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## Campus-wide Coastal Hazards Resiliency Curriculum and Development of Hazard Mitigation Planning Curriculum

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# RESILIENCY CURRICULUM IN A DISASTER RESISTANT UNIVERSITY

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THE UNIVERSITY *of*  
NEW ORLEANS



# Background

- ▣ A natural evolution of our 2004 DRU grant
  - How and why.....?
- ▣ New Orleans is a natural laboratory for hazard research across all phases....mitigation, preparedness, response and recovery
- ▣ Hired faculty mitigation specialist
- ▣ UNO has a long-established hazard research center with a history of interdisciplinary disaster research
- ▣ Grant funded by GHOSEP through CHART

# What it Looks Like

- ▣ Graduate certificate in Hazard Resiliency Studies
  - Three graduate courses based on triad of disaster resiliency – social, technical and political resiliency
    - ▣ Sociology, Planning, PoliSci/Public Admin
    - ▣ Broadly targeted to all graduate students in all academic disciplines
- ▣ Specialization in Hazard Policy within the MPA program
  - Specifically targeted at public managers

# What? (con't)

- ▣ University minor in disaster resiliency studies
  - Targeted at undergraduate students from all academic disciplines.
  - Still in refinement stage.
  - A minimum of six courses.
    - ▣ Three core (social, technical, political systems)
    - ▣ At least three additional elective courses, from a student's home college; e.g. business, education, liberal arts, sciences, engineering.



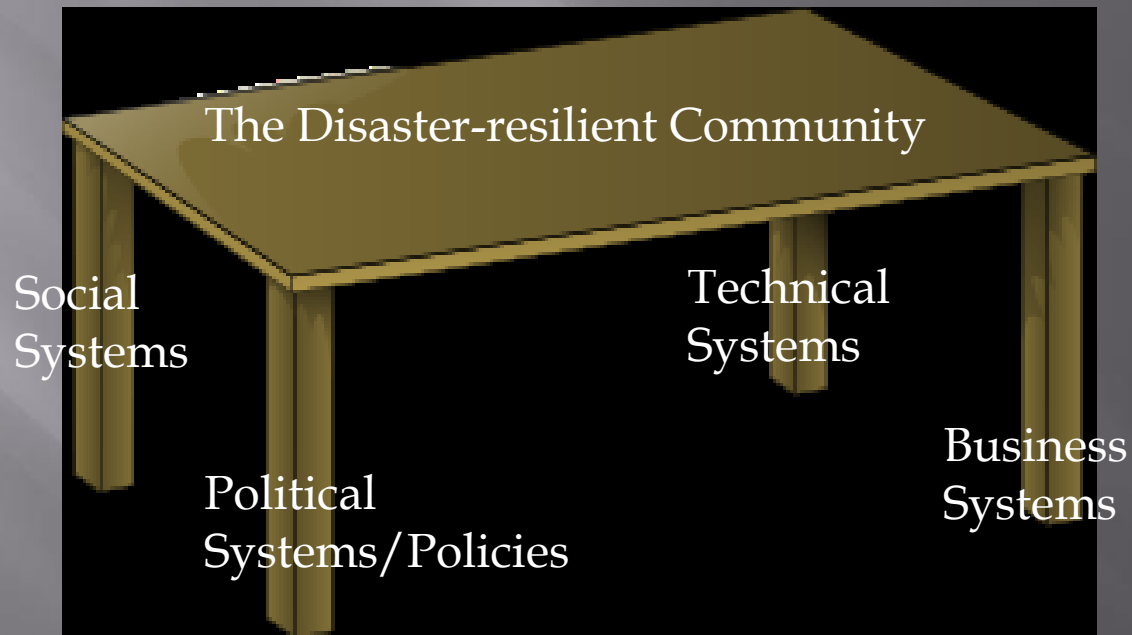
# How? A Holistic Approach to Creating a Disaster-resilient Community

- ▣ Resiliency is a community concept
- ▣ A DRU creates disaster resilience within the university, but....
- ▣ A university is not a closed system
- ▣ A university depends upon a disaster-resilient community
  - For students, for research grants, for faculty and staff
- ▣ In turn, a community depends upon (or at least is stronger because of) a disaster-resistant university
  - Graduates with complementary specialized expertise in creating disaster-resilient social systems, policies, technical infrastructure, businesses, schools, etc.



# The Development Process

- ▣ Identified appropriate theoretical models for holistic disaster resilience



# The Development Process (con't)

- ▣ Created incentives for faculty participation in the curriculum-development process
- ▣ Identified expertise across academic disciplines
- ▣ Sociology, Public Administration, Urban Planning, Business, Engineering, Coastal Science, Education, etc.
- ▣ Determined student interest, and faculty willingness to refine and develop disaster-resiliency content in current curriculum.



# The Development Process (con't)

- ❑ Created series of faculty workshops to enhance disaster-resiliency course content in current courses.
- ❑ Explored the development of new courses if needed.
- ❑ Refined both core courses and appropriate academic discipline-centered electives
- ❑ Implemented the undergraduate minor at UNO



# The Outcome

- ▣ A DRU with an external focus and mission that actively promotes a...
- ▣ Disaster-resilient community
  - Where organizations are better prepared to respond to and recover from disaster
  - Where individuals understand the importance of long-term preparation for disaster and appropriate ways to respond to hazards and catastrophes
  - Where technical systems such as levees, pumping stations, and flood-control systems are effective and responsive
  - And where policies are created with an understanding of the interdependencies of natural, human, technical and infrastructure systems.