What More Can We Do?
Building the New Legacy of Campus Safety

Critical Elements of the CRP &
Updates on Beneficial Resources

NASPA Pre-Conference Program
Chicago, IL
March 7, 2010

Dr. C. Ryan Akers
Mississippi State University
Categories of Crises (Zdziarski, 2001)

- **Natural** crises (abnormal weather patterns);
- **Facility** crises (threats of damage or actual damage to campus buildings; infiltration by domestic and international terrorist groups, i.e. ALF, ELF, etc.; research interests, chemical labs);
- **Criminal** crises (violent acts or threats inflicted on an individual or property by another individual or group of individuals; further implications for campus research, labs, etc.);
- **Human** crises (accidental injuries and deaths, substance abuse, simple campus protests, natural deaths, etc.)
Recipe for Success? Wisdom?
Recipe for Success? Courage?
Recipe for Success? Heart?
We’re Not in Kansas Anymore!
We’re in Jackson, Tennessee
We’re in College Station, Texas
We’re in New Orleans, Louisiana
We’re in DeKalb, Illinois
We’re in Iowa City, Iowa
We’re in Northridge, California
We’re in Blacksburg, Virginia
We Have New Business…
...and We Have Old Business.
Recent Examples

- Texas A&M University
- UNC - Chapel Hill (1996)
- Seton Hall University
- U. of Wyoming (1998), Ok. State U
- U. of Georgia
- U. of Pennsylvania
- U. of Arizona
- Catawba College
- U. of Florida
- U. of Texas
- Dartmouth College
- Delaware State
- Union University
- NYU, CUNY, St. John’s
- GW, Georgetown, Howard
- University of Wyoming (2001)
- Dawson College (Canada)
- Duquesne University
- U. of Arkansas
- U. of Idaho
- U. of Mississippi
- Harvard University, MIT
- Colorado State University
- Cal State - Northridge
- Tulane, Southern, UNO, Xavier, etc.
- Virginia Tech, Northern Illinois U.
- Duke University
- UNC - Chapel Hill (2008)
- Auburn University
- U. of Central Arkansas
- University of Iowa
- LSU, Louisiana Technical College
Reported Critical Incidents since 7/1/09

- Shootings, Armed Conflicts, Stabbings, Poisonings

- Bomb Related Threats
  - UNF, Newberry College, USC-Beaufort, Northern Maine CC, USF

- Facility Evacuations (Residence, Academic, etc.)

- Campus Evacuations and Lockdowns
  - Moorpark College, U. of West FL, U. of California – Santa Barbara, Trinity College, Navarro College

- Infectious Disease and Virus Threats
  - Fayetteville Tech, St. Louis University, UCLA, National H1N1 Threat, Fitchburg State University

- Miscellaneous
  - Cho’s Records, Campus *Norovirus* Risk, SE U.S. Flooding and U. of Louisville
Recipe: “Progressive Ingredients”

- Department/Division Plan and Prep Commonalities
  - Top Down Support and Total Campus Buy-In
  - Flexible, not Rigid
  - Dynamic, not Static
    - It’s a Process, not a Finished Product
  - Focuses on Communication and Collaboration
    - Internal and External; Fully Integrated
  - Understandable and Functional
    - Incorporates ICS
  - Planned and Trained Thoroughly
    - Team Approach; Everyone in Unison
  - Proactive, not Reactive

- All themes found in Communication and Collaboration
Dissertation and Related Research


2008 Dissertation of the Year
Southern Association of College Student Affairs
Purpose of the Dissertation Study

To analyze the crisis response policies, strategies, and programs of different types of institutions and to explore which elements of structure and process are and are not being implemented across different types of institutions.

- 7 Dichotomies of Type
- Analysis of Student Enrollment Size
- Analysis of Geographic Location

The study was also developed to add to considerable gaps in research and empirical studies related to crisis response on college and university campuses.
Participating Institutions (n= 51)

- The primary goal was to secure participation from a manageable sample of institutions with the following characteristics:
  - Public (32); Private (19)
  - Commuter (18); Residential (33)
  - Two-Year (3); Four-Year (48)
  - HBCU (4); PWI (47)
  - Liberal Arts (4); Non-Liberal Arts (47)
  - Land Grants (15); Non-Land Grants (36)
  - Religiously Affiliated (11); Non-Religiously Affiliated (40)
  - Very Small/Small (9); Medium (7); Large (14); Very Large (21)
  - Rural (6); Suburban (18); Urban (27)
Dissertation Participant Map (n= 51)
Data Collection – Mixed Methods

- 114-item *Crisis Response Survey*
  - Definition
  - Structure
    - Organization
    - Education, Preparation, Training
    - Assessment/Evaluation
    - Memorials
  - Process
    - Response
  - Structure and Process
    - Communication and Collaboration

- Likert Scale
- Return Rate: 94.44% (51 of 54)

- 51 Qualitative Interviews
  - Conducted via telephone over 18 days
  - Structure, Process, and Structure/Process
  - Initial Point of Entry – CSAO
  - Average Interview - ~37 minutes
    - 86 minutes – longest interview
    - 16 minutes – shortest interview
  - Data transcribed, coded, and analyzed
  - Member checks, peer reviews
Dissertation Research Questions 1, 5-7

- **Definition:** What constitutes a crisis from the perspective of the institution and from the division of student affairs, according to institutional policy?

- **Type Influence:** Does type of institution influence crisis response on campus?

- **Size Influence:** Does the size of the institution based on student enrollment influence crisis response on campus?

- **Location Influence:** Does the geographic location of the institution influence crisis response on campus?

**Analyses:**

- Quantitative Analyses:
  - $t$-Tests of Independent Means and ANOVAs
- Qualitative Analyses for Consistent Patterns and Themes
- Horizontalization and Synthesis
Dissertation RQ1 (of 7): Findings

INSTITUTION-WIDE AND EXTERNAL RESPONSE:
- Campus Disasters
- Campus Crises

STUDENT AFFAIRS RESPONSE:
- Student Crises
- Student Emergencies
  - Defined by Person Affected and Division
  - Localized Impact, Individualized Response
  - Affects Individuals
  - Defined by Institution and External Agencies
  - Widespread Impact, Systemic Response
  - Affects Individuals and Property

Level of Campus Impact and Response
RQ5: Findings (Institutional Type)
RQ6: Findings (Institutional Size)
RQ7: Findings (Geographic Location)
RQ7: Findings (Geographic Location)

- Rural
  - Containment
  - Ability
  - Community
  - Expectations
  - Total Campus Involvement

- Suburban

- Urban
  - Resources and Partnerships
  - Range and Frequency of Crises
  - Media Engagement
  - Immediacy
  - Hyperawareness
Dissertation Research Questions 2-4

- **Preparation**: How do institutions prepare themselves for crisis response?
- **Needs Assessment/Response**: Whose needs are being met in times of crisis and what are these needs? How are these needs being addressed?
- **Evaluation**: How are crisis response protocols evaluated and improved?

- All have Communication and Collaboration Themes
Research Question 2: Findings

- **Training**
  - Simulated Exercises
  - Decentralized Departmental Training
  - Routine Campus CRT Training
  - Professional Certification

- **Education**
  - Campus Education/Prevention Programs
  - Professional Development

- **Collaboration/Communication**
  - CRT Specific
  - Internal Departments
  - External Agencies
  - Other Institutions

- **Resource Application**
  - Technology Resources
  - Human Resources
  - Physical/Logistical Resources

- **Organization/Early Preparation**
  - Observation
  - Predetermined Roles and Responsibilities
  - Pre-established Relationships
  - Clear Communication Channels
Dissertation RQ3 (of 7): Findings

Student Affairs’ Partnerships

Student Affairs’ Level of Involvement

ALUMNI/MEDIA

LOCAL COMMUNITY

FACULTY/STAFF

PARENTS

STUDENTS
Dissertation RQ3 (of 7): Findings

STUDENTS

- Information Dissemination
- Safety and Security Reassurance
- Physical, Psychological, Spiritual and Academic

Communication Mediums

Facilitation of Protocol Comprehension

Shelter, Food, Medicine; Immediate and Sustained Counseling; Campus Ministries; Liaison with Academic Affairs
Dissertation RQ3 (of 7): Findings

- PARENTS
  - Information Dissemination → Communication Mediums
  - Safety and Security Reassurance → Facilitation of Protocol Comprehension
  - Psychological and Bereavement → Counseling; Funeral Attendance, Physical Assistance, Limitation of Irrelevant Communication
Dissertation RQ3 (of 7): Findings

- Faculty/Staff
  - Information Dissemination
  - Safety and Security Reassurance
  - Student Behavior Education and Awareness
  - Rest and Support

  - Communication Mediums
  - Facilitation of Protocol Comprehension
  - Workshops, Seminars, and Training
  - Additional Staff; Recognition; Counseling
Research Question 3: Findings

LOCAL COMMUNITY
- Information Dissemination
  - Communication Mediums
- Physical and Psychological
  - Shelter; Occasional Counseling

ALUMNI/MEDIA
- Information Dissemination
  - Communication Mediums
Research Question 4: Findings

- **Simulated Exercises**:
  - Campus Wide Drills
  - Division and Committee Tabletops
  - Case Studies

- **Actual Crisis Experience**:
  - Debriefing
  - Benchmarking
  - Best Practices Review

- **Internal Discourse**:
  - Student, Faculty/Staff, Parent Feedback
  - Appointed Focus Groups
  - Dedicated Professional/Committee Review

- **External Discourse**:
  - Consultant(s)
  - Established Partnerships
  - Special Task Forces
What More Can We Do?

Communication and Collaboration are constantly cited in the literature and in empirical studies as the more critical components of a successful CRP.

- “An institution’s success in dealing with conduct of at-risk students or other campus emergencies is in direct proportion to the ability of constituencies to collaborate and work effectively with one another” (Rinehart, 2007).

- Dissertation participants suggested that these elements of the CRP needed to be improved through training, preparation, and evaluation.

- Common lessons learned from all campus emergencies: Collaborate and communicate; Plan ahead; Flexibility (ability to adapt to different events); Learn to work with media; and Seek counsel

What strategies regarding communication and collaboration have you found beneficial?
Beneficial Resources

Overwhelmed yet?
SA and Emergency Management
Resources to Assist You.
Beneficial Resources

- **Relevant Literature and Empirical Studies** (Books, Reports, etc.)
  - *Crisis Management: Responding from the Heart* (2006)
  - *Campuses Respond to Violent Tragedy* (1994)
  - *Coping with the Disruptive College Student* (1994)

- **Empirical Studies**
Beneficial Resources

- **Emergency Management Resources Related to Campus Emergencies**
  - United States Department of Education
    - *Practical Information on Crisis Planning: A Guide for Schools and Communities*
  - United States Secret Service
    - *Safe Schools Initiative Guide and Report*
    - *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*
  - United States Department of Health and Human Services
    - *Report to the President on Issues Raised by the Virginia Tech Tragedy*
  - National Domestic Preparedness Consortium
Beneficial Resources

- **Additional Emergency Management Related Resources**
  - Federal Emergency Management Agency
  - National Clearinghouse for Educational Facilities
    - *Safe Schools Facilities Checklist*
  - International Association of Campus Law Enforcement Administrators
    - *Blueprint for Safer Campuses*
  - Additional Resources
    - *Florida Report on the Gubernatorial Task Force for University Campus Safety*
    - *NIMS Implementation Activities for Schools and Higher Education Institutions*
    - *Pandemic Flu: A Planning Guide for Educators*
Beneficial Resources

- **Professional Associations and Specialized Centers/Communities**
  - NASPA, ACPA, SACSA, ACHA, ASJA, ICISF, NEMA, IACLEA, NACUBO
  - NIMH, Bazelon Center for Mental Health Law, The Jed Foundation, Ulifeline
  - National Center for Higher Education Risk Management, National Center for Crisis Management, Compassion Fatigue Awareness Project, American Academy of Experts in Traumatic Stress, National Domestic Preparedness Consortium
  - College & University Disaster Assessment Research Center, [US DOE Higher Education Center for Emergency Preparedness](https://www.energy.gov/eere/energy-center-emergency-preparedness), FEMA, DHS, NCBRT at LSU
  - [NASPA Campus Safety Knowledge Community](https://www.naspa.org)

- **Specific Institutional Reports and Initiatives**
  - Student Involvement: [Ready Campus](https://www.ready.gov), Campus CERT Teams
  - Tulane: [Post Katrina Report](https://www.tulane.edu/News-and-Events/News/Tulane-Post-Katrina-Report.html)
  - Texas A&M: [Bonfire Report](https://www.tamu.edu/newsroom/releases/2011/01/06/bonfire-report)
  - Drills: [UNC-Greensboro I](https://www.uncg.edu/academic_depts/ehs/des/), [UNC-Greensboro II](https://www.uncg.edu/academic_depts/ehs/des/)(Caution: Sensitive Nature)
  - Memorials: Virginia Tech, Texas A&M, Northern Illinois
  - [Shots Fired on Campus](https://www.naspa.org) (linked from NASPA CSKC website)
The Campus Safety Knowledge Community (CSKC) is a cooperative educational forum for all campus administrators and paraprofessionals charged with meeting:

- the physical safety and security needs of campus infrastructure,
- the emotional needs of the campus community,
- other institutional needs, including the protection of image and promotion of business continuity.
CSKC Communication Tools

- Quarterly Newsletters from CSKC National Chair
  - “State of the KC Addresses” are posted on the website

- Facebook
  - To become a Fan, search NASPA Campus Safety Knowledge Community

- Twitter
  - Follow us at http://twitter.com/NASPA_CSKC

- Periodic CSKC Membership Emails

- CSKC ListServ (follow website directions to subscribe)

- Coming Soon…the CSKC Blog
Membership of Campus Safety KC

- Open to ALL NASPA members.
- We currently stand at over 800 members in less than two years since KC inception.
- Members represent a broad range of functional areas within college student affairs administration.
- Members also include representatives from academic affairs, facilities management, campus police, health centers, public relations, external affairs, legal affairs, etc.
NASPA’s Campus Safety KC Webpage

http://www.naspa.org/kc/cskc/default.cfm

Bookmark Today!!!
Upcoming CSKC Initiatives

- Three Part Webinar Series (Spring and Summer, 2010)
  - Focus: Campus ICS Concepts, H1N1 Lessons Learned, and Behavioral Intervention and Threat Assessment Teams

- Pre-Conference Programs
  - 2010 NASPA (Chicago) and 2010 ACHA (Philadelphia) National Conferences

- Continuous Updates to the CSKC E-Library on the CSKC Website
  - Sexual Violence Resources

- Developing Possible Drive in Conference prior to 2011 NASPA (Philadelphia) National Conference

- “2011 in 2011” – Membership Push for the 2011 Conference
Upcoming CSKC Initiatives

- Developed Partnership with CPPS in which NASPA CSKC members can download watermarked videos (Ex. Shots Fired on Campus) without site license fees
- Continue to Promote and Recognize Scholarly Research and Best Practices related to campus safety
- Continue to Recognize Campus Safety Awareness Month
- Continue to provide assistance to colleagues across the country
- Develop CSKC Blog and continue to enhance communication efforts with membership through email, newsletters, website, and social media
Additional CSKC Initiatives

- Participant in Public Policy and Assessment Issues
  - “Timely Warning” Debate
  - NASPA Consortium Student Safety and Security Assessment Initiative

- Created Beneficial Partnerships for Current and Future Initiatives
  - American College Health Association, Center for Personal Protection and Safety, NASPA’s Enough is Enough Campaign, NASPA’s Health in Higher Education KC

- Review and Sponsor Campus Safety Programs at Annual NASPA Conference
NASPA Campus Safety KC
NASPA Campus Safety KC

Programs and Online Guides:

- ACE Network: Secondary Trauma of Compassion Fatigue in Caregivers and Helping Professionals
- American Psychological Association - Managing Traumatic Stress: Tips for Recovering from Disasters and Other Traumatic Events
- American Psychological Association - Managing Your Distress in the Aftermath of a Shooting
- Compassion Fatigue Awareness Project
- Overcoming Compassion Fatigue
- United States Department of Health and Human Services - SAMHSA’s National Mental Health Information Center - How to Deal With Grief
- Virginia Tech Resources for Faculty/Staff Regarding Responding to Offensive or Threatening Student Behavior and Identifying Distressed Students
- Virginia Tech Faculty Guide - Responding to Offensive or Threatening Student Behavior
- Virginia Tech Staff Guide - Responding to Offensive or Threatening Student Behavior
- Virginia Tech - Responding to Disturbing Creative Writing: A Guide for Faculty and GTAs
- Virginia Tech - SafeWatch Program

Publications and Presentations:

- 2nd Generation Behavioral Intervention Best Practices
- A Campus Plan for Natural and Man-Made Disasters
- Building a Disaster Resistant University - Report
- Building a Disaster Resistant University - Workshetps
- NCEU Bulletin - Special Focus Issue - Campus Safety - Part 1
NASPA Campus Safety KC

SPECIFIC THREATS (NATURAL AND MANMADE)

- Disease, Bioterrorism, Radiation, and Chemical Threats
  - Bioterrorism
  - Radiological Incendiary Threats

- Natural Disasters and Other Threats
  - Floods
  - Earthquakes

Resources:
- Certification and Professional Development
- College and University-Related Incidents
- Emergency Management
- Professional Organizations and Research Units
- Recent Conference Presentations
- Relevant Resources
- Specific Threats

NASPA Member Login
Username:
Password:
Login
Beneficial Resources

- **Daily Updates** (Incidents, Legislation, Response)
  - *Chronicle*, FEMA/EMI, CDC, Red Cross, Professional Association Listservs

- **Conference Attendance and Past Presentations**
  - SACSA, NASPA, ACPA, ASJA, ICISF, College Security Central, National Student Safety and Security, Emergency Management Higher Education Conference

- **Certification Programs and Professional Development/Consulting**
  - FEMA EMI; FEMA/EMI Courses and Independent Study (ex. ICS and IS-100.HE: Introduction to ICS for Higher Education)
  - Higher Education Degree and Certification Programs (ex. UNC-Chapel Hill)
  - Short Term Certification Programs (ex. Harvard University, ICISF)
  - Higher Ed Hero; Paper Clip Communications

- **Annotated Bibliographies and Additional References**
  - Bibliography: *Crisis in Higher Education and Student Affairs* (Elkins & Pasque, 2008)
  - Additional Research Centers: (Harvard University; APA Help Center; National Center for Disaster Preparedness; FEMA HE Articles; National Clearinghouse for Ed. Facilities)