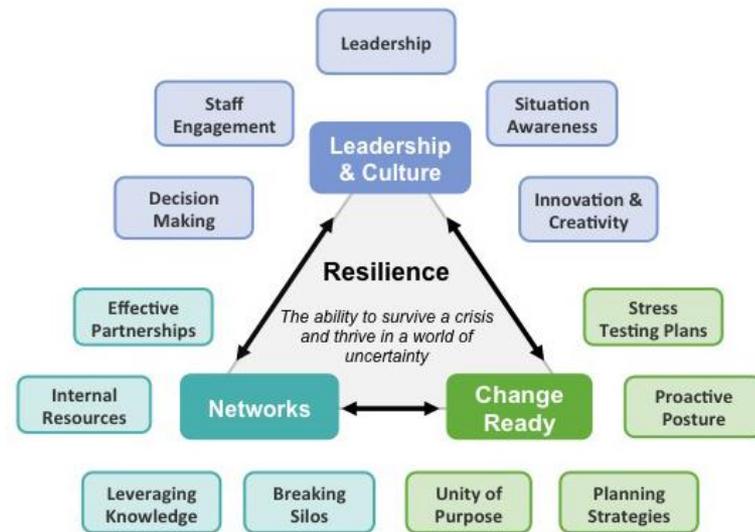
“The ability to survive a crisis and thrive in a world of uncertainty”

How to gauge Organizational Resilience

Resilient
ORGANISATIONS 

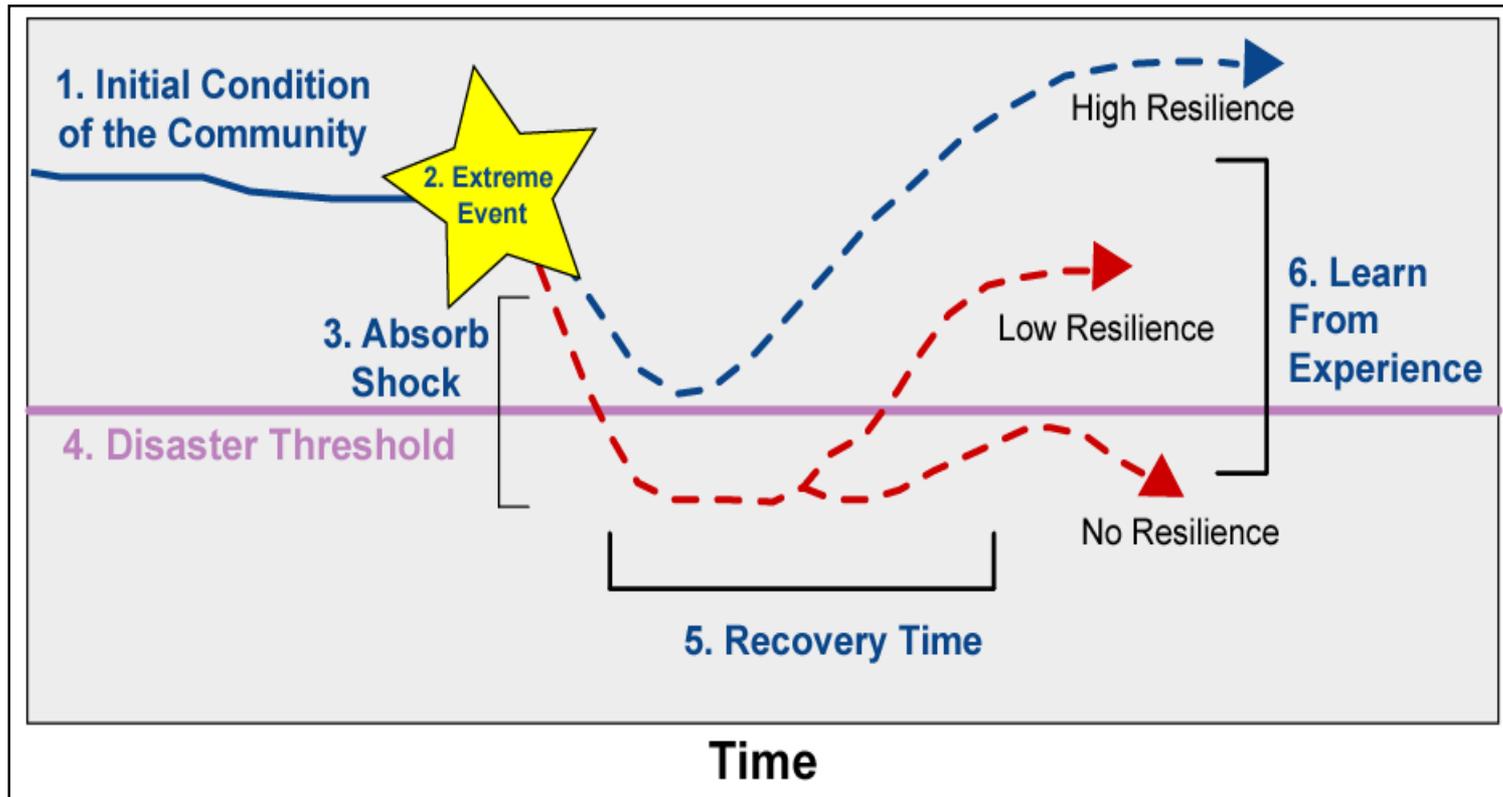


Resilience Indicators



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Graphing Resilience

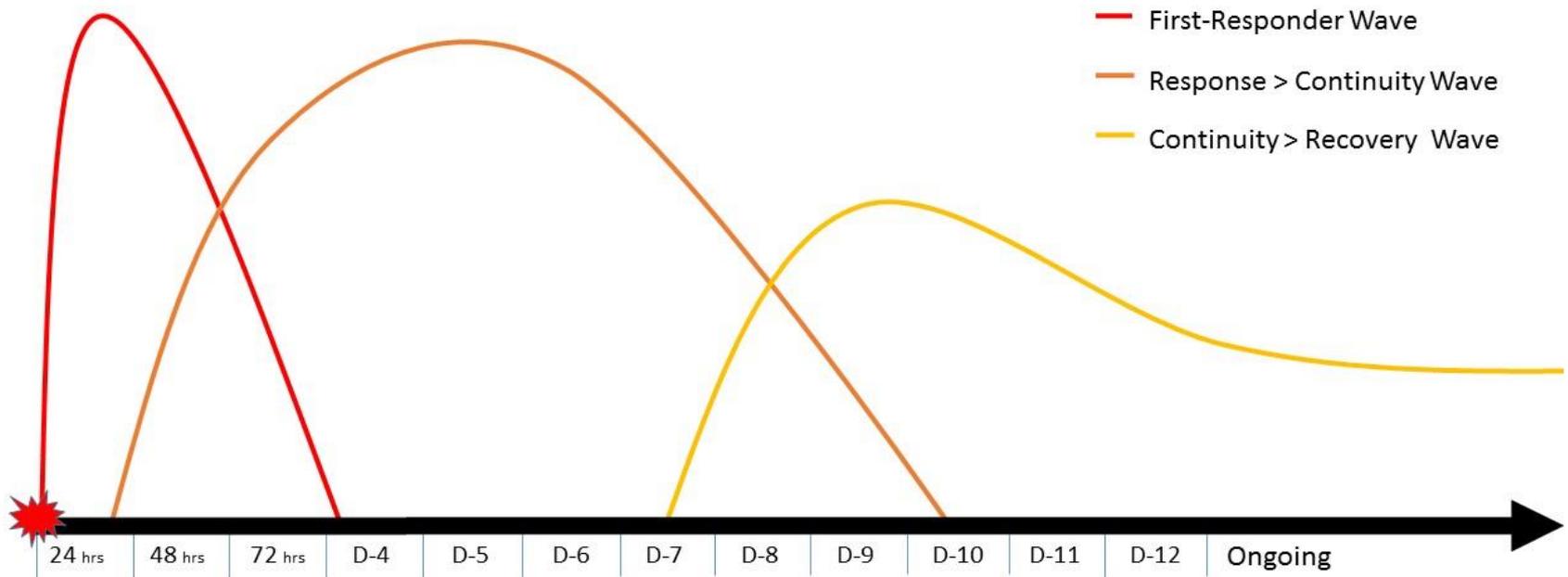


1. Initial condition
2. Extreme event
3. Absorb shock

4. Disaster threshold
5. Recovery time
6. Learn from experience

A Recovery Trajectory

Crisis Response Leadership Waves



Source: Andre Le Duc 2016

Questions