
An Annotated Bibliography

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for the

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“In the Face of Crisis: Advancing Expertise from a Qualitative Research Study”

presented by

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Baker, T., R. (2006). Parents of suicidal college students: What deans, judges and legislators should know about campus research findings. *NASPA Journal*, 43(4), 164-18.

This study opposes the expansion of state laws to require the notification of parents following an attempted suicide. Mixed reactions have been received from parents who have been notified regarding their child's suicidal attempts. These reactions are from one end of the spectrum to the other. Some parents assisted their children so that they may desist in such behavior, while other parents discouraged their children from receiving therapy. Due to this predicament a parent notice policy with various suggestions was drawn up in order to assist campus planners, and student affairs staff in dealing with attempted suicides.

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Baxter Magolda, M., Taylor, K., Meszaros, P. S., & Henscheid, J. M. (Eds). (2008). *About Campus* 12(6).

This entire volume of *About Campus* addresses issues of crisis. This includes a chapter from Lori Patton on how painful experiences can be used to teach and learn critical life lessons. In addition, there is an article from Terry Wildman about the process of creating the kind of community that can sustain itself through traumatic events, such as the tragedy that occurred at Virginia Tech, long before those events ever occur. Additional information includes creating nurturing cultures, the practical example of Hokies United, and facing mental health crisis on campus.

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Belch, H., A., & Marshak, L., E. (2006). Critical incidents involving students with psychiatric disabilities: The gap between state of the art and campus practice. *NASPA Journal*, 43(3), 464-483.

This study explored and identified problems related to students with psychiatric illnesses in higher education. The lack of proper accommodations for these students was becoming problematic and disruptive in the classrooms. These problematic areas were found in areas such as policy, psychiatric services offered and other resources, as well as ineffective collaboration between parents and students. Therefore, this study seeks to provide insight into this problematic situation and in so doing assist in eliminating the inefficient way in which they have been dealt with in the past.

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Bollag, B., & Farrell, E., F. (2006). Campus rift continues to widen at Gallaudet. *The Chronicle of Higher Education*, 53(10), A1.

A school that had been known as the center of deaf culture in America was now a horrid station where students were arrested. The president had asked the protesters to leave and clear the entrance to Gallaudet University. Instead, the protesters continued to challenge the president's authority. Due to their lack of good faith it led the president to make a drastic decision to have them arrested. This was a very controversial issue in the midst of the university's predicament of a pending decision to fire the newly hired provost.

Brown, R., S. (1998). College football and public crisis: Appropriate actions and justifications after the Kennedy Assassination, *Central States Communication Association Convention*. Chicago, IL.

This paper looks at the various perspectives held into the way the crisis of John F. Kennedy's death was handled. Criticisms and questions arose into the way the crisis was dealt with. The biggest argument was between continuing a game to show that life continues following death, or to postpone or cancel a game to show silence and inactivity to mourn. Illinois State and Michigan State were in the middle of many criticisms for their untimely decision surrounding the postponement of the football game.

Carey, R., C. (2006). The art of anticipation. *The Chronicle of Higher Education*, 52(45), C1-C4.

Anticipation in the administration context is vital to any campus. This article makes recommendations of what an administration should do in order to prepare for any on campus emergencies. They are encouraged to practice and challenge their assumptions through case studies and other means so that they may develop the clear protocols and appropriate skills needed when a crisis does occur.

Duncan, M., A., & Miser, K., M. (2000). Dealing with campus crisis. In *The handbook of student affairs administration* (2nd ed., pp. 453-473). San Francisco, CA: Jossey-Bass.

This chapter gives suggestions in dealing with various crises. Some of these crises may be regarding a student on campus, or others may be a natural disaster. With these inevitable disasters the college must be prepared. Therefore, specific responsibilities must be carried out with definite roles starting from the President, to public relations, staff, and even attorneys. Apart from the responsibilities that must be attended to, other careful consideration that must be regarded such as what is revealed to the media.

Dungy, G. J., Grund, N. E., Dahne, M., Kruger, K., & Ross, L. E (Eds). (2008). *Leadership Exchange: Solutions for Student Affairs Management*. 5(4).

This entire volume of Leadership Exchange addresses issues of crisis. It includes articles on topics such as threat assessment, identifying students with mental health needs, technology, presidential expectations, the media and public policy issues.

Epstein, B., H. (2004). Crisis intervention on campus: current and new approaches. *NASPA Journal*, 41(2), 294-316.

This article looks at existing and new approaches in dealing with vital incidents regarding campus life. Due to problematic results in the past, suggestions are being made to do away with some of the ineffective methods that have been used in the past. Apart from illustrating how obsolete the traditional processes have become, this article also makes recommendations providing new options, and suggestions for better results in the system.

Fanelli, S., A. (1997, Summer). When a crisis occurs: A president's perspective. *New Directions for Community Colleges*, (98).

Despite the fact that crises are inevitable, the potential for some stress is not. Stress can be lessened if the proper measures are taken during a crisis. These measures pertain especially to the president's communication skills. Examples of various crises were described as well as some effective ways in handling such crises. A crisis audit was recommended in which a course of action in dealing with a crisis would be outlined for that particular institution.

Hoover, E. (2006). Dismissed for depression. *The Chronicle of Higher Education*, 52(29), A44.

During a student's personal crisis in dealing with his mental-health problems, he went to the university's hospital for help. Instead of responding with a message of compassion and assistance toward this student, this administration acted on the contrary, and dismissed the student while citing him with violation charges. This course of action from the university has caused students like this one to question going for help in their time of need.

Kennedy, M. (1999). Surviving a crisis. *American school and university*, 72(2), 1-3.

This article makes comparisons of various crisis management plans that have been installed on several university campuses in the U.S. Of these plans that have been in place, there have been successes and failures. After these universities experienced certain crises they made changes to ensure better quality of preparations for future crises. A website, and a list of crisis management tips were provided in order to prepare an effective crisis management plan.

Kenney, P., G. (1997, Summer). When a crisis occurs: A trustee's perspective. *New Directions for Community Colleges*, (98).

This article states that crisis management, crisis communication and crisis planning should be vital elements on any institutions' strategic planning. Components of a crisis management plan were described. Preparation and a strong working relationship with the president were emphasized as a major key to crisis management planning.

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Klein, A. (2007). Media relations boot camp. *University Business*, 10(1), 52-57.

Higher education is being pushed into the spotlight more and more these days as they face crisis. Some universities have handled their crises well in the face of the media while others have responded inadequately which jeopardized the university's reputation. This article provides both intervention and postvention methods that institutions can utilize in order to avoid bad media relations and protect their image and reputation as well. Some methods for intervention such as: studying the crises, understanding the environmental factors, assembling the right media relations people, identifying members of faculty and staff to make up the best experts panel, as well as developing relationships with the members of media. Despite the situation the institution can still handle it well if they are prepared to do so. Some methods for postvention provided were: getting the bad news out fast, being sensitive and sympathetic towards those involved and what has occurred, having trust in the public as well as commemorating the tragedy. The bottom line was to be prepared and not buy into media's clatter.

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Lake, P., F. (2007). Higher education called to account. *The Chronicle of Higher Education*, 53(43), B6.

Higher-education laws are presently examined and experiencing significant changes since the shootings at Virginia Tech. This article provides a historical review of how college-safety has changed over the years. Various crisis cases are examined and reveals how it has led up to today's' procedures and rules on managing conflicts and violence. With all that has happened a call to personal accountability is encouraged instead of the pointing of fingers.

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Lipka, S. (2005). After Katrina, colleges nationwide take a fresh look at disaster plans. *The Chronicle of Higher Education*, 52(8), A28.

With experiences such as 9/11 and Hurricane Katrina, many institutions are reviewing their disaster policy, simulating crises and testing their emergency systems to spot weaknesses in their plans. Interinstitution and the forging of covenants with various institutions is the anticipation of higher education in order to maintain the structure of their programs. A plan of action is presented such as making sure the institution has a plan, and that it is tested, ensuring

communications survive whatever catastrophic event is faced, as well as maintaining a chain of command, having options for displaced students, and re-examining the institution's insurance coverage among others.

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Lipka, S. (2006). Duke incident raises issues about culture of the campus. *The Chronicle of Higher Education*, 52(53), A1.

An alleged rape has caused exposure to Duke University's campus culture. This article cites errors that were made by the administration in the time of this crisis. These fatal errors resulted in criticisms by the public, as well as students' and parents' lack of confidence of the university's campus safety. In order to restore Duke University's value and culture, the university's president announced a five-point plan.

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Lipka, S. (2007). Undone by murder. *The Chronicle of Higher Education*, 53(47), A20.

In the middle of a crisis, murder, to be exact, the president was nowhere to be found. This was a situation where a crisis management team should have been dealing with this situation. Instead, the passive president's lack of leadership had mishandled the murder case causing an ethical breach and a violation of federal law.

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MacDowell, M. A. (2005). Prepared to help when disaster strikes. *The Chronicle of Higher Education*, 52(3), B16.

Many colleges have developed crisis plans since the attacks on 9/11. Still, these plans do not include our surrounding communities. This article provides various ways in which colleges can use their campuses to assist their community in the event of an emergency or disaster called "Ready Campus."

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Mitroff, I., I., Diamond, M., A., & Alpaslan, C. M. (2006, January/ February). How prepared are American colleges and universities for major crises: Assessing the state of crisis management. *Change*, 60-67.

This article suggests some recommendations to colleges or any governing body in devising and practicing a crisis management system so that they may be prepared for a wide range of crises. Some common crises as well as some possible crises that could occur were listed and expounded on. This article found that some organizations or institutions were prepared for some crises because of experience in that particular area. But, if that kind of crises had not occurred before in their institution or organization, then they were ill prepared to deal with that situation.

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Padgett, R. (2006). Keeping cool in a crisis. *Education Digest*, 71(9), 27-28.

Keeping one's cool is not the easiest thing to do in the face of adversity. Still, there are ways in which to prepare by making a deliberate plan through good leadership, trained staff, careful planning, and excellent communication. This article makes recommendations in which institutions can make a deliberate plan. Some of these suggestions were to identify a crisis management team by clearly defining roles of people such as the school psychologist, and staff, collaborate with the local emergency agencies since they have more experience in dealing with crisis, post the crisis plan on the school website in order to keep parent communication lines open, use various technologies to inform the public, translate the plan into several languages, practice the plan regularly, do follow up to provide appropriate support, and lastly, do not overreact when facing the media.

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Parekh, R. (2007). Shootings prompt crisis plan reviews communications systems key priority. *Business Insurance*, 41(17), 1-21.

Risk managers at universities nationwide are reassessing their crisis management procedures in order to improve their campus-wide emergency notification systems. SMU is doing this by conducting an exercise called, "active shooter" in which recorded messages would be transmitted at once to large groups. SMU's plan is not to rely solely on one mode of notification, but is strategizing to use others such as mass notification through cell phones, and facebook.

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Standards of practice for psychological services in California Community Colleges. (1994). *Journal of Counseling and Development*, 73, 38-43.

This article discusses the standards that psychological services must adhere to in order to efficiently deal with problems that students take to the campus. Due to the rise of problems that students are experiencing there has been a change from the traditional services that have been offered in the community colleges. Traditionally, the psychological services and administrative services were linked. Now, there is a distinct separation between the two. This separation and balance allows for better assistance to the student population. The article lists services that are provided by psychological services, their relationship with the institution, and policies that they must adhere to.

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Swenson, D., X., & Ginsberg, M., H. (1996). A comprehensive model for campus death postvention. *Journal of College Student Development*, 37(5), 543-549.

This article cited problems that campuses were facing due to the lack of poor coordination of response efforts after a death had occurred on campus. In order to eliminate such problems colleges need a postvention model. Several postvention models were mentioned, and recommended. Apart from this, an “ecomap” technique was suggested, and a time-event flowchart described how postvention may be monitored.

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Van Der Werf, M. (2007). Over a decade, college police have become more professional. *The Chronicle of Higher Education*, 53(35), A18.

Questions are still in the air regarding the response of the administrators of the worst shooting in American history. The Virginia Tech Force has also been under scrutiny of the way they dealt with the first shooting that occurred earlier that day. The force need to act quicker and have multifaceted emergency response plans that are practiced frequently in order to boost security on campus.

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Additional Information:

Brown, L. & Meggett. (2001). Student deaths shake up college campuses. *Black Issues in Higher Education*, 17, 1-6.