



FEMA

L363 Multi-Hazard Emergency Planning for Higher Education

Background

Tragedies and catastrophic incidents have taken place at colleges and universities in the past. These incidents, ranging from Hurricanes Katrina and Rita to the suicide bomber at the University of Oklahoma and incidents involving homemade explosives at other institutions have been reviewed and captured in various after-action and lessons-learned reports. Findings and recommendations from these reports point to two major needs for institutions of higher learning; the concept of operations should be based on an all-hazards approach and the incident management of response mechanisms should transfer easily from one incident to another.

Other common themes identified in all of these incidents are planning issues, training, command and coordination, communication, and continuity of operations. Some recommendations from these reports are noted below:

- ◆ Need to integrate comprehensive all-hazards emergency management planning for universities into overall local and state planning
- ◆ Institute regular practice of emergency management response plans and revise them as issues arise and circumstances change
- ◆ Command structures were confusing when incident became complex and expanded. Command should be clarified; written memorandums of understanding (MOUs) or agreements should be used
- ◆ Coordination with surrounding jurisdictions and response and support agencies, with regard to sheltering and mass care
- ◆ Most important, Federal agencies should collaborate and be proactive in helping State, local, and campus emergency responders receive training relevant to preparedness and response to critical and catastrophic incidents

Together with its State, local, and private-sector partners, the Emergency Management Institute (EMI) determined that an effective step toward meeting these identified needs is to develop an all-hazard exercise-based training course. The course should highlight the importance of comprehensive planning as well as the important relationships that need to be established during a response to an emergency involving institutions of higher education.

Course Goal

To provide institutions of higher education with knowledge and planning strategies to better protect lives, property, and operations more effectively and efficiently within the context of comprehensive emergency management.

Course Objectives

At the end of this training, participants will be able to:

- ◆ Recognize the importance of an emergency plan that meets the unique needs of an institution of higher education
- ◆ Identify hazards that present risks for institutions of higher education and the impact of those hazards
- ◆ Identify the process and benefits of conducting a risk assessment
- ◆ Create a partnership with stakeholders
- ◆ Identify and assemble a planning team
- ◆ Develop or revise a multi-hazard Emergency Operations Plan (EOP)
- ◆ Develop and implement a strategy for training and testing the EOP
- ◆ Engage the academic community in the essential elements of emergency planning

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Target Audience

The primary audience for this 3-day training is personnel from institutions of higher education who have responsibilities for creating, reviewing, implementing, and exercising EOPs. This includes personnel with the direct responsibility for emergency management as well as other campus personnel who may serve as members of the planning team.

The people who need to be trained are those who traditionally have experience in response strategies vs. planning strategies, and who have minimal experience in emergency management planning for institutions of higher education.

Secondary audiences include:

- ◆ Stakeholders from the surrounding community
- ◆ Administrators
- ◆ Faculty

Course Methodologies

Highly interactive presentations and class exercises coupled with numerous individual and small-group practice activities will help ensure that participants develop a high level of mastery in the class, and will facilitate the transfer of the relevant skills and knowledge.

Course Units

Unit 1: Emergency Management: What Is It? Why Do It?

The purpose of this unit is to set the context for the rest of the course within comprehensive emergency management and to ensure a foundation level of knowledge.

- ◆ Summarize comprehensive emergency management and its five phases
- ◆ Identify the relationships among planning, training, and exercising within the preparedness phase
- ◆ Explain the benefits of emergency planning, including legal and financial issues
- ◆ Analyze the unique needs of higher-education emergency planning

Unit 2: Responding Using ICS

The purpose of this unit is to review and apply Incident Command System (ICS) concepts so that ICS principles and procedures can be incorporated into the campus Emergency Operations Plan (EOP).

- ◆ Describe the benefits of the Incident Command System (ICS) for incident management
- ◆ Apply the ICS and Unified Command principles to an incident
- ◆ Identify ICS-Emergency Operations Center (EOC) interface issues
- ◆ Identify the preparedness steps to be taken to incorporate the concepts and principles of ICS into your EOP
- ◆ Coordinate and collaborate with the surrounding communities and their EOPs

Unit 3: Emergency Operations Center

The purpose of this unit is to introduce the concept of the Emergency Operation Center (EOC) and to discuss the considerations for setting up the EOC.

- Describe the Emergency Operations Center (EOC) and its role
- Describe the functions of an EOC
- Identify the benefits of an effective EOC
- Identify factors to consider when setting up an EOC
- Describe the proper layout of an EOC
- Describe the relationship between the EOC and the on-scene ICS command structure
- Identify the potential ICS/EOC interface issues

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Unit 4: Identifying Hazards and Their Impacts

The purpose of this unit is to familiarize participants with the types of hazards that present risks for institutions of higher education and the direct and indirect impacts of these hazards.

- ◆ Identify the two main classes of hazards: natural and manmade
- ◆ Develop examples of hazards under each class
- ◆ Evaluate the impacts of these hazards

Unit 5: Using a Risk Assessment Process

The purpose of this unit is to familiarize participants with the risk assessment process and sample tools they can use to evaluate the effects of particular hazards on their institution of higher education.

- ◆ Define risk assessment
- ◆ Identify benefits of risk assessments
- ◆ Demonstrate the process of risk assessment
- ◆ Use a risk assessment tool

Unit 6: Partnering with Stakeholders

The purpose of this unit is to show participants the importance of creating effective partnerships with their stakeholders.

- ◆ Identify their external and internal stakeholders
- ◆ Identify the roles and responsibilities of internal and external stakeholders
- ◆ Discuss strategies for engaging stakeholders
- ◆ Discuss the benefits of pre-established agreements

Unit 7: Assembling Your Planning Team

The purpose of this unit is to help participants identify and assemble a planning team.

- ◆ Discuss the need for executive-level support
- ◆ Identify the core planning team members
- ◆ Define role, scope, and authority of the planning team

Unit 8: Developing Your Multi-Hazard Emergency Operations Plan

The purpose of this unit is to provide participants with the information, format, and contents of standard Emergency Operations Plans (EOPs) so they can write or revise their own multi-hazard EOPs.

- ◆ Describe the format and contents of an EOP according to accepted standards
- ◆ Differentiate between EOP and other planning processes
- ◆ Discuss the impact of EOP on other planning processes

Unit 9: Training and Testing Your Emergency Operations Plan (EOP)

The purpose of this unit is to assist participants with developing and implementing a strategy for training and testing the EOP.

- ◆ Conduct a training needs assessment of key campus personnel
- ◆ List training resources available for response and EOP
- ◆ List the benefits of testing EOP with exercises
- ◆ Describe the exercise types: orientation, drill, tabletop, functional, and full-scale
- ◆ Determine what exercise types are appropriate for your institution
- ◆ Design an exercise program to test and revise an EOP continually

Unit 10: Engaging Your Campus Community

The purpose of this unit is to offer suggestions to participants to be able to engage the campus community in the essential elements of emergency planning.

- ◆ Discuss the roles and responsibilities of faculty, staff, and students
- ◆ Discuss distinct strategies to engage faculty, staff, and students
- ◆ Analyze steps to move the planning effort forward immediately as well as in the future