Disaster Resilient Universities ® (DRU) 2022 National Higher Education Program Survey

Results from the 2022 DRU members survey of institutions of higher education

Fall 2022

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Why we did the survey

1

The past two years have been historic for institutions of higher education across the country.

The COVID-19 pandemic has tested IHEs in ways we are still trying to understand.

We have an opportunity to capture key learnings and continue advancing our shared mission of cultivating disaster resilience on our campuses.

2

We can build on the 2016 National Emergency Management Needs Assessment.

The 2016 survey, done in partnership with the National Center for Campus Public Safety and our professional association partners, is now six years old.

Now is a good time to resurvey practitioners and develop a cornerstone for future DRU activities.

3

The DRU is in a unique position to highlight shared issues around IHE emergency management, risk, and resilience.

The DRU can evolve its core competencies to advance interdisciplinary partnership and disaster resilience in IHEs.

Information from surveys such as this one can inform when and how DRU moves to the next level.

Survey Overview

About the survey

SURVEY METADATA
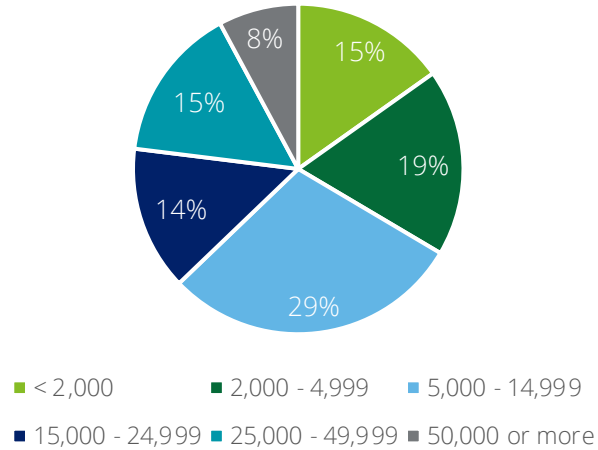
388 Total Respondents

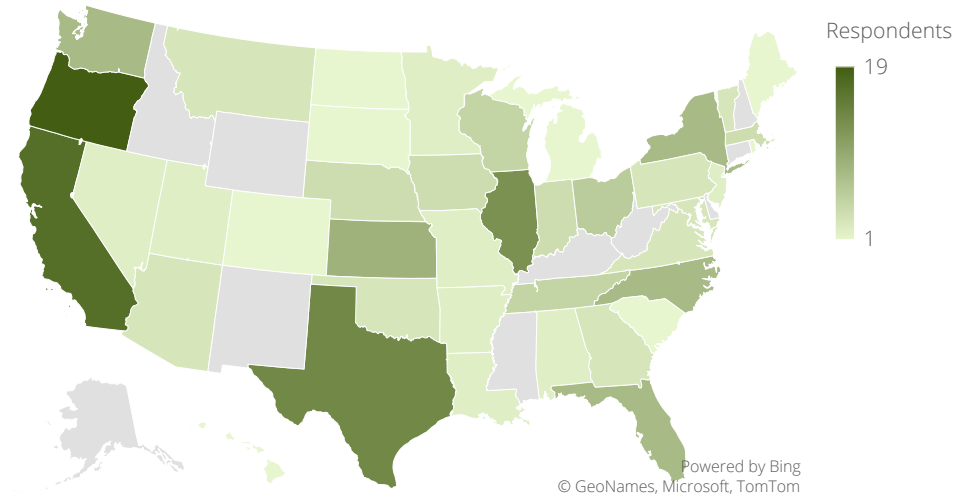**48** Total Questions

76 Days
(May 9, 2022 - July 23, 2022)

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iAEM USA Council Universities & Colleges Caucus

URMIA UNIVERSITY RISK MANAGEMENT & INSURANCE ASSOCIATION

Our sponsors

About the Survey Respondents

Total Student Enrollment

- 15%
- 19%
- 29%
- 14%
- 15%
- 8%

Legend:
- < 2,000
- 2,000 – 4,999
- 5,000 – 14,999
- 15,000 – 24,999
- 25,000 – 49,999
- 50,000 or more

Geographic Distribution

Respondents
19
1

Powered by Bing
© GeoNames, Microsoft, TomTom

Highest Degree Offered

- 62%
- 16%
- 7%
- 13%
- 2%

Legend:
- Doctoral Degree
- Master's Degree
- Bachelor's Degree
- Associate Degree
- Other (e.g., professional certificate, GED, etc.)

Total Faculty and Staff

- 16%
- 24%
- 11%
- 14%
- 13%
- 5%
- 16%
- 1%

Legend:
- < 100
- 100-399
- 400-999
- 1,000-1,999
- 2,000-2,999
- 3,000 - 4,499
- 5000 - 7,499
- 7500 - 9,999 or more
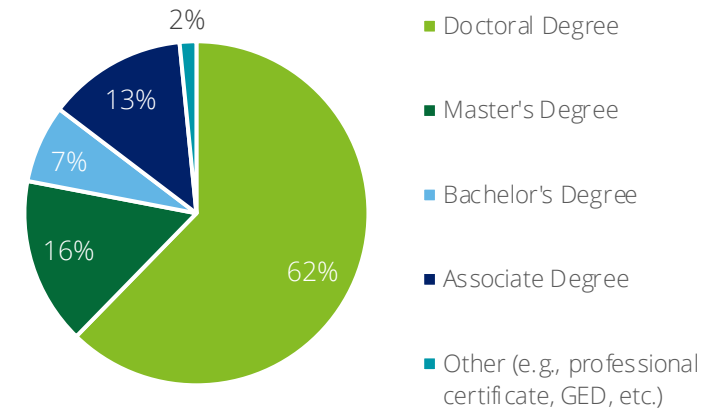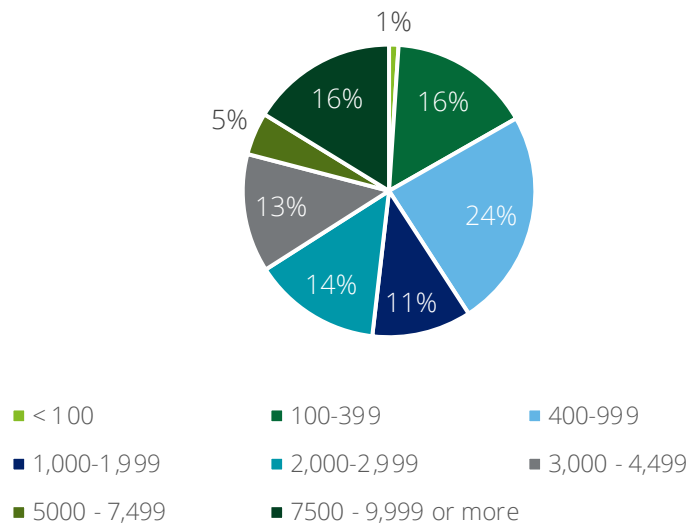
Some additional information on our respondents...

61% are Public Institutions	**17%** have a medical center and/or teaching hospital
51% are R1 **21%** are R2 **28%** are R3	**83%** are residential institutions

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Key Takeaways

1

Enterprise Risk Management Programs

Key Data

- **55%** of respondents' have ERM Programs and of those who have ERM Programs:
  - 49% do not know what ERM framework they utilize
  - 35% report to the VP/CFO
  - 47% have more than 1.5 FTEs dedicated to ERM
- **31%** of respondents' do not have an ERM program, but many maintain key ERM program elements

Insights

- Respondents mentioned the following tasks to enhance their ERM program:
  - Enhance risk training and education
  - Utilize Risk Appetite, Risk Tolerance, and Key Risk Indicators
  - Enhance current ERM processes
  - Obtain leadership buy-in and participation

2

Emergency Management, and Continuity of Operations Plans

Key Data

- **30%** of respondents' Emergency Management functions reside in the Public Safety Department
- **82%** of respondents' have Emergency Operations Plans (EOPs)
- **87%** of respondents' said they have Incident Management Teams (IMT)

Insights

- Respondents Continuity of Operations Plans(COOP), Disaster Recovery Plans, and IMT Teams all had the same top 2 needs:
  - Plan Maintenance and Support
  - Training and Exercises

3

Leadership Response to COVID-19

Key Data:

- **53%** of respondents' COVID Response leaders reported directly to the President/Chancellor
- **20%** of respondents' Emergency Management departments managed COVID response
- **14%** of respondents' noted that they did not have a Pandemic/disease plan

Insights:

- Respondents mentioned the following lessons from the COVID pandemic:
  - Planning and ERM are needed
  - Collaboration is necessary
  - Communication is critical
  - Assign roles and responsibilities

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Funding Support

This survey and report was made possible through generous support from Deloitte & Touche LLP
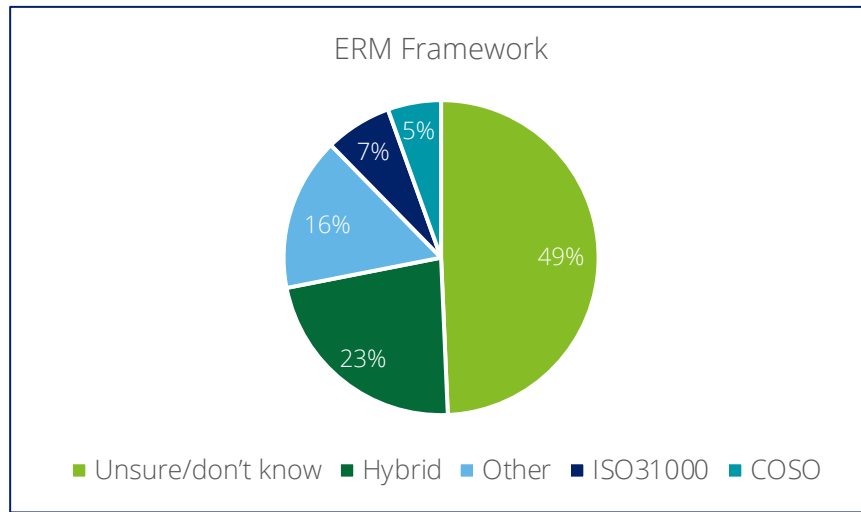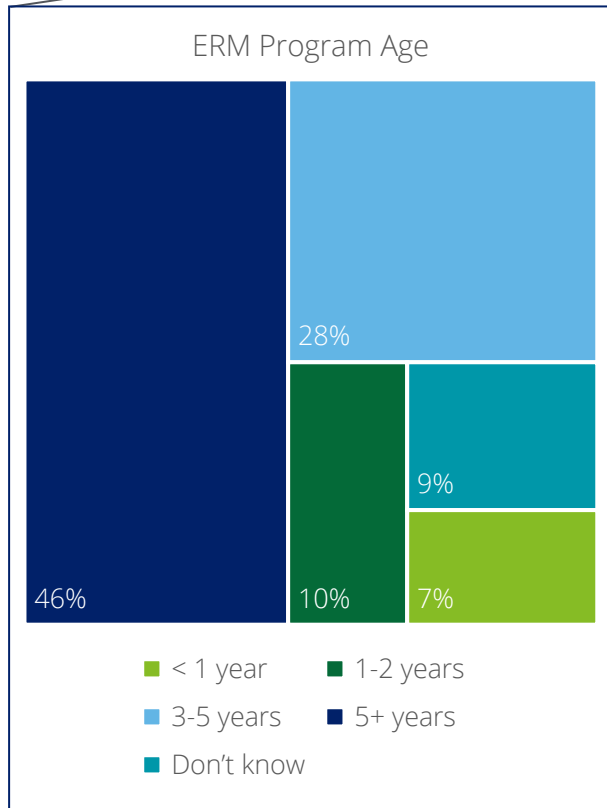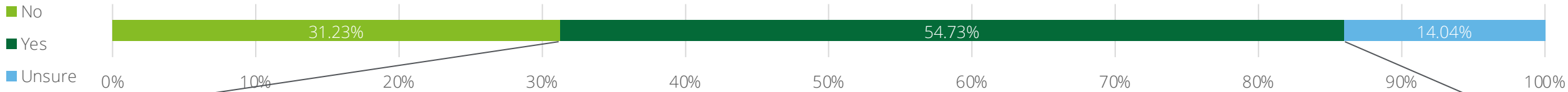
Key Theme and Findings: Enterprise Risk Management Programs

Enterprise Risk Management Programs

Key Takeaway: While most institutions have ERM programs, institutions leverage a variety of ERM frameworks, governance structures, and staffing levels.
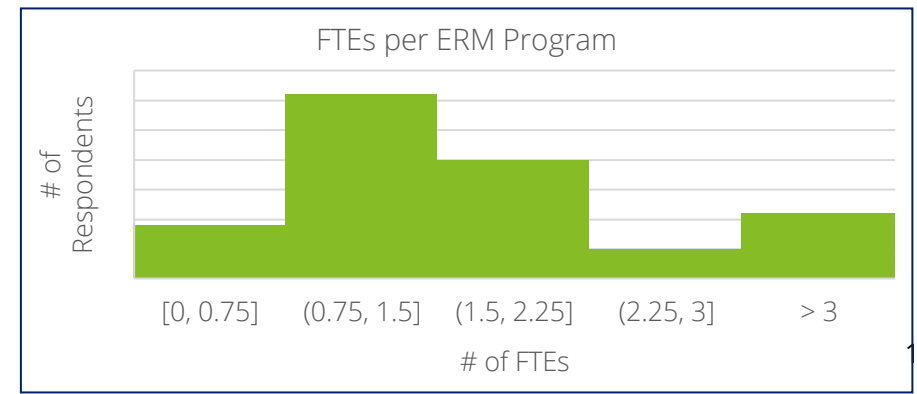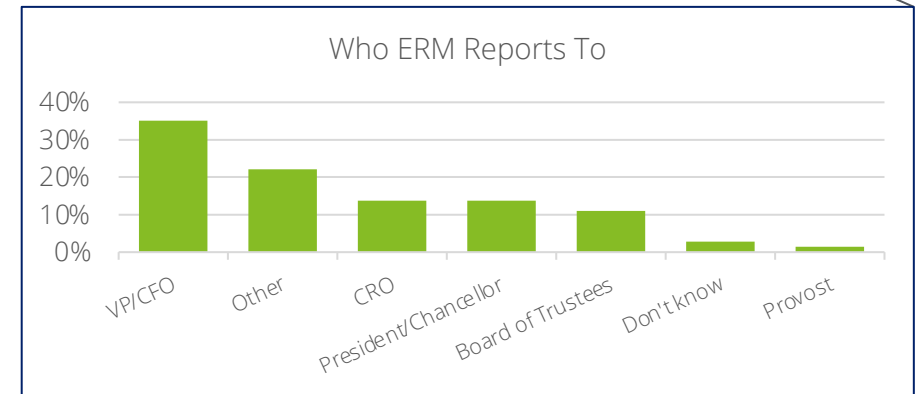
Does your institution have an ERM Program?

- No
- Yes
- Unsure

| 31.23% | 54.73% | 14.04% |

ERM Program Age

46% (< 1 year)	28% (3-5 years)
10% (1-2 years)	9% (Don't know)
	7% (< 1 year)

Legend:
- < 1 year
- 1-2 years
- 3-5 years
- 5+ years
- Don't know

ERM Framework

- 49% Unsure/don't know
- 23% Hybrid
- 16% Other
- 7% ISO31000
- 5% COSO

Legend:
- Unsure/don't know
- Hybrid
- Other
- ISO31000
- COSO

67% of institutions that offer Doctoral Degrees have ERM Programs

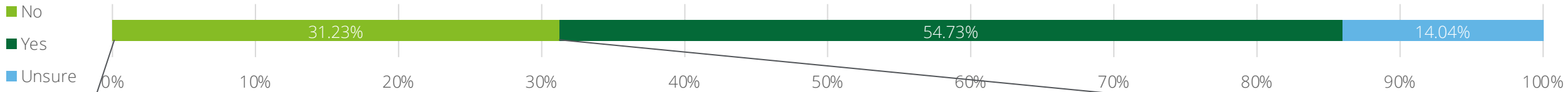**77%** of Institutions that have R1 or R2 classifications have ERM Programs

56% of public institutions have ERM programs

Who ERM Reports To

VP/CFO, Other, CRO, President/Chancellor, Board of Trustees, Don't know, Provost

FTEs per ERM Program

of Respondents (y-axis)

[0, 0.75], (0.75, 1.5], (1.5, 2.25], (2.25, 3], > 3
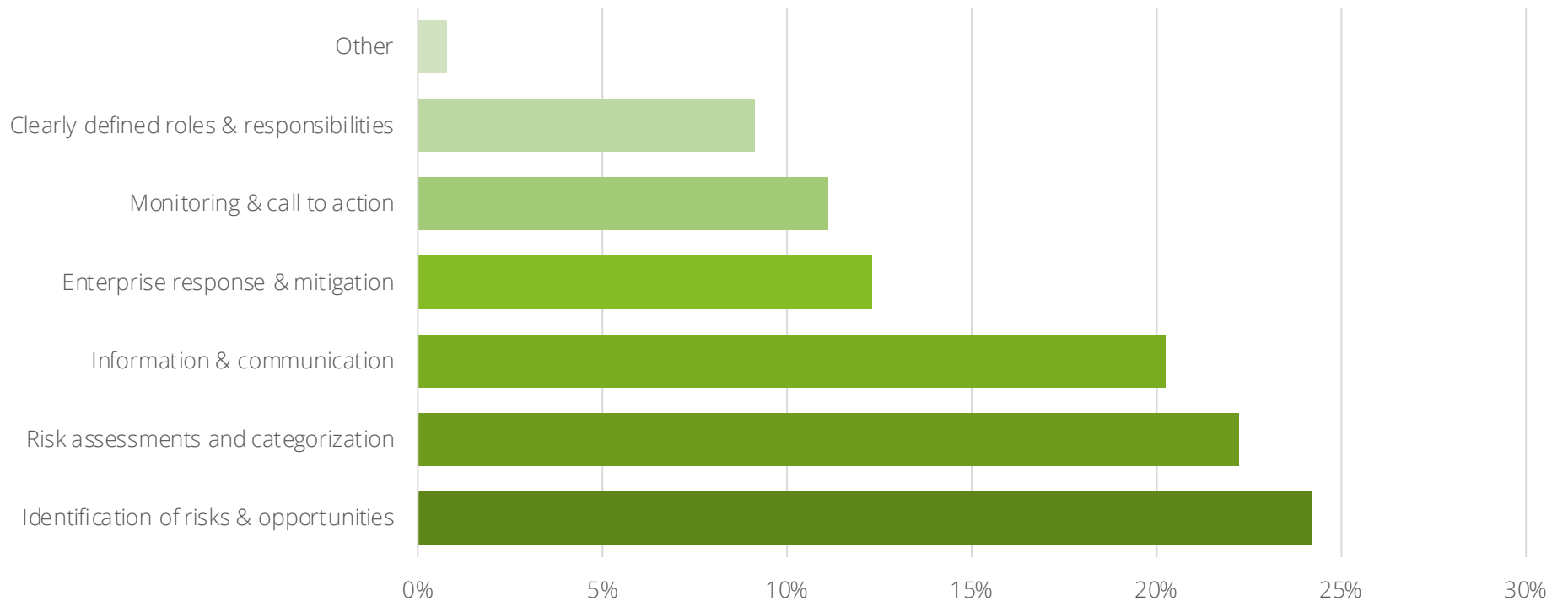
# of FTEs

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Enterprise Risk Management Programs

Key Takeaway: In institutions that do not have ERM programs, they do have some common ERM program elements.

Does your institution have an ERM Program?

- No
- Yes
- Unsure

31.23% | 54.73% | 14.04%

ERM elements in institutions without ERM programs

- Other
- Clearly defined roles & responsibilities
- Monitoring & call to action
- Enterprise response & mitigation
- Information & communication
- Risk assessments and categorization
- Identification of risks & opportunities

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Enterprise Risk Management Challenges and Projects

Key Challenges

Difficulty obtaining buy-in or participation

Lack of unified philosophy about risk

Lack of funding

Difficulty obtaining qualified staff

Tying ERM to strategy and budget allocation

Key Projects

Risk training and education

Utilizing Risk Appetite, Risk Tolerance, and Key Risk Indicators

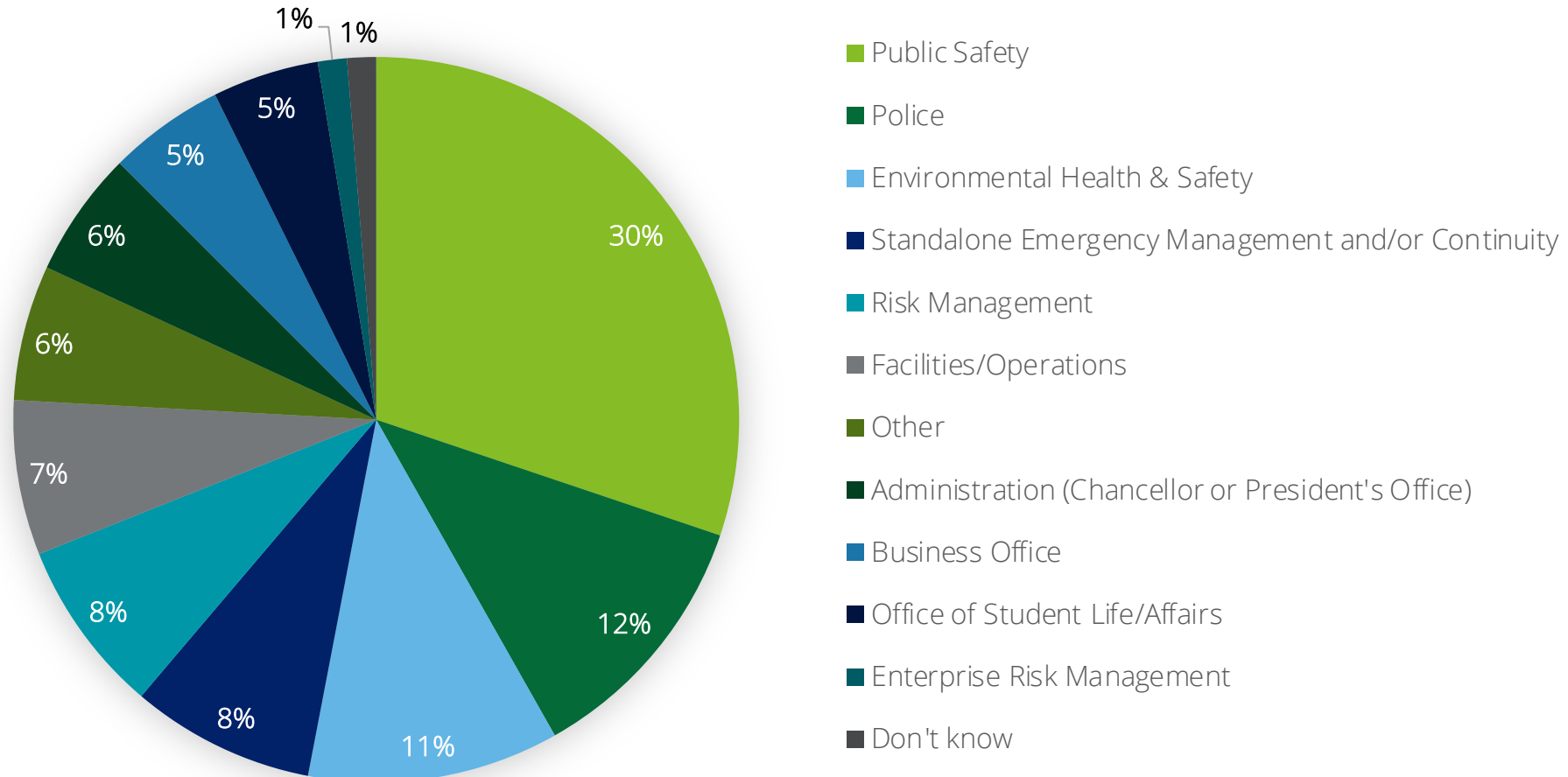Enhancing ERM processes

Obtaining buy-in and participation

Key Theme and Findings: Campus Emergency Management

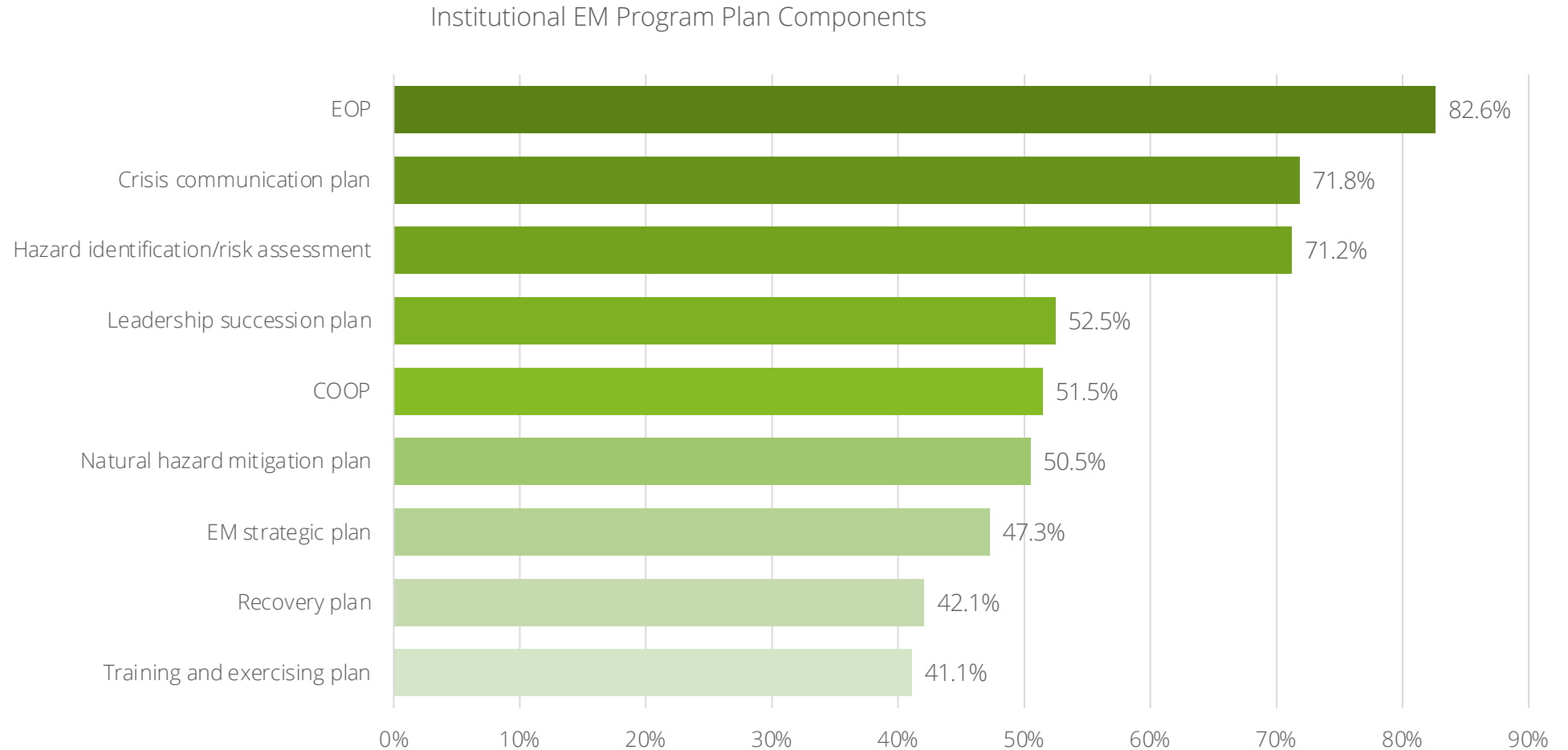# Campus Emergency Management Reporting Structure

Almost half of the IHEs respondents report that emergency management reports to campus police and public safety departments.

Within which department does the emergency management function reside at your institution?

- Public Safety
- Police
- Environmental Health & Safety
- Standalone Emergency Management and/or Continuity
- Risk Management
- Facilities/Operations
- Other
- Administration (Chancellor or President's Office)
- Business Office
- Office of Student Life/Affairs
- Enterprise Risk Management
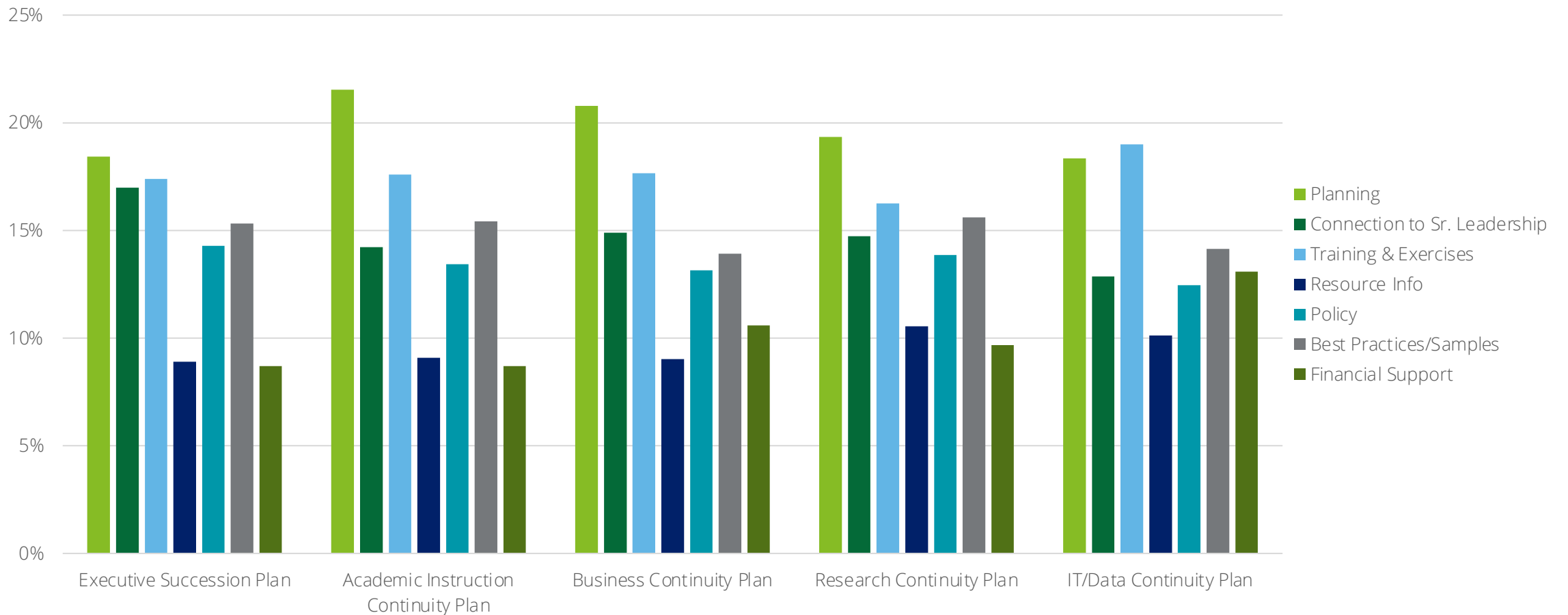- Don't know

Common EM Program Elements

Most respondents have EOPs, crisis communication plans, hazard assessment plans, and leadership succession plans.
About half have a COOP and natural hazard mitigation plans; fewer have EM strategic plans, recovery plans, or training plans.

Institutional EM Program Plan Components

Component	Percentage
EOP	82.6%
Crisis communication plan	71.8%
Hazard identification/risk assessment	71.2%
Leadership succession plan	52.5%
COOP	51.5%
Natural hazard mitigation plan	50.5%
EM strategic plan	47.3%
Recovery plan	42.1%
Training and exercising plan	41.1%

COOP Plan Needs

Planning and training are top needs for IHEs' continuity of operations plans, especially for academic instruction continuity plans, business continuity plans, and IT/data continuity plans.

Areas of Improvement for Continuity of Operations Plans

Legend:
- Planning
- Connection to Sr. Leadership
- Training & Exercises
- Resource Info
- Policy
- Best Practices/Samples
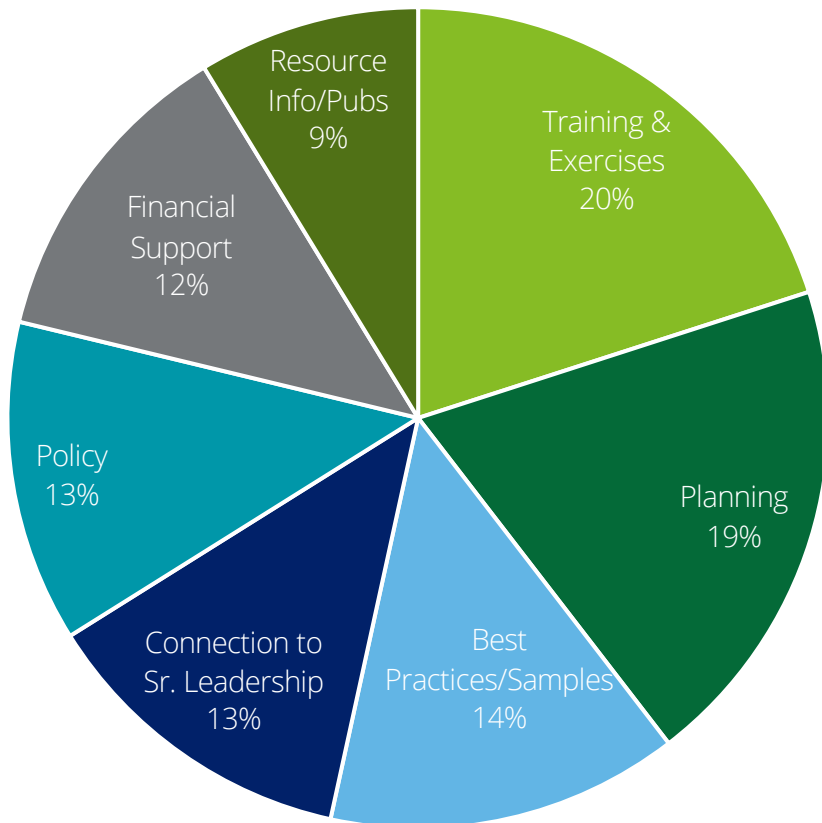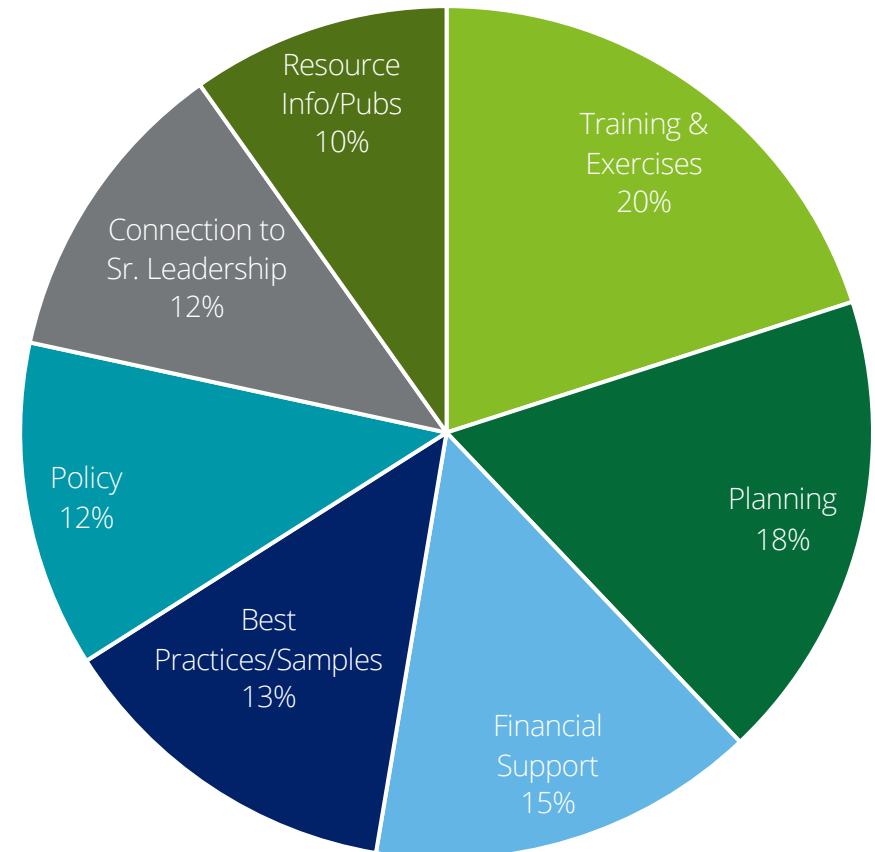- Financial Support

Disaster Recovery Plan Needs

IHEs told us they have a variety of competing needs for making their disaster recovery plans successful.

Operational/Facilities Recovery Plan Needs

- Training & Exercises 20%
- Planning 19%
- Best Practices/Samples 14%
- Connection to Sr. Leadership 13%
- Policy 13%
- Financial Support 12%
- Resource Info/Pubs 9%

IT/Data Recovery Plans Needs

- Training & Exercises 20%
- Planning 18%
- Financial Support 15%
- Best Practices/Samples 13%
- Policy 12%
- Connection to Sr. Leadership 12%
- Resource Info/Pubs 10%

IMTs and Crisis Response Teams

About 11% of respondents said they did not have IMTs and Crisis Response Teams.
The most popular need for success: Training.

Does your EM program have IMT Team?
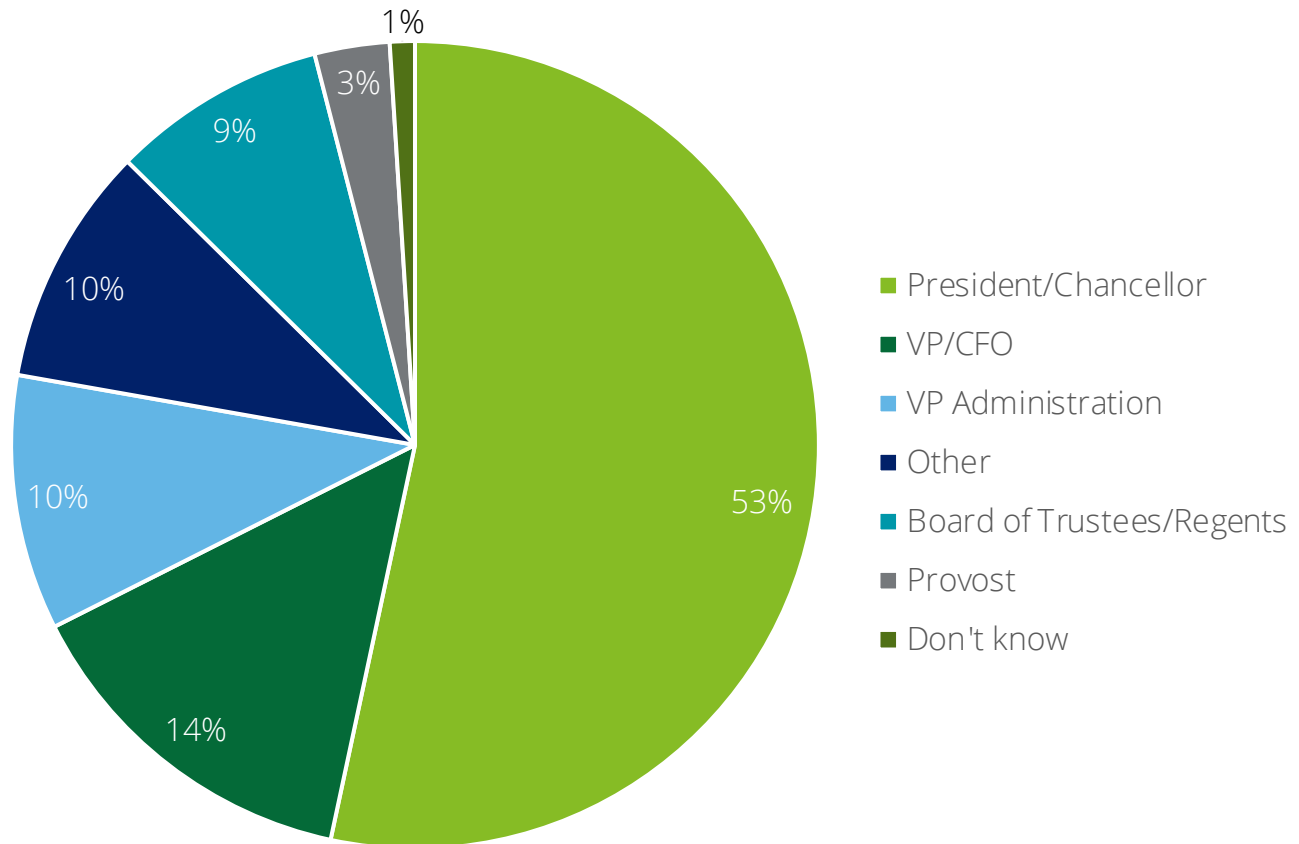

Don't know
2%

No
11%

Yes
87%
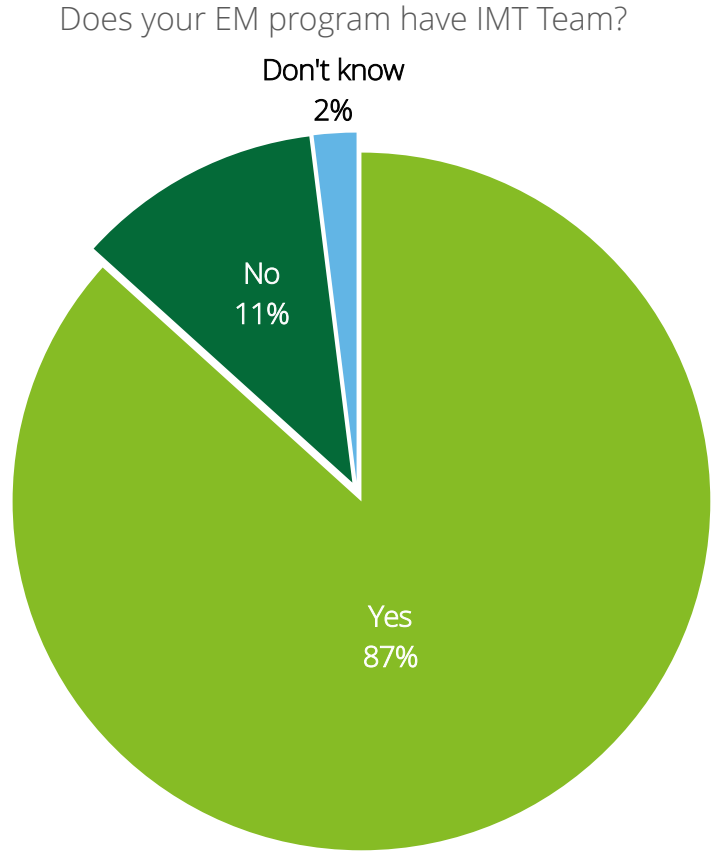
Top IMT Needs

Training / Exercises

Plan Maintenance / Support

Staffing

Funding

Key Theme and Findings: Dispersed COVID-19 Pandemic Leadership

Dispersed COVID Leadership

Leadership approaches varied during the COVID-19 pandemic, but challenges and lessons learned were more consistent.

Who did/does the institutional COVID-19 response leader primarily report to on your campus?

Legend:
- President/Chancellor
- VP/CFO
- VP Administration
- Other
- Board of Trustees/Regents
- Provost
- Don't know

COVID Day-to-Day Response Lead

Only about 1 in 5 respondents said their Emergency Management department handled their IHE's COVID-19 response.
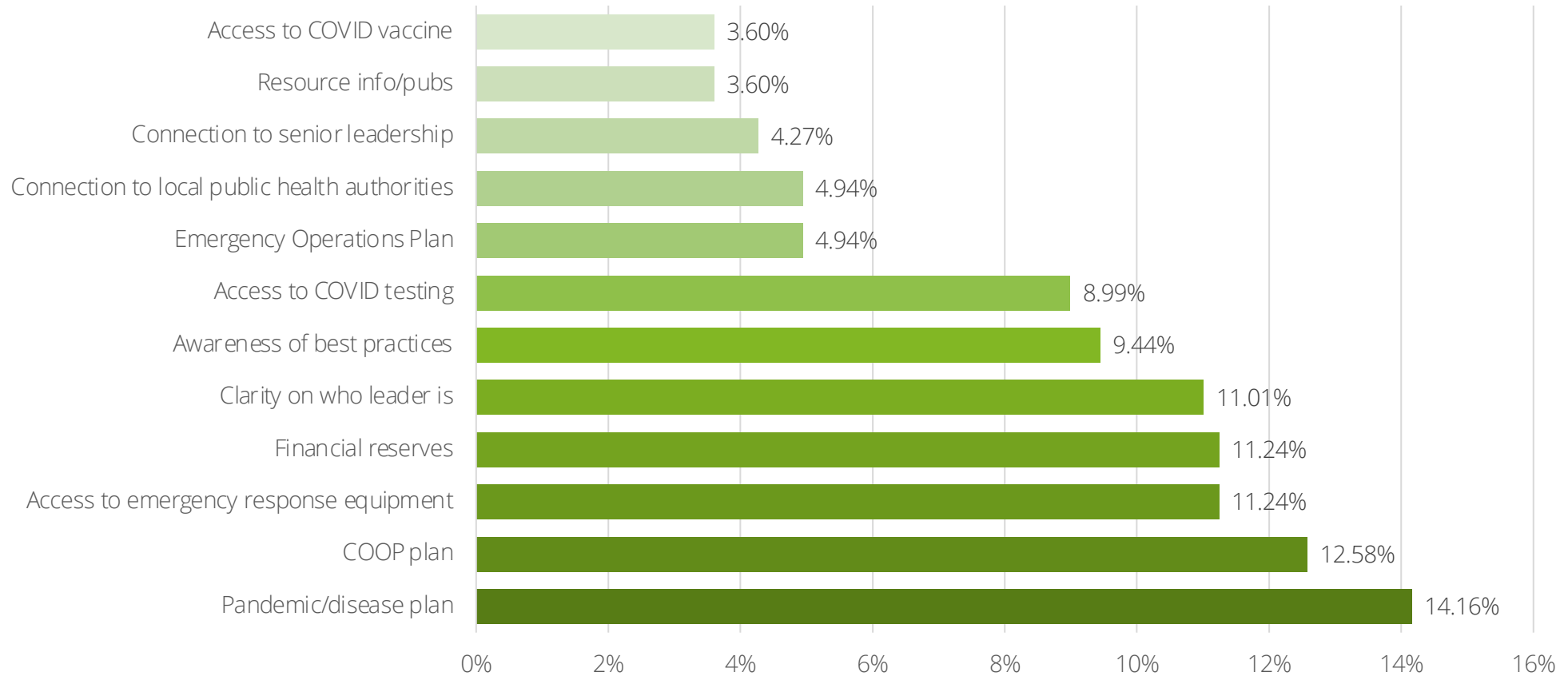
Department Lead of COVID-19 Response
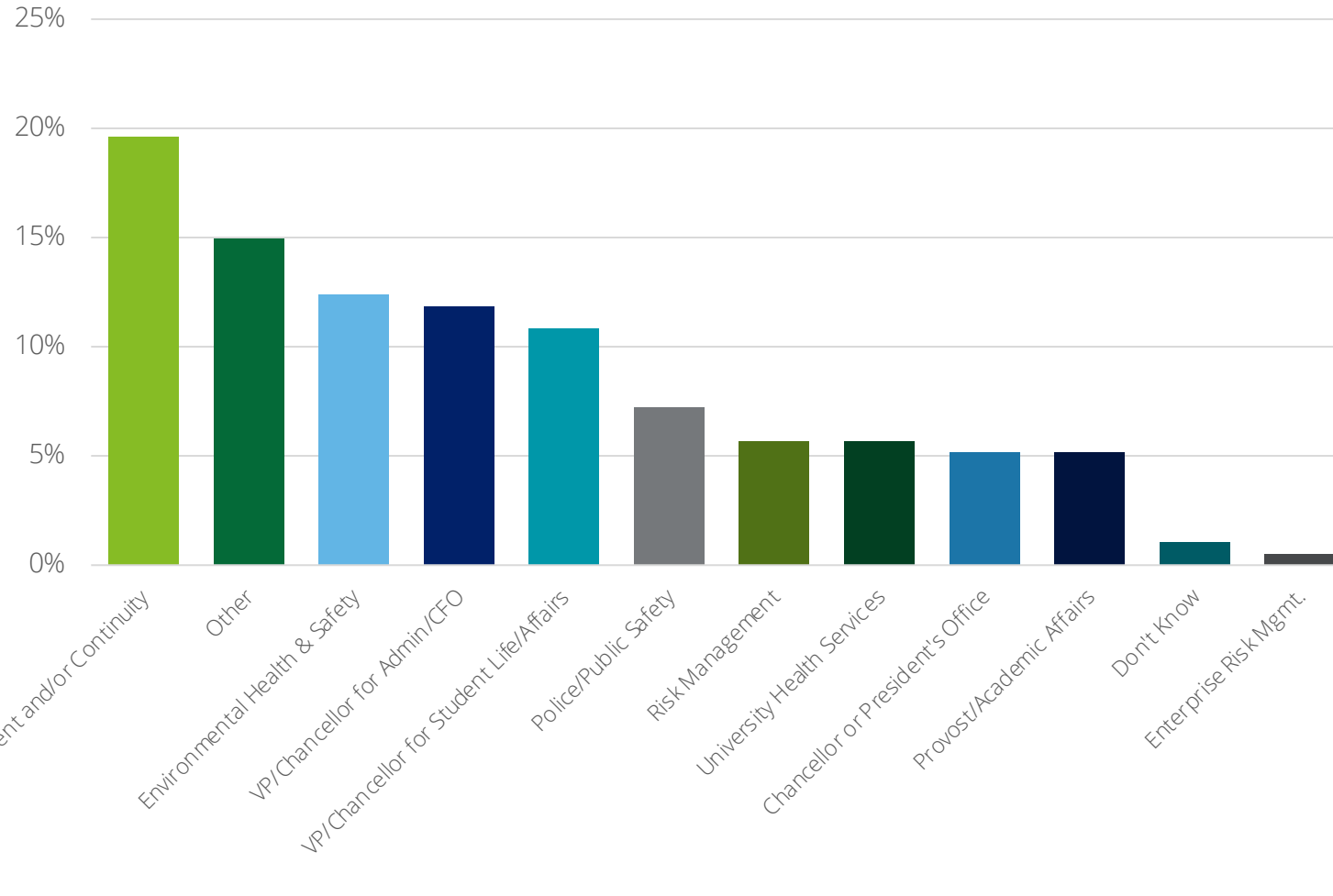
67%

of respondents said their IHEs either hired more employees (33%) or redeployed existing employees (34%) to help with COVID-19 response.

COVID Response Gaps

Lack of a plan, lack of PPE, lack of money, and lack of clarity about who was in charge were the biggest COVID-19 pandemic challenges for the respondents.

What resources did your institution most lack regarding providing an effective emergency response to COVID-19?

Category	Percentage
Access to COVID vaccine	3.60%
Resource info/pubs	3.60%
Connection to senior leadership	4.27%
Connection to local public health authorities	4.94%
Emergency Operations Plan	4.94%
Access to COVID testing	8.99%
Awareness of best practices	9.44%
Clarity on who leader is	11.01%
Financial reserves	11.24%
Access to emergency response equipment	11.24%
COOP plan	12.58%
Pandemic/disease plan	14.16%

Challenges and Lessons from COVID

Key Challenges

Difficulty incorporating remote work/instruction

Resource shortages/delays

Difficulty obtaining qualified staff

Information shortages/delays

Uncertain/unpredictable/inconsistent mitigation measures/decisions

Key Lessons

Importance of planning/ERM

Collaboration is necessary

Communication is critical

Leadership duties are important

DRU Opportunities and Recommendations

Key Issues and Opportunities

The survey data and interviews highlight six specific issues and opportunities for IHEs and for the DRU.

IHEs want short, accessible training and research.

The survey results indicate high demand for training, but interviewees noted that much of what's available is time-consuming, overly complex, and impractical for busy risk professionals.

From the interviewees:
"I wish that there was a centralized organization that just focused on emergency management in higher education."

IHEs need better help creating plans.

The survey results suggest that many IHEs lack emergency or risk management plans simply because they don't have the staff or resources to create them.

IHEs want more ways to compare notes.

Sharing information is crucial to developing best practices. The survey results and interviews indicate that IHEs need more ways to share what they're doing.

IHEs need help finding and funding qualified people who are excited about risk and emergency management.

The survey results suggest IHEs want to do more to manage risk comprehensively but are struggling to fill positions.

From the interviewees:
"What can we do as the DRU to make sure that there are templates out there, or directions, or sharing best practices in these areas to kind of help some of these schools out..."

IHEs want someone to consult with about specific issues.

The survey results indicate that emergency management and risk staffs are often small, leaving few internal channels for guidance.

HEs might benefit from more comprehensive guidance about emergency and risk management.

Several organizations specialize in specific areas of emergency and risk management.

Recommendations

Here are six potential things the DRU can do to evolve its core competencies, as well as advance interdisciplinary partnerships and disaster resilience in IHEs.

1

Create and offer short, simple training products.

University leaders don't have the time for three-day classes; DRU could address the demand for more efficient training.

2

Conduct frequent surveys about specific topics and share the findings quickly.

This could help quantify and disseminate generally accepted best practices.

3

Create and offer short, simple plan templates, how-to checklists, and easy-to-understand best practices.

Offering periodic, perhaps automated nudges could remind participants to stay on track or complete key steps.

4

Provide a safe space for sharing ideas, wins, and problems.

Webinars, videos, interviews, panel participation, roundtables, and the current listserv can help peers connect in a more meaningful, productive way about specific, sensitive topics.

5

Become a hub for recruiting and DEI efforts in the emergency and risk management field.

Staffing is a significant issue for IHEs, and the DRU could leverage its existing infrastructure to help IHEs find qualified candidates.

6

Become a center for matching subject-matter experts with IHEs.

The DRU can provide consultant-like services to IHEs that want help with a specific emergency management issue or topic.

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About Us

Disaster Resilient Universities® Overview

Since 2005 the Disaster Resilient Universities® (DRU) has served as a simple yet effective peer-to-peer network for university/college practitioners charged with overseeing campus emergency management, environmental health and safety, public safety, organizational resilience, and risk management.

In 2000, six post-secondary schools participated in the Federal Emergency Management Agency Disaster Resistant Universities pilot initiative. When funding was cut, several institutions of higher education kept the core concept of the DRU alive. They saw the need for a practical, common-sense approach to disaster prevention on their campuses. In 2005, the University of Oregon started the Disaster Resilient Universities® (DRU) Network listserv. The listserv quickly became the cornerstone of the DRU Network by providing a multidisciplinary, practitioner-based resource and connections.

The goal of the DRU listserv is simple: facilitate open communication, discussion, and resource sharing among university and college practitioners responsible for making campuses more disaster resilient. The DRU Network does not have an operational budget. Collectively network members partner with each other and professional associations to develop tools and resources for campuses. The DRU Network continues to seek partnerships between professional associations, campuses, and federal agencies to further the critical work of promoting campus disaster resilience.

In 2022 the DRU aligned with the Institute for Resilient Organizations, Communities and Environments (IROCE) at the University of Oregon. IROCE is an applied research institute advancing Interdisciplinary research, innovation, and partnerships toward action, making a practical difference in the resilience of organizations, communities, and the environment.

DRU Advisory Committee Members

Kristina Anderson
Founder
Koshka Foundation for Safe Schools

Bruce Brown
Associate Vice President, Safety and Business
Continuity
University of Texas Southwestern Medical Center

Krista Dillon
Senior Director of Operations, Safety and Risk Services
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Southern Methodist University

George Nunez
Director, Office of Emergency Management
Baylor University

Keith Perry
Assistant Director EHS and Emergency Manager
Stanford University

Pascal Schuback
Executive Director
Cascadia Region Earthquake Workgroup

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Chief Ethics & Compliance Officer
University of California San Fransisco

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