



# Bulletin

INTERNATIONAL ASSOCIATION OF EMERGENCY MANAGERS

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Watch for Part 2 on "Campus Safety" in the March 2008 IAEM Bulletin.

Call for Articles  
**Special Focus Issue:**  
 "EM Higher Education in the Future"  
 Deadline: Apr. 10, 2008  
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## Special Focus Issue:

### Campus Safety, Part 1

#### The Status of EM in Higher Education

By Dennis Sullivan, CHMM, CEM, Assistant Director, Dept. of Environmental Health & Safety, University of Louisville, and Vikki L. Stempkowski, CEM, MEP, Emergency Management, Dept. of Environmental Health & Safety, University of Louisville, IAEM Secretary

The University of Louisville's Department of Environmental Health & Safety, in collaboration with the International Association of Emergency Managers' Universities and Colleges Committee and the Campus Safety, Health and Environmental Management Association, conducted a survey of emergency management programs of universities and colleges regarding the status of emergency management on their campuses.

During August and September 2007, the University of Louisville contacted colleges and universities through several

e-mail listservs. More than 100 institutions responded. The survey was comprised of approximately 60 fields of information, including demographics, number of full-time employees and information about program components and other topics. This article addresses the preliminary findings and provides data on some of those topics. A complete report will be published in March; check [www.iaem.com](http://www.iaem.com) for a link.

Discussion among higher education practitioners over the past year indicated

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## IAEM: Working for You

### IAEM Applauds the Revised U.S. National Response Framework.

IAEM First Vice President Russ Decker, CEM, participated in the U.S. Dept. of Homeland Security (DHS) roll-out of the revised National Response Framework at the National Press Club on Jan. 22, 2008.

Decker stated, "We are extremely pleased with the final National Response Framework (NRF) product. It is apparent that our counterparts in Washington were listening and genuinely interested in addressing the" (continued on page 17)



### DHS Unveils U.S. National Response Framework on Jan. 22, 2008.

L-R: Russ Decker, CEM, IAEM First Vice President; Dennis Schrader, FEMA Deputy Administrator for National Preparedness; Clay Tyeryar, MAM, CAE, IAEM Staff Executive; Chief R. David Paulison, FEMA Administrator; Dr. Kemble Bennett, Chair of the FEMA National Advisory Council; and Martha Braddock, IAEM Policy Advisor.



## From the President

### Campus Safety: Why Should Emergency Managers Care?

By Larry J. Gispert, IAEM President

Director, Hillsborough County Emergency Management, Tampa, Florida

This month's special focus issue theme is "campus safety." You might wonder why you should even concern yourself with campus safety in your community.

Reference the Virginia Tech shooting incident or the Columbine incident, and remember the impact these incidents had on those local communities. If you ever want to experience grown adults going bonkers, have their children be involved in some emergency situation.

We have preached endlessly to parents in our community that when a hazardous materials event occurs that requires our schools to "shelter-in-place," parents should not run to the school. They of course continue to do so and only magnify the problems. Local emergency managers have to be concerned about the safety of our numerous school campuses. These facilities are known targets for potential emergency events.

All schools require that emergency services from off campus must respond to such events. These campuses are normally large with multiple buildings and very limited staffs. How do the responders know where to go and who to coordinate with? If this hasn't been determined beforehand, you are ripe for disorganization and mistakes that may cost lives. So who better to help coordinate these issues before hand than the local emergency management office?

Every community has various types of school campuses. You have the proverbial public schools, which are numerous, but the growth in the number of private schools is really increasing in some

communities. This poses a special problem because private schools are not controlled by a local government agency and as such are not required to comply with certain public school regulations.

Florida has a very aggressive requirement for their local public schools to have emergency plans and to interact with local emergency management offices. Private schools have no such requirement and, as a consequence, interaction with them is spotty. This leaves a significant portion of the overall school population exposed to unorganized emergency responses on their campuses should they have a problem.

#### Community Relationships Are Critical to Campus Safety

I point out all the above so that local emergency managers consider addressing the issues concerning campus safety in their community. This is something that will not be resolved easily nor will it be done quickly, but it is something that needs continuous attention by all parties involved. If you are not working actively with your school facilities and staffs, you will discover many problems when an emergency response occurs.

A good starting point is meeting with the school district's director of security or risk management. Be sure they have a comprehensive emergency management plan dealing with all potential emergency events. If they don't have a plan, encourage them to write one and to use your community's plan as a guide. Do some research on the private school issue, and try to meet with the principals of the

larger ones as a start.

Remember the colleges and universities in your community. Don't forget them because their students are adults. You will run into problems similar to those experienced with school campuses. They should have a comprehensive emergency management plan as

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# Overcoming the Disaster du Jour Syndrome

## *Creating positive change in disaster policies and procedures at colleges and universities*

*By Suzanne Blake, Emergency Management Coordinator, University of North Carolina Wilmington*

**Y**ou work at an institute of higher education. You handle all aspects of emergency management and disaster planning for your campus. You live and breathe mitigation, preparedness, response and recovery every day in your professional life. But not everyone at your university thinks the same way you do. In a sea of titles that point to anything and everything but emergency management, disaster planning only becomes popular immediately following major disasters. And then, the Disaster du Jour Syndrome reigns supreme.

When Hurricane Katrina hit the U.S. Gulf Coast in 2005, universities across the country revamped and updated their hurricane and severe weather plans. When the term “pandemic flu” became a buzz word in the media, universities everywhere put pandemic planning on the agenda. And following the tragic shootings at Virginia Tech, schools are now concentrating on planning for law enforcement incidents.

Major events serve a purpose, in that they remind all of us that disasters can happen and can greatly affect our university communities. They can, and sometimes do, instigate positive change. However, the Disaster du Jour Syndrome takes away from our ultimate goal of continuous, all-hazards planning. How can we take event-driven policy, sparked by these low-frequency, high-consequence events, and morph it into all-hazards policy that influences the daily operations of a university?

### **Taking on the Challenge**

Let’s take on the challenge of overcoming the Disaster du Jour Syndrome:

■ **Harness the “windows of opportunity” to create change.** Because we know that disaster policy is more likely created during the time period directly after major disasters, we can use this advantageously. More effective policy may emerge if productive policy change can occur while disasters are still on the minds of university officials. However, this quick policy change should not be hazard-specific, as event-driven policy sometimes is. Let’s use these windows of opportunity to provide extra momentum for all-hazards planning.

■ **Create proactive policy and programs rather than reactive ones.** Creating policies and procedures now rather than only after significant disaster events will improve their quality and allow them to be applied and practiced prior to a disaster strike rather than afterward. This is a challenging task, but we can use each other as examples to achieve it. There are plenty of stories about schools that have managed disasters effectively. Let’s use the successful policies and procedures of other universities and colleges to improve our own.

■ **Instill a disaster resistant and resilient culture throughout universities and colleges worldwide.** Increased education and awareness of disaster preparedness for all institutions can aid in spreading a disaster resistant and resilient culture. Additionally, universities and colleges should enhance their internal education efforts. Widely propagating a disaster resistant culture will encourage more investment in emergency management by university officials and in turn lead to more successful emergency management programs.

■ **Get on the agenda, and make yourself visible.** The more

you can get on the agenda at the chancellor’s or president’s cabinet meetings, the better. Sometimes all you have to do is ask, and this is a surefire way to become more visible to your school’s top decision makers. Present your successes and major projects, and do not be afraid to ask for extra resources if you need them. The worst that can happen is that they say no, but at least they now have a better idea of who you are and what you do. This can only lead to easier access to top decision makers in the future, and therefore more opportunities for positive change.

■ **Stick to all-hazards planning.** As we know, the most important aspect of successful emergency management policy is utilization of the all-hazards approach. An all-hazards mentality will allow for the creation of policies that can be utilized successfully at any university, throughout the university, during any major disaster. Let’s stick to all-hazards planning and foster the idea throughout our schools to give it staying power.

### **Conclusion**

As emergency management professionals at institutes of higher education, we have dedicated our lives to improving safety for everyone within our campus communities. Sometimes the inevitable bureaucratic environment of higher education can get in the way of our mission. Keeping the all-hazards viewpoint in mind, as well as making emergency management policy on a continuous basis, will allow for a more comprehensive emergency management system at universities and colleges everywhere. Eventually, this will enable us to overcome the Disaster du Jour Syndrome.

## The Status of EM in Higher Education

(continued from page 1)

that the administrative location of emergency management is of great interest. Of all the inquiries made by institutions, the question regarding the location of emergency management responsibilities was asked most often.

Emergency management responsibilities are rarely found in dedicated departments. In most schools, the responsibilities reside in public safety, environmental health and safety, risk or facility management departments. Nearly 30% of respondents reported their institution's environmental health and safety office was responsible for emergency management. The survey results illustrated that emergency management resides in a department of public safety at 10.5 % and risk management at 7.5%.

### EOPs and NIMS Compliance

Another significant topic of interest is Emergency Operations Plans (EOP) and National Incident Management System (NIMS) compliance. Almost 93% of respondents indicated that their institution has an EOP, and nearly 59% indicated their EOP is NIMS compliant. This indicates a trend in which universities and colleges

develop and maintain EOPs that integrate with local and state government by adopting the principles outlined in NIMS.

The Incident Command System (ICS) is used by 92% of the survey respondents. ICS is a component of NIMS, but is also an important indicator of a university's ability to integrate easily into local government emergency management during a disaster.

### Absence of National Standard

In the absence of a national emergency management standard for colleges and universities, a small number of schools have used the National Fire Protection Association (NFPA) 1600 as a guideline for program development. However, it appears the majority of schools do not use – and have not adopted – the NFPA standard, with 62 % indicating they do not use NFPA 1600 as their standard.

### Campus CERT Teams

The use of Campus Community Emergency Response Teams (C-CERTs) has been common on the West and Gulf Coasts of the United States. This is due to the higher probability of earthquakes and hurricanes, forcing schools to be more self-reliant. While the trend indicates that more schools in the Midwest and East Coast are developing teams, the majority of U.S. schools have not adopted the C-CERT model in their disaster preparations. Only 35% of the responding schools indicated they have a C-CERT on campus.

### Certification of EM Staff

The gold standard for measuring qualifications of emergency management staff is certification as a Certified Emergency Manager® (CEM®) by the International Association of Emergency Managers. It appears that the higher education sector is not yet taking full advantage of certified individuals who have demonstrated

competencies in emergency management. This may be due to the limited numbers of CEM®s available, or may be a result of colleges and universities not fully understanding or accepting the need for certified staff. Less than 15% of those who responded to the survey reported that they have a Certified Emergency Manager® on staff.

### Professional Memberships

In terms of memberships in professional organizations, more than 44% of respondents reported that they (or their schools) are members of the International Association of Emergency Managers, and slightly more than 79% are members of the Campus Safety, Health and Environmental Management Association.

### Concerns and Challenges

Each of the individuals surveyed was given an opportunity to identify topics they think will be important in the higher education emergency management field over the next five years. Several respondents indicated concerns about NIMS compliance – how it is defined and how to go about obtaining it. Likewise, a number of respondents mentioned the need to develop all-hazard emergency operation plans and to have opportunities to exercise/drill/train. Many mentioned the challenge of creating an emergency notification/alert system and difficulties in communication and coordination in general.

### Summary

Events like 9/11, Hurricane Katrina and the Virginia Tech shootings have caused schools to realize the need for professional emergency management. Higher education emergency management will continue to evolve, requiring the need for more surveys and benchmarking in the future.

## From the President

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well as consider having an emergency manager on staff.

As you can see, the issue of campus safety is a matter for emergency managers to address. Remember the Chinese proverb, "The journey of a thousand miles begins with the first step." Make that first step, contact your schools, and roll up your sleeves and work with them.

# Untapped Resources: College Student Affairs Professionals

By Vinny Bocchino, University of South Carolina Graduate Student

**D**isasters and emergencies happen on college campuses on a regular basis. Recent examples include the shooting of a graduate student at the University of Chicago, Seung-Hui Cho's massacre of 32 people at Virginia Tech, and the devastation that Hurricane Katrina left behind in New Orleans.

When disasters strike on college campuses, it is important for emergency managers to realize that there are a host of invaluable personnel available to assist in the recovery process. In particular, colleges employ a vast number of people dedicated to helping students develop both inside and outside the classroom who are typically called student affairs professionals. These student affairs professionals include residence hall directors, admissions counselors, career counselors, orientation leaders, academic advisors, and more. They are charged with creating a supportive and safe campus environment that enables students to optimize their collegiate experiences. However, in a crisis situation, the skills of student affairs professionals are easily transferable to aid in the rapid response and recovery of the university community.

## Transferable Roles

The university services and personnel already in place to help college students have many skills adaptable to emergency support functions. For example, residence hall personnel can easily apply their skills to become effective shelter managers. Many schools already have on-call staff that can respond to situations even when the university is closed, serving as a central point of contact to manage incidents after hours. Institutions may also have parents' programs and/or alumni offices to facilitate family reunification, community

service departments to coordinate volunteers, recreational activities to provide stress relief, disability services to make arrangements for students with special needs, and foundations to collect financial support. They have access to beds, dining facilities, medical care, showers, sports facilities, fleet vehicles, and a multitude of other resources to facilitate a response. If they do not have the resources, they have the means to acquire them. Universities have intercollegiate networks and private vendors to provide them with any additional supplies.

In addition, it is quite normal for student affairs professionals to have worked in a variety of offices, which means many of them are cross-trained for a number of jobs throughout the campus. And, much like emergency managers, student affairs professionals are well aware that the work day does not end at five. Their dedication to their students and the nature of their work often keeps them on campus nights and weekends.

## Supportive Network

One theme that is consistent throughout the student affairs profession is support. By the very nature of the field, student affairs professionals serve as excellent counselors. Their educational backgrounds and practical experience have helped them to hone their communication and team building skills. They regularly advise students, helping them work through problems and mentoring them throughout their college experience. During a tragedy, counseling centers can become overwhelmed. While student affairs professionals can never take the place of licensed psychologists, providing support and assisting students is at the core of their field.

Even student employees, such as residence advisors, can perform some form of "emotional triage" and assess students' needs as they interact with their residents. They typically develop close relationships with their students and thus can provide a supportive environment for them to grieve and communicate their problems. Moreover, student affairs professionals have access to valuable information during a crisis, not only through school records but through friends, roommates and organization members.

## Conclusion

While the area of emergency management on some college campuses is relatively new, the skills and systems needed to effectively respond have been in place for years. Student affairs professionals have the knowledge, skills and abilities to be allies to emergency responders during a crisis. The main challenge facing emergency managers is to train, educate and create plans for student affairs professionals to assist during an emergency. Many may not realize how well-trained and positioned they are to make contributions during a crisis situation. The transferable skills of these professionals are an untapped resource that can and should be further developed. By successfully collaborating with university student affairs professionals, emergency managers can be more effective in dealing with crises on college campuses.

**SAVE THE DATE!**  
**IAEM 2008**  
**Mid-Year Meeting**

**June 5-7, 2008 ~ National  
Emergency Training Center  
Emmitsburg, Maryland**

# Campus Security: Putting the Horse Before the Cart

By A.J. Briding, CEM, PMP, CMQ/OE, Emergency Management Services Senior Consultant, CIBER, Inc.

The increasing gamut and impact of threats to school systems today are driving these institutions to provide much more comprehensive and robust emergency readiness and response than might have been expected of them in the past. There are certainly campuses that have already postured themselves well to meet this challenge. However, for a great majority, particularly at the K-12 and community college levels, there is much to be done to stand up effective emergency management programs best tailored to the needs of these campuses, and within their means.

## It's Not Business as Usual Anymore

The U.S. Dept. of Education has taken the lead to put out guidance that can be very useful for schools currently building their programs. These guidelines address the full emergency management spectrum: preparedness, mitigation, response and recovery. These are phases that emergency managers understand and address, but which have generally gone beyond the scope of school programs until recently.

The threats that face schools today go beyond the normal spectrum of natural and manmade disasters. Campus violence, drugs, sexual predation, abduction and other well-publicized risks also must be addressed. This additional complexity suggests that good programs suitable for schools from kindergarten through college will have their own distinct requirements, beyond those of state and local emergency management agencies.

## The Cart or the Horse?

There are two ways to put such programs into place. The first, and unfortunately the most common, is

to find point solutions (or have them find you) that appear to provide a silver bullet. Emergency notification, physical security and Internet security solutions come to mind. This tendency is especially likely when school administrators have only a superficial grasp of the complexities of the emergency management domain.

The second and more effective method is to build the foundation for the program with proper risk assessment, then determine the capabilities that will best address the significant risks, and only then develop an integrated architecture and specific solutions to deliver those capabilities. Although this would appear to be the obvious approach to success, those who honestly assess their programs will likely find that there is little top-down planning and programming; rather, most emergency management measures are assembled patchwork, selecting point solutions, then trying to cobble them together down the road.

## The Essential Elements

Regardless of the method used, effective campus safety and security programs should have the following:

- **A risk management process** that captures the significant risks the campus must address, and determines how best to prevent or mitigate these risks through prevention and response capabilities.

- **An information management system** that provides key decision makers with timely, accurate and sufficient information to assess the situation, determine the best responses, direct immediate actions, and contain the crisis. For large campuses, this might best be addressed with an emergency operations center (EOC), perhaps not as robust as that of the local jurisdictions, but with many of the

same capabilities. For smaller organizations, this can be done more cost-effectively using a limited or virtual EOC concept. This overall capability is the heart of successful crisis operations – without timely, accurate and actionable information and direction, even the best emergency response capabilities will be eviscerated.

- **Survivable communications** that ensure the right people get the right information at the right time. Emergency notification and public warning systems to alert faculty and students, internal and external voice and data communications, and a resilient supporting infrastructure all play a role here.

- **Internal response capabilities, policies and procedures** that are essential to providing immediate safety and security measures until the local response agencies arrive. These may range from automated lockdown and other physical security measures, augmented by faculty procedures, to maintaining campus police, fire and/or medical response capability.

Once necessary capabilities are determined to provide all of the above, then it is time to determine the best combination of policy, structure, technology, training and provisioning that delivers those capabilities.

## The Road to Success

This is not a simple challenge to address, particularly with the many threats, stakeholder demands and potential solutions that may be factors. The best start is to define vulnerabilities, identify the capabilities necessary to eliminate or properly mitigate these vulnerabilities, and build solution sets accordingly, rather than let “solutions” drive the train. The results will more than offset the effort necessary to deliver a well-planned program.

## Best Practices in Multi-Modal Mass Notification for College Campuses

By David S. Burns, CEM, Emergency Manager, University of California Los Angeles (UCLA)

The University of California Los Angeles (UCLA) expanded its public warning systems in November 2007 to include a multi-media notification element. Prior to implementation, UCLA reviewed best practices in the development of its mass notification and public warning systems for more than one year. The statements presented herein are based primarily on issues, remedies and recommendations made from review of after-action and state task force reports, discussions with campus EM officials during the past year, and best practice conferences.

### Best Practices

While not exhaustive, the lessons learned and best practices identified will continually evolve due to new findings, innovations and technologies. The recommendations outlined below reflect a general consensus of recommended best practices:

- Solutions for resolving problems may be found by simply asking “why.” Why does the institution conduct its current practice? Are policies and practices based on practical methodologies and defined public safety standards and principles? Are practices and policies a result of deeply embedded campus cultures and hierarchy?

- Mass notification systems should meet Americans With Disabilities Act (ADA) requirements and consist of indoor and outdoor, audible, visual and e-technologies. They must be layered (multi-modal) and redundant; no single means of communications should be relied upon to reach the entire campus community.

- Standard operating procedures (SOPs) need to be developed concurrently with system

hardware and implementation processes. Do *not* develop SOPs as an afterthought.

- SOPs need to be flexible, dynamic and broad for a variety of situations based on campus demographics. Address both on-campus and off-campus incidents and the time of day (2:00 p.m. and 2:00 a.m. incidents). Systems and messages must be capable of being pushed within minutes of first notice.

- A set of minimum capabilities for emergency notification and crisis communication should be implemented. Campuses should establish and maintain plans, procedures and emergency notification systems that meet a standard baseline.

- Effective communication requires comprehensive crisis communication plans that follow Incident Command System (ICS) standards and integrate an interdisciplinary crisis response team and planning that supports timely warning and notification, emergency public information and media management during a crisis or critical incident.

- Practices that require cumbersome approval processes are a threat to the public’s health and safety in a rapidly evolving crisis. Clery Act requirements place statutory compliance on many law enforcement agencies as they relate to “timely warning” policies and practices.

- Campuses should adopt, practice and implement the NIMS Basic Guidance for Public Information Officers (PIO), which applies to any person or group delegated Public Information Officer responsibilities during a disaster, crisis or any type of incident or event where informing the public is necessary.

- Mass notification systems should be integrated with the

Common Alerting Protocol (CAP) and should be rated as CAP compliant.

- At a minimum, High Power Speaker Arrays (HPSA) should comply with federal regulations (29 CFR 1910.95 and 29 CFR 1926.52) relating to occupational noise ratings, and NFPA 72 standards and Annex E. The FEMA noise standard warns against exceeding 123 dBA at the base of the pole.

- HPSA systems should meet a minimum score of 0.80 on the Common Intelligibility Scale (CIS).

- Initial warning messages need to be factual, concise and limited to 160 characters to ensure rapid deployment on Simple Message System (SMS) text messaging systems.

- Mass notification messages and pre-scripted event scenario messaging should be stored for mobile (rapid) deployment and templated to support rapid delivery. Deployment resources include laptops with cellular cards, USB thumb drive archives and cached (mobile) supplies (ready for deployment from the field, office and home).

- Mass notification systems must be tested regularly and evaluated objectively to measure system performance. Do not rely on a crisis to measure your system’s effectiveness. System weaknesses should be proactively identified and resolved prior to a crisis.

- There must be a robust underlying infrastructure to support, maintain and test the systems. Adequate resources must be provided to accomplish these objectives.

- Mass notification programs will not work effectively unless they are partnered with a robust

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## Crisis Informatics

By Michael Byrne, Senior Advisor for Emergency Management and Homeland Security, ICF International, Fairfax, Virginia, and Colin Whitmore, EM Analyst, ICF International (EMS Commander of the Virginia Tech Rescue Squad on Apr. 16, 2007)

As the world turned to CNN last April to watch the unfolding of the harrowing events at Virginia Tech, a tidal wave of information seekers turned to new and ubiquitous methods of getting more than traditional media can ever hope. Like tens of thousands of others around the world, Michael Byrne, co-author of this article, and his family logged on to Facebook.com to check on a friend who attended Tech, only to discover she had 400 unanswered messages, an early indication of her murder that day.

How do we keep up with these incredibly powerful new ways to communicate? What are the implications for public safety and emergency managers as they grapple to make sense of these undisciplined, unorganized and unverifiable information streams?

### Communications Behavior After a Disaster

People are turning to their Internet connection to broadcast their welfare and check on others. In fact, that trend is the subject of studies at the connectivIT Lab and the Natural Hazards Center at the University of Colorado at Boulder. Researchers there have coined the term “crisis informatics” to describe the communications behavior of individuals after a disaster. In a recent publication, researchers published their findings from a study of the mass shootings at Virginia Tech. With a population of more than 30,000 students raised in the era of the Internet, the school is the ideal setting to observe how people can use these new methods during a crisis.

On Apr. 16, 2007, it is safe to say that nearly every Virginia Tech student with an account turned to Facebook.com for information. Not more than 30 minutes after the

shooting stopped, even rescue personnel started to receive text messages, e-mails – and yes, Facebook messages inquiring about their welfare.

If watching the television news reports was described as “passive listening” and logging on to Internet news sources to search for the news was described as “active listening,” then the only way to describe the online communities is “aggressive listening.” Groups were formed, blogs were written, messages were posted in forums, and the process of collaborative information gathering and sharing was underway.

### A Major Paradigm Shift

This is a major paradigm shift in how we experience news of a disaster. Anyone with an Internet connection suddenly has the ability to gather and distribute information. This source of information might be thought to be rife with inaccuracy, but it isn't. Like the self-published Wikipedia articles published about the shooting just hours after the last shot was fired, this collaborative effort has very accurate results. According to the researchers at the University of Colorado, online efforts correctly identified all of the deceased victims *before* the university released that information.

Make no mistake, this is no trendy theory; it is actually happening. Affected by disaster, people turn to Web-based situational awareness tools such as the Facebook.com group, “I'm OK at VT.” The group was started by Facebook users, and members were able to post their own personal situation report. These groups also are supporting action-oriented efforts. At Virginia Tech, groups appeared to coordinate support and recovery functions.

Perhaps most interestingly, though, is that the online community is using their medium to post opinions of the decisions being made by administrators and emergency managers – and they're doing it in real time. Imagine making a decision in your emergency operations center and knowing that literally minutes after you've done so, you can see how the community is reacting to that decision. In the case of the Virginia Tech shootings, groups such as “We support [Police] Chief Flinchum” formed to show solidarity, while other groups called for the resignation of several university officials. Feedback that once took days to report now takes only minutes.

Effective emergency management relies on timely and accurate information. Faced with this rapidly evolving source of information, our community must ask how we can effectively harness and utilize that information. On Apr. 16, the EMS operations center saw a fusion of the “Facebook generation” with emergency management operations. Since the Virginia Tech Rescue Squad is run entirely by students, information was constantly flowing into the operations center from cyber-sources everywhere.

### The Future Is Here

No one can say for sure exactly what role this type of information has played or will play in future emergencies, but one thing is for certain: it's a valued resource and we must determine how to leverage it. Imagine a command post with access to a more abundant and timely source of information than can even be broadcast on national news. This is not a picture of the command post of the future – it's already here.

## Tips for Emergency Managers Taking a New Position at a College or University

By Scott Burnotes, Director of Emergency Preparedness, Miami Dade College, Miami, Florida

**A**re you an emergency manager who is thinking about leaving your government agency for an emergency management position at a public or private higher education institution? Emergency managers are in demand. More and more colleges and universities are either creating a new emergency management position or reclassifying a part-time emergency management position to full-time.

Just like other industries, higher education has identified the need for a dedicated emergency management program to coordinate continuity of operations, all hazard planning, mitigation issues and emergency preparedness initiatives. A few colleges and universities have an established emergency management program, but these are only a small percentage when you compare them to the number of higher education institutions in existence.

I recently left a large county emergency management office for a new position at a local college. My background is in emergency management, not higher education. Here are a few tips if you are an emergency manager, with limited or no background in higher education, and you are just starting or thinking about accepting a new position at a college or university:

### Some Useful Suggestions

■ **Speak the Language.** The higher education field almost has as many acronyms as emergency management. Unfortunately, they are not the same. Remember to spell everything out when you are referring to the government agencies or grant programs that are all too familiar to emergency managers. Use terms that are relevant to education. If you inform a dean or president that

their campus has a number of security vulnerabilities, you might not get the level of concern that you expect. Try telling them that their campus received an “F” or failed when you completed your security assessment. Educators hate to hear that they are failing. Present them with solutions that could improve their “grade” to a passing level.

■ **Remember the Mission.** Two words jumped out to me from my college’s mission statement: *accessible* and *affordable*. The campus environment is supposed to be an open and inviting space that promotes creativity and free thought. This is not exactly the ideal place for intrusive security measures or costly emergency preparedness projects. You will have to develop creative and less intrusive ways to improve security and emergency preparedness if you’re going to be successful.

As much as possible, leverage the technologies and systems that already exist and improve your response capabilities by formalizing partnerships with local response agencies. Remember that the student is the client, not the enemy. Get them involved in as many of your emergency management initiatives as possible and try to develop internship opportunities. Once you have the student body’s support, it’s a lot easier to get the financial support of your college’s or university’s administration.

■ **Know the Reporting Structure.** Leadership support is key in any emergency management position, but before you take a job at a college or university, make sure they have identified where the position is in the table of organization. A lot of emergency management positions are either a one- or two-person team that reports directly to a high ranking administrator or are a part of a

small division within a large public safety or environmental health and safety department. Whatever the case, make sure your potential boss is committed to the principles of emergency management and that your position is not there to just fulfill a recommendation from a task force on campus security.

■ **Do Not Reinvent the Wheel.** You are not alone. There are colleges and universities with established emergency management programs. The emergency managers who run these programs are the greatest resource for those who are developing new programs. You can reach out to these pioneers and others with emergency management and campus security responsibilities via IAEM’s Universities and Colleges Special Interest Sector Committee or the Disaster Resistant University (DRU) listserv hosted by the University of Oregon. Other associations, such as the International Association of Campus Law Enforcement (IACLEA) and the Campus Safety, Health and Environmental Management Association (CSHEMA) also can be great resources.

### Conclusion

Being an emergency manager at a higher education institution can be challenging and frustrating, but it is also very rewarding knowing you are doing your part to keep the future leaders of the world safe. This sector of the emergency management industry is growing quickly and is in need of some qualified emergency managers. I look forward to working with any of my fellow IAEM members on this subject in the years to come. Good luck.

# Standards for Creating a Campus Emergency Plan

By Bo Mitchell, CPP, CHCM, CHS-V, CIPS, CAS,  
President, 911 Consulting

**M**ore than one in four U.S. residents are students, attending kindergarten through college. Most of these 75.8 million children, teenagers and adults – not counting faculty and staff members – are on campuses with written emergency plans.

## Current Status of Emergency Planning on U.S. Campuses as Noted in Recent Reports

Many plans expose them and their campuses to risk. According to the U.S. Government Accountability Office's 2007 report to Congress:

- In the United States, 62% of public school districts lack the equipment and expertise for emergency planning.

- Only 44% have procedures for educating students about their campus emergency plans.

- Only 29% of school districts report that they train their plans with their community partners; 38% assess lessons learned after a drill or incident.

- Rural school districts are less prepared than urban districts.

In addition, a 2005 national survey of school-based police officers for kindergarten through college (K-16) campuses found that 74% reported their campuses are inadequately prepared. The survey also reported:

- 92% of campuses are "soft targets" for terrorists.

- 66% of emergency plans are not exercised regularly.

- 55% percent of campus personnel do not train for emergency response.

Our firm's experience with public and private campuses supports these facts. While well intentioned, the campus emergency plans we see are typically thin regarding:

- All-hazards response.

- Establishing a command and control structure.

- Establishing chains of command.

- Outlining internal communications.

- Specifying external communications.

- Interoperability of communications.

- Training, exercises and drills on campus.

- Training and exercises with local emergency response agencies.

## How Can You Comply When There Are No Consistent Standards?

There is no federal statute, regulation or standard requiring K-16 campuses to create emergency response plans. Nor are there any state standards required of public or private K-16 campuses. Thankfully, 32 states require emergency plans for their public schools.

The U.S. Department of Education, Dept. of Homeland Security and Federal Emergency Management Agency have issued guidelines for campus emergency planning. Yet all are different. All are general. None are all-hazards.

So if there are no statutes, regulations, standards and consistent guidelines, you can write a campus emergency plan without worrying about compliance issues, right? Wrong!

## Three Avenues of Compliance You Can't Ignore

- **Occupational Safety & Health Administration (OSHA)** regulations for written emergency action, fire prevention, first aid, hazard communication and lab standard plans apply to almost every U.S. campus. In addition, Confined Space, Fall Protection and the Hazardous Waste Opera-

tions and Emergency Response Standard (HAZWOPER) – all requiring emergency response planning, training and drills – apply to a large number of campuses. Yet almost all campus emergency plans are aimed at *students* and ignore *employees*, thereby violating federal law. How do you think that will play with grieving family members, trustees and jurors when an emergency strikes?

- **NFPA 1600** (National Fire Protection Association) is identified by Congress as *the* national standard for creating, training and exercising all-hazards emergency response plans. NFPA 1600 is a robust and comprehensive standard for the continuum from emergency response to disaster recovery to continuity of operations. It is a "should" and not a "shall." More about this in a minute.

- **Juries** are the ultimate standard. I've served as an expert consultant for both plaintiff and defendant in front-page lawsuits where people were killed by fires. The issues include failure to plan and failure to train.

When *you're* the defendant, your planning and training will be scrutinized in your deposition and trial testimony. You may never get to trial because your attorneys will advise a settlement. They'll say, "We can't let you testify that you didn't plan or train to the all-hazards standard and federal law because it wasn't in the budget or it took teachers away from classrooms. Jurors believe you're mandated to keep children and employees safe." While NFPA 1600 is a "should," in the hands of litigators facing a jury, it's really a "shall." Add OSHA regulations, and you have a formidable set of compliance issues that you must meet to survive the legal crisis that follows an emergency.

(continued on page 15)

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## Relationship Building and Partnerships Might Take an “Aha Moment”

By Dorothy L. Miller, Emergency Management Coordinator, University of Texas at Dallas

A college campus can be seen as a “community within a community,” often with its own police department and more recently emergency management office, but rarely with its own fire department. A university may be a significant source of revenue for its host city, but may also serve as a vast resource for local, regional or state emergency management agencies. Unfortunately, not all local agencies are aware of the mutually beneficial opportunities that exist, so colleges and universities are overlooked and excluded.

The general expectation is that a campus is a safe and secure environment absent of the social ills and dynamics that impact its neighbors – local governments. The actions and collaboration of safety and security personnel may be significantly critiqued before, during and after a significant campus incident. An incident of significance that happens within the host city may have an effect on the campus community and vice versa.

### Campus Practitioners Should Reach Out to Partners

Therefore, it would seem logical and appropriate that we would communicate with our partners in local government and work together on preparedness, mitigation, response and recovery efforts. Personal and professional relationship building is the first “critical” step in this process and is essential to build a successful program. We are responsible, whether we are public or private sector agencies, to make an effort toward this mutual relationship. It is up to us, as campus practitioners, to take the first step. The University of Texas at Dallas has taken that first step, though the

progression into partnering did not happen as I would have expected.

### The Aha Moment at UT Dallas

Relationship building and partnering are not new concepts, but it may take an “Aha moment” for us to actually implement action. As the UT Dallas Emergency Management Coordinator, that moment came last fall.

The Richardson Fire Department was called to investigate smoke coming into classrooms through the vents in Berkner Hall, which was the home of several chemistry labs. One of the first “Aha moments” was when the incident commander asked about the location of the Environmental Health and Safety (EH&S) Director when he was about 30 feet away. They had never met.

The second “Aha moment” was when the fire department had to set up a decontamination unit due to the uncertainty of the cause of fire or exactly what was stored in the building. The smoke was actually due to a cigarette that a careless smoker had thrown down into the leaves. The smoke was being carried in though the vents in the basement. There were no injuries or damage, but obviously a few lessons were learned.

First, I needed to introduce the fire department personnel to our EH&S personnel and talk about the chemical storage and labs on campus. We were also informed that the fire department knew how to get onto our campus, but were sometimes confused about where the buildings or departments were, which delayed the response time.

We invited the Richardson Fire Department to our campus for a full tour and information sharing. We walked through each building and floor, including basements and tunnels. We discussed with them

what was important and how we could make it more efficient for them to respond on campus.

### What Has Changed

As a result of this meeting, we now work very closely on issues concerning response protocol, chemical storage, remodeling projects and special needs evacuation.

■ We have photographs of buildings and fire hydrant locations/access, floor plans, severe weather shelter areas, and chemical inventory to populate E-PLAN for our campus. This allows responders to prepare en route for what they may be responding to or to find people who might be trapped. The fire department also teaches classes for the campus CERT teams.

■ We work very closely with the city’s Emergency Management Program Coordinator (EMPC) on many partnerships, including emergency operations plan development and the UT System mutual aid exercise. We have discussed resources that can augment the city’s resources, including sheltering and CERT team capabilities. The EMPC’s knowledge and guidance has proven to be very instrumental in how UT Dallas can organize and operate its campus Office of Emergency Management. We have created a long-term partnership in preparedness and response and a lasting relationship built on trust and professionalism.

### Conclusion

We have made enormous progress in the last two years because of relationship building and partnerships. It all started with that first step and the “Aha Moment.” Is your light on?

## Best Practices in Multi-Modal Mass Notification

(continued from page 7)

public education program. Campus administrators must push this effort from the top down.

- Campuses should consider adoption of the NFPA 1600 Standard on Disaster/Emergency Management and Continuity Programs in implementing mass notification procedures.

- Every campus must be able to communicate both internally with its entire campus community and externally with its local public safety mutual aid and emergency services providers.

- Warnings are effective only if they are accurate and result in appropriate action.

## Conclusion

In conjunction with the recommendations listed above, the campus must first conduct a thorough and objective needs and risk assessment as the very first step in the creation of a mass notification system. Define the threats. Then identify your first-tier system elements, which are defined as the system components you must have in place to effectively implement your system. The first-tier system elements are non-negotiable.

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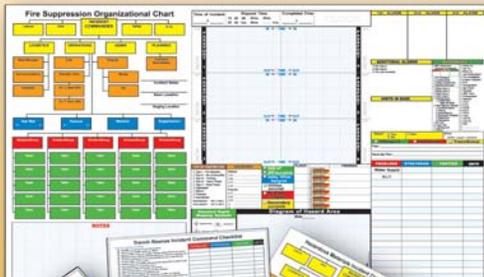


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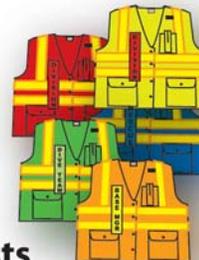


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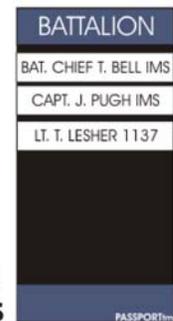
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## Student Project Makes Florida State University StormReady®

*By Charlie Woodrum, Meteorology Student, and Dave Bujak, EM Coordinator,  
Florida State University, and Chair of the IAEM Universities & Colleges Committee*

In May 2007, Florida State University became the first National Weather Service (NWS) certified StormReady® university in the state of Florida. This designation recognizes Florida State University (FSU) for making the necessary preparations to be ready should hazardous weather affect the campus. In addition to the obvious threat of hurricanes, Tallahassee and FSU are also subject to severe thunderstorms, tornadoes, flash flooding, extreme heat, drought, fire weather, and even hard freezes.

### Student-Led Initiative Leads to Success at FSU

The impetus of this project was an FSU student, Charlie Woodrum of Morgantown, West Virginia. Charlie is a senior and meteorology major who had heard at a meteorology conference how local communities, counties and businesses had become StormReady®. This led him to set the goal of making his own university, Florida State, a StormReady® University. Only 15 universities or colleges in the United States had previously achieved this accomplishment, while 21 U.S. universities are now certified.

In order for FSU to become StormReady®, Charlie coordinated his efforts with Dave Bujak, EM Coordinator with the university's Department of Environmental Health & Safety. The department was able to get university funding allocated for the purchase of three voice capable sirens and 80 programmable NOAA weather radios. Along with these installations, the university has participated in Hazardous Weather Awareness Week, Emergency Preparedness Week, two SkyWarn spotter training sessions, and a

locally televised show called "FSU Prepared." The show featured local and state emergency officials in order to help students, faculty and staff become better prepared for severe weather.

### Enlisting Help with Installation of NOAA Weather Radios

The process of installing the 80 NOAA weather radios involved even more students. Members of the North Florida American Meteorological Society and emergency management interns programmed the radios and trained faculty and staff on how to use them after installation. The radios were strategically placed throughout campus in locations where large numbers of students, faculty and staff congregate.

The project started with installing weather radios at the reception desk of every residence hall on campus. After that, large public campus areas were covered, such as the libraries, athletic facilities, the student union, the movie theater and dining services. In each public location, where the radios could potentially be tampered with, the radios were covered with a clear case and mounted on a wall. With the expanded coverage of weather radios, everyone on campus can now be notified and informed of potentially dangerous weather situations.

### FSU ALERT Emergency Notification System

The outdoor warning system (sirens) provide total coverage of FSU's main campus in Tallahassee. In the event of approaching severe weather, the system would sound a loud and distinct alert tone, followed by voice instructions for

persons outdoors to seek shelter in the nearest structure and to obtain more information from other sources. The sources include the NOAA weather radios, the university Web site, bulk e-mails and cell phone text messages. All notification methods have been combined and are now known as the FSU ALERT emergency notification system.

After five months of hard work, Florida State University applied to become StormReady®. In order to finalize this designation from NWS, the documentation was verified by an assessment team of local emergency officials and NWS staff.

### Conclusion

Florida State University is extremely proud of achieving this level of success, especially given that it was a student-led initiative. It is the hope of FSU that other universities within Florida and throughout the United States will follow suit in seeking StormReady® designation as a sign of their preparedness for severe weather and their ability to communicate threats to their students.

### To Learn More

■ Promoting university StormReady® certification is a strategic plan goal of the IAEM Universities and Colleges Committee. For information about the committee, visit [www.iaem.com/committees/College](http://www.iaem.com/committees/College).

■ For information about certification as StormReady®, visit [www.stormready.noaa.gov](http://www.stormready.noaa.gov).

■ For more information on FSU's StormReady® program, visit <http://safety.fsu.edu>.

**BOOK REVIEW**

**Chronicles of Katrina: Lessons Learned for Home Preparedness Planning**

**I**AEM member **Steven J. Craig, CEM**, Homeland Security Exercise and Trainer Coordinator for the Washington State Dept. of Emergency Management, has published his account of lessons learned for home preparedness planning following Hurricane Katrina in *Chronicles of Katrina*. Volunteering with the U.S. Coast Guard, Craig went to the Gulf Coast area five times in a nine-month period after the storm.

He spent much of his after-hours time interviewing local residents as well as visiting throughout the damaged Gulf Coast area. *Chronicles of Katrina* grew out of Craig's on-the-spot e-mailed reflections to family and friends, e-mails that ended up being forwarded to hundreds more seeking additional sources of information.

The book includes accounts of the author's various trips to the

area and local residents' perspectives. Different versions of home preparedness recommendations are offered, from a basic program designed for 24-hour preparedness all the way up to a program that will help families through an extended recovery period. One chapter includes 12 home preparedness steps that could save your life and the lives of your loved ones. *Chronicles of Katrina* includes a foreword by former FEMA Director Michael Brown. "This book is not only very interesting but it is a valuable primer on why preparedness is so important. I recommend it as an excellent read," noted Admiral Charles R. Larson, U.S. Navy (Ret.), former Commander-in-Chief U.S. Pacific Command, Operational Commander for the recovery efforts with the typhoon in Bangladesh and the eruption of Mount Pinatubo in the Philippines. The book is

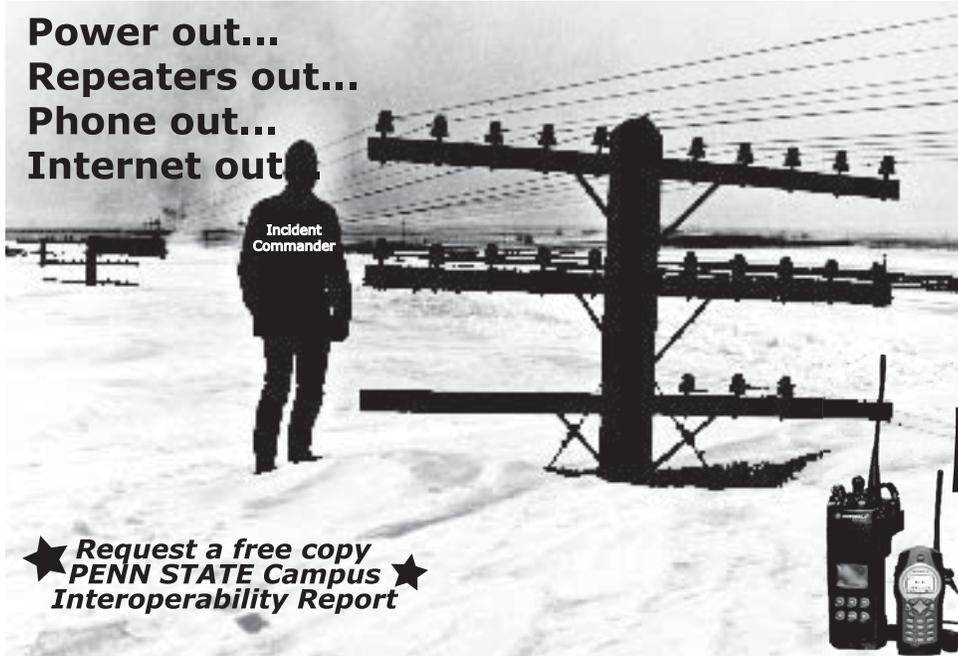
available through all major online distributors. – *Karen Thompson, IAEM Bulletin Editor*

**Book Reviews:** Authors of EM-related books may contact the editor at [thompson@iaem.com](mailto:thompson@iaem.com) to inquire about a possible review.

**Standards**

*(continued from page 10)*

Emergency planning for 75.8 million students and corresponding faculty and personnel is a huge undertaking. Given today's threats, our campuses are not prepared. While there are no campus-specific federal laws, regulations or standards, campus emergency planners must pay strict attention to OSHA regulations and NFPA 1600. Ultimately, a jury will be the defining standard against which you and your campus will be held.



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## E.M. News

■ **DHS Requests Comments on its Guide for All-Hazard Emergency Operations Planning.** The U.S. Dept. of Homeland Security (DHS) has asked IAEM members to comment on its current release of *CPG-101, A Guide for All-Hazard Emergency Operations Planning for State, Territorial, Local, and Tribal Governments*. This document, developed cooperatively with several dozen members from stakeholder organizations that included IAEM, represents a first step in the renewal of the FEMA guidance efforts from the 1980s and 1990s. Please provide comments on the DHS comment sheet (Excel format) no later than **Feb. 8, 2008**, and e-mail your comment sheet to [CPGComments@anl.gov](mailto:CPGComments@anl.gov). Download both the CPG document and official comment sheet here: [www.iaem.com/publications/news/EMNews.htm#dhs010408](http://www.iaem.com/publications/news/EMNews.htm#dhs010408).

■ **Emergency Managers Invited to Take Part in Compensation Benchmarking Survey.** The BC Management Compensation Benchmarking Survey is the salary report that many business continuity and EM executives turn to for critical information when developing and hiring for their continuity programs. This year BC Management will be tracking those respondents whose job responsibilities are 50% or more focused in emergency management. If BC Management receives more 500 respondents on an international basis that fit this criteria, they are interested in publishing a compensation report specifically for the EM profession. The on-line survey is now open and will remain available until **Feb. 17, 2008**. Details are available at <http://iaem.com/publications/news/documents/BCMGeneralStudyAnnouncement011908.pdf>.

■ **Mary Fran Myers 2008 Scholarship Opportunity Announced by Natural Hazards Center.** The Mary Fran Myers 2008 Scholarship offers the recipient the opportunity to attend the Natural Hazards Center's annual Hazards Research and Applications Workshop in Boulder, Colorado. The scholarship recognizes outstanding individuals who share Mary Fran's commitment to disaster research and practice and who have the potential to make a lasting contribution to reducing disaster vulnerability. The application deadline is **Apr. 4, 2008**. Complete details can be found at [www.colorado.edu/hazards/awards/myers-scholarship.html](http://www.colorado.edu/hazards/awards/myers-scholarship.html).



## E.M. Resources

■ **IAEM Recognized as Resource.** In a news item on the *U.S. News & World Report* Web site noting the growth of emergency management as a career field, a link to the IAEM Web site was provided as a resource. At the time this issue went to print, the link was still up at [www.usnews.com/articles/business/best-careers/2007/12/19/ahead-of-the-curve-emergency-planning-manager.html](http://www.usnews.com/articles/business/best-careers/2007/12/19/ahead-of-the-curve-emergency-planning-manager.html).

■ **Institute of Medicine Recommends Research Priorities for Emergency Preparedness and Response.** The Centers for Disease Control & Prevention asked the Institute of Medicine (IOM) to recommend a set of near-term research priorities for emergency preparedness and response in public health systems relevant to the expertise at schools of public health and related fields. Download the IOM's report at [www.iaem.com/publications/news/](http://www.iaem.com/publications/news/)

[documents/EmergPreparednessResearchPriorities.pdf](#).

■ **Heritage Emergency National Task Force Provides Tip Sheet Poster.** The Heritage Emergency National Task Force has redesigned its "Tip Sheet for Working with Emergency Responders" as a poster, which it is hoped will bring more attention to the importance of reaching out to first responders before disaster strikes. The posters can be obtained through [www.heritagepreservation.org](http://www.heritagepreservation.org).

■ **Trust for America's Health Releases Annual Report.** Trust for America's Health has released its fifth annual "Ready or Not? Protecting the Public's Health from Disease, Disasters and Bioterrorism" report, which found that while important progress has been made, critical areas of the U.S. emergency health preparedness effort still require attention.

The report can be downloaded at [www.healthyamericans.org/reports/bioterror07/](http://www.healthyamericans.org/reports/bioterror07/).

■ **Pitt Review Issued With Learning Lessons From the 2007 UK Floods.** Sir Michael Pitt, Chairman of the South West Strategic Health Authority, was asked to conduct an independent review of the UK flooding emergency that took place in June and July 2007. His interim report on the causes and consequences of the floods contains urgent recommendations which Sir Michael believes should be implemented in order to minimize the impact of any flooding in the near future.

The interim report will act as a consultation document prior to publication of the final document in the summer of 2008. The interim report may be downloaded at [www.cabinetoffice.gov.uk/theppittreview/interim\\_report.aspx](http://www.cabinetoffice.gov.uk/theppittreview/interim_report.aspx).

# IAEM: Working for You

*(continued from page 1)*

issues raised by local emergency managers. As result of the improved process, we believe the NRF is a document that local emergency managers will find very useful. This is the greatest compliment a local official can give a Federal document. We get many documents from Washington that go on a shelf, but this one will actually be used. We appreciated being included in the process and look forward to a continued dialogue on this and other issues.”

The National Response Framework is the successor to the U.S. National Response Plan. Focusing on response and short-term recovery, the NRF articulates the doctrine, principles and architecture by which the United States prepares for and responds to all-hazard disasters across all levels of government and all sectors of communities. The NRF was released following an extensive process of outreach and coordination between DHS and key stakeholders representing federal, tribal, state and local governments, non-governmental agencies and associations, and the private sector.

■ **IAEM Signs Memorandum of Cooperation with ASCE.** In an effort to address the need for increased emphasis on coordination of all aspects of

*(continued on page 18)*



**FEMA Administrator R. David Paulison signs IAEM First Vice President Russ Decker’s copy of the National Response Framework in appreciation of IAEM’s comments and assistance in the revision process.** L-R: Russ Decker, CEM, Emergency Management Director of Allen County, Ohio, and member of the FEMA National Advisory Council; Dennis Schrader, FEMA Deputy Administrator for National Preparedness; Chief Paulison; and Dr. Kemble Bennett, Chairman of the FEMA National Advisory Council and Vice Chancellor for Engineering at Texas A&M University.

The National Response Framework, fact sheet, brochure, and all DHS documents related to the NRF roll-out are posted on the IAEM U.S. Government Affairs Committee Web page for download. Go to [www.iaem.com/committees/governmentaffairs](http://www.iaem.com/committees/governmentaffairs). A photo gallery is also available.



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## IAEM: Working for You

(continued from page 17)

emergency management worldwide, the American Society of Civil Engineers (ASCE) and IAEM on Jan. 14 signed a memorandum of cooperation. The new agreement establishes a relationship designed to promote awareness of the state of U.S. critical infrastructure and to encourage the involvement of the engineering community in supporting emergency managers. IAEM is looking forward to this new partnership with ASCE ([www.asce.org](http://www.asce.org)).

### ■ IAEM Members Serve the Association.

Many IAEM members agree to serve as representatives on committees and projects of importance.

◆ **Ernie Blair** will represent IAEM on an APCO International project team working on interoperability.

◆ **Patricia A. Fugate** will represent IAEM on the Emergency Services Sector Coordinating Council's Best Practices Project.

■ **Call for EM Practitioner Articles.** The IAEM Editorial Committee invites IAEM members to submit longer articles (1,750+ words) for consideration in the searchable EM Practitioner Articles collection in members only at [www.iaem.com](http://www.iaem.com). This collection was developed and is maintained by the IAEM Editorial Committee. Articles that contribute to the advancement of knowledge and improvement in the practice of emergency management are welcome. Breadth of subject matter and depth of discussion are encouraged.



**IAEM Discusses Collaboration with EMI.** On Jan. 2, 2008, *Vilma Milmoie, Emergency Management Institute (EMI) Deputy Superintendent (center), and Tom Gilbo, CEM, Training Specialist and Acting Chief of the EMI Distance Learning Section (right), met with IAEM Region 3 President Kathee Henning, CEM, to discuss course updates and areas for further collaboration between EMI and IAEM.*

See the author's guidelines at [www.iaem.com/membersonly/EMArticles/index.asp](http://www.iaem.com/membersonly/EMArticles/index.asp). Your contributions will add to the value of this collection and preserve information of value to IAEM members.

The latest articles added to the collection are:

◆ "Encouraging Greater Civil Air Patrol Involvement During Aircraft Disaster Scenario Exercises" and "Winter Heating Safety," both by **Cathy Carter Dempsey**, FEMA Disaster Assistance Employee, Huntsville, Alabama.

◆ "HSPD-8 Compliance by UASI Jurisdictions," by **Steven Fruchtman, William Grant, Amber Gisriel, and Brian Lee**, Johns Hopkins University.

◆ "U.S. Chemical Facility Anti-Terrorism Standards," by **David A. Moore**, PE, CSP, President and CEO, AcuTech Consulting Group, Alexandria, Virginia.

◆ "Pandemic Planning," by **Jeff Sinchak**, MSHS, Emergency and Disaster Management.

### Bulletin Call for Anecdotes: "Funnies From the Field"

IAEM members are invited to submit any short (less than 100 words), amusing anecdotes of their adventures in emergency management. Please keep any participants in your anecdote anonymous. Anecdotes might range from funny calls at the call center to strange incidents through to unusual occurrences at exercises and anything in between. All anecdotes are to be submitted to [kh@kestrel.co.nz](mailto:kh@kestrel.co.nz) and may be subject to editing in order to ensure anonymity of those involved. Don't know how much 100 words is? Well, this takes up 88.

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## E.M. Calendar

Visit [www.iaem.com/calendar](http://www.iaem.com/calendar) for details about these and many other events of interest.

- Feb. 7 Post Disaster Safety Operations Training Workshop, Las Vegas, NV, **supported by IAEM, member discounts.**
- Feb. 18-20 APCO Australasia Conference and Exhibition, Queensland, Australia, **supported by IAEM, keynote speaker Tony Pearce, IAEM Oceania President.**
- Mar. 3-4 Hospital Emergency Preparedness Conference, Washington, DC, ER One Institute.
- Mar. 11-14 2008 Virginia Emergency Management Conference, Hampton, VA.
- Mar. 17-19 Search & Rescue 2008, Bournemouth, UK, **supported by IAEM.**
- Mar. 25-29 EMS Today 2008, Baltimore, MD, International Association of Fire Chiefs.
- Apr. 1-2 Partners in Emergency Preparedness Conference, Tacoma, WA.
- Apr. 2-3 Preventing and Responding to Violence in Schools, Toronto, ON, Canada, **supported by IAEM Canada.**
- Apr. 22-26 National Earthquake Conference, Seattle, WA.
- June 4-5 IJOCC 2008: Managing Major Emergencies, London, UK, **supported by IAEM Europa.**
- June 5-7 **IAEM 2008 Mid-Year Meeting**, National Emergency Training Center, Emmitsburg, MD, [www.iaem.com](http://www.iaem.com).
- June 11-12 **IAEM Region 2 Seminar & Meeting**, Fairlawn, NJ, [www.iaem.com/regions/2](http://www.iaem.com/regions/2).
- June 15-18 18th World Conference on Disaster Management (WCDM 2008), Toronto, ON, **supported by IAEM.**
- Aug. 25-29 International Disaster & Risk Conference, Davos, Switzerland, **supported by IAEM.**
- Nov. 15-20 **IAEM 56th Annual Conference & EMEX 2008**, Kansas City (Overland Park), KS, [www.iaem.com](http://www.iaem.com).

### Online Bulletin at [www.iaem.com](http://www.iaem.com)

The extended online edition of the February 2008 *IAEM Bulletin* includes additional material beginning on Page 21. Download your copy in Members Only at [www.iaem.com](http://www.iaem.com).

■ New IAEM Member Listing, Dec. 16, 2007 to Jan. 15, 2008.

■ “Disaster Resistant California Community Colleges,” by Dr. Tod A. Burnett, Vice Chancellor for California Community Colleges and Kay C. Goss, CEM, Senior Advisor.

■ “Ten Critical Elements of Campus Preparedness,” by Gideon F. For-mukwai, CEM, CBCP, IAEM International Region President.

■ “How to Clear a Stadium in Less Than Eight Minutes,” by Carol A. Shelby, Senior Director, Environmental Health & Public Safety, Purdue University, West Lafayette, Indiana.

■ “School Incident Planning Teams in Charleston,” by Kevin Wren, Campus Safety Coordinator, Charleston County School District, Charleston, South Carolina.

■ “Be Careful What You Ask For: You May Have to Give it Back,” by Toby Osburn, Dean of Student Services, and Candace Townsend, Director of Public Information and Communications, McNeese State University, Lake Charles, Louisiana.

## IAEM Bulletin Call for Articles: “EM Higher Education in the Future”

The IAEM Editorial Committee is looking for articles for the next special focus issue of the IAEM Bulletin on **EM Higher Education in the Future**. The committee is interested in articles about the kinds of curriculum needed in EM, homeland security and business continuity higher educational programs. From the private sector, we want to know what kinds of EM knowledge and skills employers expect from graduates of an EM, homeland security or business continuity higher education program.

Please keep your articles under 750 words, and e-mail articles to *Bulletin* Editor Karen Thompson at [thompson@iaem.com](mailto:thompson@iaem.com) no later than **Apr. 10, 2008**. Please read the author’s guidelines on our Web site before submitting your article.

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- The *IAEM Bulletin*, a monthly newsletter that is the definitive source for emergency management news and information.

- Conferences and workshops to enhance networking and inform members about legislative issues.

Our Annual Conference and EMEX Exhibit offers networking and information on current EM issues. Our Mid-Year Meeting, held in the Washington, D.C., area, focuses on committee work and federal legislative issues. Regional conferences give members the chance to exchange information with colleagues closer to home.

- [WWW.IAEM.COM](http://WWW.IAEM.COM) is the portal to the world of emergency management. The IAEM Web site offers discussion groups and a wealth of other professional tools, including the popular career center.

- Alliances with a network of related associations and organizations to further the profession and its members.

- Professional recognition of individuals through an annual awards program.

- Scholarship opportunities and funds for students enrolled in emergency management courses of study.

- Professional development through in-person meetings, networking and training opportunities.

- Discounts on certification program fees, selected publications, conference registration and more.

## Ten Critical Elements of Campus Preparedness

By Gideon F. For-mukwai, CEM, CBCP, IAEM International Region President

Unlike other high-occupancy premises, college and school campuses tend to be more vulnerable to emergencies because of the nature, environment and purpose of schools. Notwithstanding inherent vulnerabilities, campuses cannot afford to ignore the increasing insecurity within schools around the world. In order for campuses to be safer, they must regularly troubleshoot their emergency readiness system with respect to the preparedness of people, processes and infrastructure.

The 10 critical elements of campus preparedness focus on different aspects of campus readiness, including prevention, preparedness, response and recovery.

■ **Critical Element #1: A Coherent Plan.** A plan identifies potential emergencies that can occur on campus. It also provides suitable guidelines for emergency response and recovery. For a plan to be effective, it must be regularly updated to reflect emerging natural, manmade and technological risks on campus. A realistic plan must be abreast of the times as well as be in tune with local, state and national emergency response regulations, such as the National Incident Management System in the United States.

■ **Critical Element #2: Effective Leadership.** Effective campus leadership during an emergency can make or mar. Unfortunately, some campuses do not fully utilize or benefit from the presence of immense intellectual human resources on campuses in preparing and responding to emergencies. This is so because some directors do not take keen interest in non-academic issues like emergencies, which they consider to be a distraction from their core duties.

■ **Critical Element #3: Emergency Operations Center**

(EOC). The role of the EOC in campus emergencies is as critical as it is for cities and communities. It is particularly handy for large-scale campus incidents that involve collaboration with local city, county and national (federal) level authorities. Without an EOC, effective incident coordination by campus and city officials may be very challenging, and it may undermine efforts to mitigate an incident.

■ **Critical Element #4: Emergency Communication Plan.** A campus communication plan is critical because it identifies how information about an emergency reaches out to students, staff, satellite campuses, research institutes, support staff and administrators. A well thought-out communication plan ensures that critical emergency alert information is timely, relevant and concise enough to elicit optimum response.

■ **Critical Element #5: Students and Staff Safety.** At the center of a campus readiness effort is the life safety of all people who work or study on campus. For a campus plan to be worth its salt, it must clearly delineate how students, employees and staff will respond, for instance, during an evacuation, in-place protection during a chemical spill from a laboratory, emergency shut-down procedures, or a contagious disease outbreak such as the 2003 SARS outbreak in Asia.

■ **Critical Element #6: Internal Resources.** Internal resources play a vital role in the readiness of an institution. Such resources include material, human and financial resources that will support campus emergency operations. A well-prepared campus must possess resources like fire safety equipment, first safety teams, emergency notification systems, incident management team, and a host of other resources pre-designated to manage an incident smoothly.

■ **Critical Element #7: Mobilization of External Resources.** Effective campus readiness must be capable of tapping into community resources – like a city's fire service, emergency medical services, urban search and rescue, public security and public works – in a way that enhances operations. To enhance response operations, the mobilization of external resources must seamlessly dovetail with campus response position efforts. Alternatively, a campus may also forge collaborations (mutual aid agreements) or partnerships with other colleges or sister institutions to reinforce its own internal resources.

■ **Critical Element #8: Plan Testing.** An untested plan may not be as good as it looks on paper. Unless a plan is tested, an institution cannot take pride in its emergency readiness, let alone boast about its readiness. Regular plan testing raises awareness, increases the confidence of responders, and provides insights into the weaknesses and strengths of a plan. Every campus that seeks to improve its readiness must schedule frequent and appropriate plan testing exercises to beef up its preparedness.

■ **Critical Element #9: Roles and Responsibilities.** The definition of roles and responsibilities for response teams ensures that there is no conflict in deployment or decision-making during an emergency. Emergency roles for faculty members, student leaders and support staff constitute an effective way of having a full spectrum of participation from all parties.

■ **Critical Element #10: Disaster Recovery Plan.** Campus preparedness is not complete unless it includes procedures for returning life to normal in the

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# How to Clear a Stadium in Less Than Eight Minutes

By Carol A. Shelby, Senior Director, Environmental Health & Public Safety,  
Purdue University, West Lafayette, Indiana

Sept. 9, 2007, dawned ominously with severe weather headed toward West Lafayette from across Central Illinois. It was my worst nightmare – unseasonable thunderstorms during a home football game.

Purdue University's Ross-Ade Football Stadium holds more than 62,000, and the first game of the season is much anticipated. This year was no different, and the stadium began to fill at 11:00 a.m.

## Pre-Game Preparations

As we began our pre-game rituals in the public safety booth, each member of the emergency team pulled up their own version of a weather page. The county emergency management director used his subscription version, the fire chief used his, and I was in charge of monitoring the local Doppler radar site.

Along about the end of the first quarter, it was looking as though we were not going to be as lucky as we have been in other years. The storms typically break into a "C" around the city and drift off to the north, due to the Wabash River effect, or some other unnamed weather phenomenon.

## Going Into Action

When the end of the second quarter approached, all chatter stopped as we went into action. I contacted game day facilities operations in the booth next door. I consulted my weather emergency checklist:

- Announcements were ready – check.
  - Buildings were open and staffed – check.
  - Review the weather sites, call the TV station, notify our dispatch center – check.
- We had practiced and practiced

for this moment, and it looked as though it was going to happen this time.

The NCAA refs have the authority to stop a game in progress, and they were depending on us to provide them with up-to-the-minute information. Delayed games are something they try to avoid, but not at the expense of the safety of the players and coaches. When the weather sites said that the storm was 10 miles out, we alerted the referees, as we had planned. We also decided that it was time to alert the fans.

"Ladies and gentlemen, may I have your attention, please?" The announcer began. All eyes turned to the Jumbotron at the south end of the stadium, where a printed version of the announcement appeared. The protocol we had shared with the ushers and emergency responders in the stadium began its first real "test" – the evacuation of an at-capacity crowd of football fans.

## Plans Pay Off

From that moment until the last fan left the stands was just over seven minutes. As the last fans left the metal seats, a loud clap of thunder and a bright flash of lightening blew across the stadium. The delay of game lasted 67 minutes, and we became one of very few university public safety teams to experience a stadium evacuation.

Final Score: Purdue 52, Eastern Illinois 6, with no weather-related injuries. Just another exciting day at Ross-Ade Stadium!

## Purdue University Football Stadium Weather Emergency Protocol

■ **Lightning.** In the event that a lightning emergency is declared, fans will be advised by the an-

nouncer, and on the Jumbotron, to exit the stadium and seek shelter. Shelter-in-place locations include Mackey Arena, Mollenkopf Athletic Center, Intercollegiate Athletic Facility Gym and the Lambert Fieldhouse. Fans should make their way calmly to either of those locations until it is safe to return to their vehicles. Fans unable to evacuate, due to disability, will be directed by Public Safety personnel to the concourse areas, away from metal parts of the building. If the game is cancelled, lot transportation provided by Athletics will be located in the usual locations, once it is safe to do so. Information regarding this protocol, including the "all clear," will be transmitted by radio to public safety personnel.

■ **Tornado Watch and Tornado Warning.** In the event that a tornado *watch* is declared, fans will be advised by the announcer and on the Jumbotron. In the event that a tornado *warning* is declared, fans will be advised by the announcer, and on the Jumbotron, to exit the stadium and seek shelter. Locations will not be announced, but fans may be directed to the lower level of surrounding buildings. Fans unable to evacuate, due to disability, will be directed by Public Safety personnel to the restroom facilities or the East/West First Aid stations. If the game is cancelled, lot transportation provided by Athletics will be located in the usual locations, once it is safe to do so. Information regarding this protocol, including the "all clear," will be transmitted by radio to public safety personnel.

## Text of Announcement for Evacuation

"Ladies and gentlemen, may I have your attention, please. Severe

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## School Incident Planning Teams in Charleston

By Kevin Wren, Campus Safety Coordinator, Charleston County School District, Charleston, S.C.

Our schools are in session more than 200 days out of the year. During a school day, a large portion of the population is attending school, teaching school, or supporting the school's activities. The odds of an active shooter entering a school building are far less than those of severe weather or a hazardous material incident occurring during school hours. It is imperative that the teachers, faculty and staff of each school understand what to do during an emergency and that they use an all-hazards approach.

In order to achieve this all-hazards approach, the Charleston County School District in South Carolina created School Critical Incident Planning (SCIP) teams. SCIP teams consist of school, fire and police personnel who together create the school's safety panel, ensuring that everyone is on the same page for response.

### Creating Relationships

The SCIP team realizes that the time to forge relationships is not during a crisis. Creating personal relationships among emergency response agencies and school staff is an important step to emergency planning. These relationships and bonds have created open lines of communication and increased the administrators' understanding of their role during an emergency. In addition, the emergency responders have realized that the schools possess limited resources to respond to a crisis and will be reliant upon them to fill this void. The assignment of roles and responsibilities and the dispelling of assumptions has been an enormous part of building the SCIP team relationship.

In order for relationships to work, there must be an investment of time and effort on the part of the emergency responders and the school administrators. This invest-

ment was a hurdle that had to be crossed for the SCIP teams to work effectively. Emergency response supervisors and school administrators are the decision makers for their respective agencies, and therefore need to be the representatives on the SCIP team.

As the decision makers, they are often stretched thin on time because of other duties. However, recent incidents, such as the Amish, Platte Canyon and Jonesboro shootings, have shown us that there is a need to find the time to build these relationships. Moreover, these relationships help us with the incidents that are not part of the nightly news, such as a fire alarm, a student having a seizure, or an irate parent that needs to be removed from campus.

### Defining Roles

Another obstacle for the SCIP teams to overcome is the size of the school district and the number of agencies that provide emergency resources. The Charleston County School District consists of 80 schools, from inner city to rural settings, that are served by four law enforcement agencies and 15 fire departments. Because of this, the school district has had to take the lead in creating the SCIP teams so that there would be a cohesive plan. The number of agencies involved has created training issues in relation to a unified response to incidents. For example, before the SCIP team's implementation, all of the law enforcement agencies had not been trained to the same standard on how to respond to an active shooter scenario. It has become the school district's responsibility to ensure that each of these agencies receives the proper training and that emergency response is uniform across the district.

The creation of the SCIP team was necessary, because local

emergency personnel assumed that the school's staff knew how to appropriately respond to a crisis situation and write a comprehensive emergency plan. In reality, the majority of administrators have not been offered or taken any emergency management courses. South Carolina does not offer formal graduate or undergraduate classes in emergency preparedness for administrators. In addition, the South Carolina Department of Education does not offer any emergency training, but does mandate that a plan be in place.

### Meeting Training Needs

We know that a responding police, fire or EMS agency is not going to be able to handle three, four or 800 kids, teachers, faculty and parents at the scene of an incident on top of responding to the threat. Therefore, it is necessary for us to bring the administrators in on training sessions, offer assistance in creating their plans, and use their buildings for training sessions. By utilizing a SCIP team, we are able to ensure that the administrators, faculty and staff know how to respond to a threat appropriately.

Most school administrators are unfamiliar with emergency management principles and practices. Their specialty is educating kids; ours is responding to and planning for emergency events. Turn them into assets rather than a hindrance during an incident. Get involved with their planning process to make sure that they are using an all-hazards approach and utilizing proper EM principles. Do not allow them to fail because of a lack of training or support. Create a SCIP team, and get personally involved in creating a successful emergency response for all involved. As Benjamin Franklin stated, "By failing to prepare, you are preparing to fail."

# Disaster Resistant California Community Colleges

By Dr. Tod Burnett, Vice Chancellor for California Community Colleges System Office, and Kay C. Goss, CEM, Senior Advisor

In the wake of the Virginia Tech shootings in April, colleges and universities around the world began evaluating their current campus emergency plans, making major enhancements, and escalating collaborations. The California Governor's Office of Homeland Security fortuitously had taken the initiative in Fall 2006, almost six months before, to provide a grant of \$500,000 to the Chancellor's Office.

The Disaster Resistant California Community Colleges Program (DRCCC) was launched to provide a statewide program of emergency preparedness for 109 community colleges. In the coming year, the System Office will be receiving a \$400,000 grant for continuation and expansion of DRCCC activities and efforts.

## Program Goals

Goals of the DRCCC are to support districts and colleges in establishing compliance with federal emergency mandates, such as the National Incident Management System (NIMS), as well as California mandates, such as the Standardized Emergency Management System (SEMS) and the Disaster Service Worker (DSW) designation and responsibilities. Under each of these, educational institutions are required to conduct proper training as well as have a compliant emergency operations plan.

The Chancellors, first Mark Drummond and currently Diane Woodruff, place a high priority on this program, attend training functions, and provide vision and leadership. The Vice Chancellor directs the program, which has provided five regional training sessions to date on SEMS, NIMS, risk assessment and general emergency management concepts, with the goal of holding the ses-

sions within three hours driving time of each campus.

The team of advisors has included Dr. Craig Zachlod, CEM, of Mendocino County; Renee Domingo of Oakland; and Kay C. Goss, CEM, of SRA International. Trainers have included each of them, as well as Debra Yamanaka of SRA, Richard Amme of Amme Associates, and the West Virginia University DHS Executive Training Program. As a result:

- 544 district and college personnel participated;
- 160 attended College Executive Emergency Training;
- 350 participated in workshops on Hazard/Vulnerability/Risk Assessment; and
- 127 of the 130 districts and colleges participated.

## Future Plans

Plans for the coming year include continued NIMS/SEMS training, as well as a new emphasis on crisis communications training sessions. Meanwhile, the risk assessments of each campus have been turned in to the Chancellor's Office for analysis and action. The Office will be seeking a Pre-disaster Hazard Mitigation Grant to follow up on the risk assessment findings with much needed mitigation measures.

Early in 2008, the System Office is hosting a second round of training, again with five regional events, to include a one-day, customized workshop to guide CEOs, administrators, executive staff and public information officers through the basics of crisis communications applicable for any on-campus emergency or disaster. The training will include simulations and interactive group exercises in which participants will have the opportunities to discuss and practice all aspects of crisis communications. Participants will

also receive training and certifications in ICS 402, a required training for all CEOs and other executive staff under mandates from the Governor's Office of Emergency Services.

The SEMS/NIMS Train-the-Trainer workshop will certify participants to teach ICS 100, ICS 200, IS 700, IS 800 and SEMS Introduction. In this way, each district and college will have certified trainers prepared to conduct local training and assist in meeting the Governor's Office of Emergency Services requirements.

While the System Office coordinates emergency training efforts and analyzes risk assessments, colleges and districts focus on updating their own emergency plans. In Fall 2006, the System Office sent an emergency preparedness and planning questionnaire to all districts and colleges. Almost 70 percent of respondents indicated their district or college is giving a top or high priority to maintaining, evaluating and revising their emergency preparedness plan.

During 2007, the System Office established a Statewide DRCCC Task Force, made up of representatives from many of the community colleges, which has been working to develop standards and guidelines and to provide expertise and support for districts and colleges to reach full compliance with NIMS/SEMS.

## Conclusion

The wildfires and strong winds in Southern California were the most recent reminder of the importance of emergency planning and preparedness. More than a dozen community colleges were forced to evacuate and close their campuses for several days, while

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## Be Careful What You Ask For: You May Have to Give it Back

By Toby Osburn, Dean of Student Services, and Candace Townsend, Director of Public Information and Communications, McNeese State University, Lake Charles, Louisiana

In 2005, officials at McNeese State University in Lake Charles, La., advised students to follow the same directive given to other residents of the community following Hurricane Rita: apply for assistance. But administrators are hesitant to offer advice in future disasters due to rules surrounding programs offered through the Federal Emergency Management Agency (FEMA).

Students filed applications with FEMA, and agency-authorized contractors rolled onto the closed campus to inspect dwellings, including dormitories, residence hall suites and apartments. The inspectors submitted reports to FEMA, and awards for housing assistance, property replacement and other expenses began to flow into student bank accounts. Within a year, however, many would regret having applied when FEMA audited the awards made under the individual assistance program.

By March 2006, the university received reports that FEMA was demanding return of funds. Eligibility problems based on applicant dwelling definitions quickly emerged. The following lessons about FEMA individual assistance programs and college students were learned:

### Lessons Learned

■ **Occupancy of a campus dormitory, residence hall, suite or apartment does not normally qualify as a “dwelling” under FEMA criteria.** Such housing is regarded as a temporary, seasonal or non-primary residence, akin to weekend lake and vacation homes. Even students who provided evidence of legally binding, 12-month lease agreements were unable to avoid returning funds, as

their dwellings were physically located on campus property.

*Lesson learned:* Initial inspection and approval of a case as benefits-eligible may be later overturned if the dwelling is deemed a non-primary residence.

■ **Individual assistance funds are tied to a single head of household in a dwelling.** Students residing in “shared” or multi-person suites, apartments or houses were frequently advised that the first applicant of the dwelling was considered the primary recipient of funds and that other occupants should contact that person to arrange disbursement of funds among all. This scenario played out in campus and non-campus residences alike.

*Lesson learned:* One resident of a dwelling may unwittingly receive a benefit intended for all residents of the dwelling, resulting in some receiving no assistance whatsoever.

■ **Duplicate applications will slow awards for all involved.** Many parents applied for assistance through FEMA and found their cases stalled or denied since their dependent college students had also applied for individual assistance benefits under separate school addresses. *Lesson learned:* FEMA generally considers dependent college students to be members of their parents’ household, and most young students, though legally classified as adults, will be unable to demonstrate independence from parents when it comes to disaster funds.

■ **Initial inspections by FEMA-authorized contractors and initial individual assistance program awards are subject to verification and may be overturned on review.** More than 200 students, most campus residents,

were involved in recoup proceedings with the agency within a year of receiving awards involving as little as a few hundred dollars and as much as several thousand dollars. *Lesson learned:* Students should be advised, before they are urged to apply for assistance, that they may have to return funds at a later date once cases are audited by program officials.

■ **Several international students applied for and received individual assistance and emergency relief funds, only to be notified later to return the money since international students are ineligible for federal disaster relief.** *Lesson learned:* International student affairs officers should educate their students on the role of non-profit sector organizations such as the American Red Cross, Salvation Army, United Way, faith-based organizations and other community-based entities. Possessing a social security number or being authorized to study in the United States does not necessarily guarantee student eligibility for all forms of assistance in a disaster situation.

### Conclusion

Months of talks between campus and agency officials and intervention by elected officials at the state and federal level resulted in the relaxation of some program rules. Some students who demonstrated continuous occupancy of campus dwellings for 12 months prior to the disaster declaration were permitted to retain the awarded funds. Many, unfortunately, continue to make monthly reimbursement payments. Campus

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# New Members: Dec. 16, 2007-Jan. 15, 2008

Please join us in welcoming these new IAEM members.

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Robert J. Hassett  
Springfield, MA

Marc P. McEwan  
Darien, CT

Robert J. Pescatore  
Trumbull, CT

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Andrew McMahan  
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Brian J. Niland  
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Kingshill, VI

Sean Sullivan  
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Edward Trainor  
Somerset, NJ

Guy J. Van Benschoten  
King Ferry, NY

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James J. Hardy  
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Millisa S. Danner  
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Mark B. Eacker  
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Steven A. Hale  
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Christopher D. Hampton  
Orlando, FL

Scott P. Lewis  
West Palm Beach, FL

Stephen M. Lewis  
Boynton Beach, FL

Richard E. Moore  
Daytona Beach, FL

Richard L. Morfeld  
Milton, FL

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Simpsonville, SC

Andrea L. Ward  
Hollywood, FL

Craig S. Wilbert  
Oxford, AL

Karyn L. Yaussy  
Newton, NC

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David A. Christensen  
Hoffman Estates, IL

John C. Harbeck  
Waukesha, WI

Cathlene Hockert  
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Sabrina R.J. Luttrell  
Fairview Heights, IL

Michael A. Schulsinger  
Springfield, OH

Jeff C. Williams  
Mayfield Heights, OH

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Houston, TX

Kenneth D. Malone  
Garland, TX

Cindy Mohat  
Arlington, TX

Dr. Robert J. Muller  
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Kenneth L. Padgett  
Marrero, LA

**REGION 7**

Shelly J. Boden  
Hastings, NE

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I can't join now, but I would like to receive more information on the benefits of IAEM membership.

**New Members***(continued from page 26)*Henry DuPont  
Overland Park, KSLoren H. Uden  
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Salt Lake City, UTJerilyn C. Roberts  
Rapid City, SD**REGION 9**Richard Abrams  
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Verres, Italy  
Sponsor: Arthur Rabjohn,  
CEMRiccardo Franchi  
Uzzano, Italy  
Sponsor: Arthur Rabjohn,  
CEM*(continued on page 28)*

## Ten Critical Lessons in Campus Preparedness

(continued from page 21)

aftermath of a disaster or emergency. A campus recovery plan is a critical bridge between an interruption and normal life. It is as important as any other component of readiness, because it reinstates the students' confidence in the campus community's ability to respond to significant risks. It reinforces the message that it is once more safe to return to the campus.

### Conclusion

A campus cannot afford to overlook the above 10 critical elements. These elements are very significant in campus preparedness; however, they are not the only salient elements of preparedness required to ensure effective response and recovery. In essence, the above 10 elements capture some critical elements that can boost an institution's ability to bounce back faster after an incident.



## Be Careful What You Ask For

(continued from page 25)

officials recognize the importance of recovery funds that helped the university community rebound from the devastating impact of Hurricane Rita. However, the unique nuances of federal guidelines created unforeseen hardships for students and a public relations nightmare for the university.

The moral of the story is clear, therefore, for students and campus administrators alike: be careful what you ask for – you may get it...and you may have to return it!

## Disaster Resistant Community Colleges

(continued from page 24)

people in surrounding communities lost their homes and thousands fled for safety.

The Disaster Resistant California Community Colleges Program is setting the stage for enhanced emergency preparedness, safer campuses, and less loss of property and lives in future emergencies and disasters.

## Clear a Stadium in Less Than Eight Minutes

(continued from page 22)

weather is approaching Ross-Ade Stadium rapidly, and you must evacuate the stadium immediately.

"If you are located above the vomitory, please exit at the concourse level. If you are located below the vomitory, please exit to the field level, and proceed to the south end of the stadium.

"Please exit the stadium and move to shelter in one of the following buildings: Mackey Arena, the Intercollegiate Athletic Facility, or the Mollenkopf football practice facility. You will be notified when it is safe to return to the stadium for the remainder of the game. Thank you for your attention to this message."

## ARE YOU AN IAEM MEMBER?

Visit [www.iaem.com](http://www.iaem.com) to find out how IAEM membership could benefit you and enhance your career and networking opportunities.

## New Members

(continued from page 27)

Thomas D. Goodridge  
Southampton, UK

Paul G. Mitchell  
Yateley, UK

Gisli R. Olafsson  
Reykjavik, Iceland

Martyn Alan Ripley  
UK

Rod Stobie  
London, UK

Tony Thompson  
Weston-super-Mare, UK

Peter V. WILLIAMS  
Newbury, UK

## IAEM NEW AFFILIATE MEMBER PROFILES

Is your company a new IAEM Affiliate Member? Contact IAEM Bulletin Editor Karen Thompson at [thompson@iaem.com](mailto:thompson@iaem.com) to get details about placing an Affiliate Member profile in the IAEM Bulletin.

### THE IAEM BULLETIN

The IAEM Bulletin is a benefit of membership in the International Association of Emergency Managers.

The IAEM Bulletin is in its 25th year of providing news and resources for IAEM members.

The past 8 years are available online for Members Only at [www.iaem.com](http://www.iaem.com).



# IAEM Bulletin Author's Guidelines

## GENERAL INFORMATION

The *IAEM Bulletin* is published monthly by the International Association of Emergency Managers to keep members abreast of association news, government actions affecting emergency management, and research and information sources. The publication is also intended to serve as a way for emergency management colleagues to exchange information on programs and ideas.

Issues are 16-24 pages in the print edition. In addition, we post an extended online edition on the IAEM Web site.

## READERSHIP

The *IAEM Bulletin* is distributed to the more than 4,000 members of IAEM, representing all levels of government, industrial, commercial, educational, military, private, non-profit and volunteer organizations in the U.S. and around the world. The newsletter also is sent to allied organizations and legislative representatives with a role in emergency management issues.

## FOCUS

The primary focus of the *IAEM Bulletin* is local. We are looking for articles that provide information and insights useful to other practitioners, in government and private sectors, who are educated and trained professionals.

Appropriate topics include: new research results, unique applications, successful programs, real experiences with disasters and/or exercises, reviews of new publications, and viewpoints on important issues facing emergency management.

## MATTERS OF STYLE

- Tight space means it's important to get to the point quickly, and to stick to the dominant message.

- Active verbs are more interesting than passive.

- Strong verbs and nouns make the best use of space.

- Short anecdotes or examples help explain, and add drama, humor or human interest.

- Details make your story come alive.

- Formatting techniques can make your article easier to follow (subheads, charts, "bulleted" lists).

## PHOTOS AND GRAPHICS

- Photos, charts, and other graphics/illustrations are used as space permits. They must be provided as separate high-resolution graphic images.

- **Resolution:** For any photos and graphic images, resolution must be at least 300 dpi. If you are using a digital camera, please set it to the highest quality setting and use a four or five mega-pixel camera. If you are using a two or three mega-pixel camera, your photos may not be high enough resolution to print well even though they may look good on your computer screen.

- **Photos:** Photos can be submitted as color images, and if accepted, they will be used as one-color black in the print edition and as color in the online edition.

- **Charts, Graphics and Illustrations:** You must send charts, graphics and illustrations as one-color black images. You can send a full-color version for the online edition if you wish, but we *must* receive a one-color black version for the print edition.

## APPROACHES

### Feature Articles:

- Share facts and insights readers can use to improve their own emergency management program or advance their individual professionalism. Give details and specifics, plus examples to show how you actually put your concept to work.

- If you're describing an exercise, event or project, share the lessons you learned.

- Go ahead and be personal – this publication is not as formal as some.

- Provide other resources readers can use to follow up, including your name and contact information.

### Short Items:

- In a paragraph or two, share a short "how to" tip, offer a new resource, or summarize a successful program and tell how to obtain more information.

## DEADLINES

For each issue, the copy deadline is the 10th of the month (i.e., for the February newsletter, delivered about mid-month, the deadline is Jan. 10).

## LENGTH

Articles should be **no more than 750 words** in length (about a full page in the newsletter).

## SUBMITTING ARTICLES

E-mail articles to *IAEM Bulletin* Editor **Karen Thompson** at [thompson@iaem.com](mailto:thompson@iaem.com).

Please note that articles accepted for publication may appear in the print edition or the extended online edition of the *IAEM Bulletin*. Proposals for an articles or a series are always welcome.

## EDITING

The editor has discretion to edit articles, but if changes are considered substantive, authors will be able to review the changes before publication. The IAEM Editorial Committee reviews each issue of the *IAEM Bulletin*.

IAEM

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[www.iaem.com](http://www.iaem.com)



# Share Your Expertise Online With IAEM Members

## EM PRACTITIONER ARTICLES ~ AUTHOR'S GUIDELINES

### GENERAL INFORMATION

The IAEM Editorial Committee announced in October 2007 the creation of the "EM Practitioner Articles" online searchable compendium of emergency management practitioner articles in the Members Only area at [www.iaem.com](http://www.iaem.com).

### PURPOSE OF COLLECTION

The "EM Practitioner Articles" collection is posted online in the Members Only area to collect and preserve information of value to IAEM members – professionals who are in the field of emergency management, are interested in protecting lives and property through an all-hazards approach, are concerned with national security, and have an emergency management/civil defense assignment in government, the military, industry, or a non-governmental organization.

This collection of articles, available to IAEM members, was developed and will be maintained by the IAEM Editorial Committee. Volunteers from the Editorial Committee make up the EM Practitioner Article Review Team.

### THANKS TO ASPEP

IAEM thanks members of the American Society of Professional Emergency Planners (1994-2004). This searchable compendium of EM practitioner articles was established in part through a bequest from ASPEP. When ASPEP disbanded, members donated their remaining funds to IAEM for the creation of future opportunities for publishing articles by EM practitioners, including academic research papers, lessons learned, and more. These opportunities have not been readily available since the demise of the *ASPEP Journal*. This searchable online compendium is geared toward the longer types of EM practitioner articles that the *ASPEP Journal* spotlighted.

### GUIDELINES AND REVIEW

■ **Types of Articles.** Articles that contribute to the advancement of knowledge and improvement in the practice of emergency management are welcome. Breadth of subject matter and depth of discussion are encouraged.

■ **Length of Articles.** Manuscript submissions should be a

minimum of 1,750 words, with no maximum specified.

■ **Format of Articles.** Articles must be submitted in Microsoft Word format.

■ **Article Submission.** Submit articles via e-mail to:

**Dean Larson, Ph.D., CEM**  
Editorial Committee Vice Chair  
[dlarson@jorsm.com](mailto:dlarson@jorsm.com)

Please include a brief statement in your e-mail about why your article would be a useful resource to IAEM members.

■ **Article Review.** Every article submission will be reviewed by one member of the EM Practitioner Article Review Team, made up of volunteer members from the IAEM Editorial Committee, as this is not a formal peer review. After the review, authors will be notified by e-mail about whether IAEM will publish their articles online.

■ **Review Guidelines.** The review team will not be editing the articles or reviewing for style. Articles will be reviewed in terms of their interest and value to the IAEM membership. Additional review guidelines will be developed over time as needed.

<http://www.iaem.com/membersonly/EMArticles/index.asp>

Your contributions  
will add to the value of  
this collection and  
preserve information of  
value to IAEM members.

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