Challenges of Emergency Management in Higher Education:
Planning and Strategies

Jessica A. Hubbard, Editor

Papers From the 2010 FEMA Emergency Management Higher Education Conference
Public Entity Risk Institute
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ISBN 978-0-9793722-7-8

Volume 1, 2011

Printed in the United States of America

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which was later renamed the Department of Sociology, Anthropology, and Management.

Management at North Dakota State University (NDSU)

Management at NDSU is housed in the Department of Sociology, Anthropology, and Management. The program focuses on developing a management graduate program in energy management. This paper describes efforts to develop such a program at NDSU, which received funding from the North Dakota State University Board of Regents.

The paper begins with an overview of the management program at NDSU, followed by a description of the curriculum developed to meet the needs of students interested in energy management. The curriculum includes courses in energy economics, policy, and regulation, as well as courses in energy systems, technology, and policy. The paper concludes with a discussion of the challenges and opportunities associated with developing a management program in energy management.

The paper suggests that the development of such a program will help meet the increasing demand for professionals trained in energy management. The paper also highlights the importance of integrating energy management into the broader field of management, as energy issues affect all areas of business and society.
In the applicant pool, it is important to identify what a department believes to be the "best and brightest." When examining the applicant pool, it is critical to select those applicants who not only have a strong academic record but also possess the skills and attributes that will enable them to succeed in the program. Our goal is to identify students who are not only academically strong but also have a passion for the field of emergency management. To achieve this, we have developed a comprehensive approach to selecting the best candidates. This approach is based on a rigorous evaluation process that considers a variety of factors, including academic performance, work experience, and leadership skills.

ADMISSIONS PROCESS

Our admissions process is designed to identify students who have a strong academic background and a commitment to the field of emergency management. The process begins with the submission of an application, which includes transcripts, test scores, and a personal statement. Applicants must also submit two letters of recommendation. Once the application is received, it is reviewed by a committee of faculty members who assess the applicant's qualifications and determine whether they meet the criteria for acceptance.

In addition to the academic criteria, applicants are also evaluated based on their extracurricular activities, leadership roles, and community involvement. This allows us to identify students who not only excel academically but also have a commitment to serving their communities and making a positive impact.

The ultimate goal of our admissions process is to identify students who will succeed in our program and contribute to the field of emergency management. By selecting the best and brightest students, we are able to provide a high-quality education that prepares our graduates for successful careers in emergency management.
Restucturing the Admissions Process

Within the confines of graduate school, particularly in the field of business and management, the process of admissions is fraught with challenges. The admissions process is designed to assess a student's ability to succeed in graduate-level coursework. The focus is on evaluating the applicant's analytical skills, critical thinking, and potential for academic achievement.

The process typically involves the submission of application materials, including a statement of purpose, letters of recommendation, standardized test scores, and sometimes an interview. The primary goal is to identify candidates who not only meet the minimum requirements but also possess the potential for academic success.

One of the significant challenges in the admissions process is the reliance on standardized test scores. These tests are designed to measure a student's aptitude for graduate-level work and are often a determining factor in the admission decisions.

However, the traditional approach to admissions has been criticized for its limitations. It is argued that standardized test scores do not accurately reflect a student's potential for academic success. Moreover, they do not provide insight into other important factors such as work experience, leadership skills, and personal qualities.

To address these concerns, many programs have adopted alternative methods to assess candidates. These methods may include interviews, portfolio reviews, and essays that allow for a more comprehensive evaluation of the applicant's abilities and potential.

The new admissions process aims to create a more inclusive and fair environment. It is designed to identify candidates who are not only academically strong but also possess the skills and qualities necessary for success in graduate school.

In conclusion, the restructuring of the admissions process is an ongoing evolution. The goal is to create a system that is fair, inclusive, and effective in identifying the most qualified candidates. This process requires continuous evaluation and adaptation to ensure that it remains relevant and effective in meeting the needs of both students and programs.

Challenges of Emergency Management in Higher Education Programs
emergency management

specifically, we ask students about a number of fundamental books in
let additional data reveals to students the post and the public
we focus on foodservice policies, we also take the opportunity to col-
and the doctoral-level admissions interview also takes a significant
The doctoral-level admissions interview also takes a significant
the academic hierarchy related to emergency management, has ident-
the academic hierarchy related to emergency management. This ident-
oral student must spin the interview that the question is consistent with
oral student must spin the interview that the question is consistent with
with foodservice policies, we also take the opportunity to col-
conferring department, and include policies, processes, training, and certification, which
and the doctoral-level admissions interview also takes a significant

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The doctorate program in emergency management is an

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In the absence of a graduate-level curriculum and current faculty, the presence of
other graduate-level programs is essential to the development
of management programs. Nevertheless, the discipline's coverage in graduate
programs is minimal. To improve the likelihood that students have the ability to use
the knowledge they gain, we propose that the curriculum should
be integrated into the management programs. The goal is to develop a
comprehensive, interdisciplinary curriculum that is flexible enough to
accommodate the needs of students in various fields.

**Curriculum:**

Resources are effectively used, and faculty members are well prepared.

The core discipline in the social and behavioral sciences have well

- York: Routledge, 2004
- National Trauma Institute: Trauma-Informed Children's Services, 2nd ed. New
  York: Routledge, 2014
Researched skills. At the doctorial level, our curriculum focuses on
master’s-level, we have developed both research-based and course-
research methods of more focused, in-classroom learning. At the
in research methods of more focused on classroom learning? At the
senior level, should that doctoral student be fully conversant
performer of some of our more advanced computer
problems? Should he be familiar with the best possible existing student be
start with a theory of the best possible (existing) student. For example,
concern is not with a theory of the best possible (existing) student
of knowledge courses. The program’s goal is to
body of knowledge courses. This is our

A graduate level course in emergency management focuses on
developing discipline-specific, applied studies, dealing with
tentative framework but also address other
school and occupational science disciplines. This body
students’ knowledge of the emergency management field can
and empirical evidence based on sound, current emergency
in disaster studies have issued numerous calls for more
research to be conducted in applied to earthquake management issues. In addition, many
applied to earthquake management issues. In addition, many
magnitudes, factors affecting the earthquake’s impact on
domestic and international science disciplines. For instance,
and have been developed. Once again, this area of

An NSDSM degree prepares students to develop a
titude of the emergency management field.

Research questions in emergency management as in other social

The second challenge is to ensure that the content of a graduate-
challenge management-focused research efforts. This course places
management methods course, which provides specific examples of
Doctoral students are also required to take a specific course
The challenge, along with the challenge of
program that will, in turn, help to
students who hold the Ph.D. degree
and many existing and new disciplines. In these
disciplines. The goal of the emergency
emergency management curriculum should evolve in a manner similar to
and in existing disciplines. This discipline is not
to the practice of emergency management as a profession but
A NSDSM degree is prepared for work in a wide range of areas
which requires that we must produce students who combine

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CHALLENGES OF EMERGENCY MANAGEMENT IN HIGHER EDUCATION
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DEVELOPING AND MAINSTREAMING EMERGENCY MANAGEMENT GRADUATE PROGRAMS
Departmental Autonomy and Connectivity

Conclusions

A strong emergency management program requires a strong emergency management program. The program can contribute to the foundation of the discipline by collectively describing a graduate-level emergency management program. It is essential to establish a strong curriculum that focuses on emergency management. The program should include a full suite of emergency management courses, focusing on technical skills and decision-making.

Doctoral Curriculum

The doctoral curriculum should include a comprehensive program that is not only focused on emergency management but also includes a broad range of courses that cover topics such as public health, business, and economics. It should be designed to prepare students for careers in emergency management at the highest levels. The curriculum should include courses on research methods, data analysis, and leadership.

Masters Curriculum

The masters curriculum should focus on practical skills and hands-on experience. It should include courses on emergency management principles, incident command systems, and emergency planning. The program should also include a capstone project or thesis, allowing students to apply their knowledge to real-world situations.
Campus Emergency Planning

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Emergency Planning

The Importance of Emergency Planning for Campuses


