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IAEM Bulletin

INTERNATIONAL ASSOCIATION OF EMERGENCY MANAGERS

INSIDE

Call for Articles
Special Focus Issue: "EM Higher Education in the Future"
Deadline: Apr. 10, 2008
– See Page 18 –

Special Focus Issue:
Campus Safety, Part 2

Higher Education and Catastrophic Events: Preparedness Challenges

By Christopher Antons, MA, EM Consultant, SRA International, Inc.

The traumatic events at Virginia Tech and Northern Illinois Universities this past year shocked many colleges and universities into revisiting their existing emergency plans. As important as that effort is, I wonder how many similarly took the experiences of the schools impacted by Hurricane Katrina as a call to look at their long-term recovery plans.

When Katrina hit, I was an administrator at a private liberal arts college in Oregon. As did many other schools, we offered a tuition-free semester to storm-displaced students. Four took our offer. One decided to remain even after the student's institution reopened. This anecdote, one small example of thousands, illustrates the potential for significant enrollment and revenue deficits.

Historical patterns indicate that these impacts are long-term in nature. The table on Page 4 shows 2006 enrollment and employment as a percent of 2004 numbers for some of the impacted schools.

As a further example, the University of North Dakota saw a modest decline

(continued on page 4)

IAEM: Working for You

■ **IAEM First VP Decker Named to Chair FEMA Subcommittee on NIMS**. Russ Decker, CEM, has been appointed to chair the National Advisory Countil (NAC) Subcommittee on the National Incident Management System (NIMS). Formed as a result of the Post-Katrina Emergency Management Reform Act of 2006, the NAC mission is to ensure effective and ongoing coordination of national preparedness, protection, response, recovery and mitigation for natural disasters. Other new

(continued on page 17)

IAEM President Larry J. Gispert spoke at the Jan. 25 meeting of the NACo Justice and Public Safety Committee. *Emergency managers present at the meeting included (L-R): Ellen Haynes, St. Clair Co., Alabama.; Eddie Hicks, Morgan County, Alabama; Larry Gispert, IAEM President; Jerry VeHaun, Buncombe Co., North Carolina; Randy Thompson, Brunswick County, North Carolina; and Nick Crossley, Johnson County, Kansas.*

201 Park Washington Court, Falls Church, VA 22046-4527
Phone: 703-538-1795 • Fax: 703-241-5603 • E-Mail: info@iaem.com • Web Site: www.iaem.com

From the President

IAEM E-Mail Discussion List Remains Open to Non-Member EM Professionals

By Larry J. Gispert, IAEM President
Director, Hillsborough County Emergency Management, Tampa, Florida

In August 2007, the IAEM Board of Directors made a decision to close the IAEM e-mail discussion list to all except dues-paying members. There were two main reasons for this decision:

- The ability to feature access to the discussion list as a benefit of membership.
- The ability to have enhanced and tighter controls over conduct of discussion list postings.

The Board at no time questioned the value of legitimate input to the IAEM discussion list by all, regardless of membership status.

As part of the decision in 2007, individuals were asked to research whether the ability to permit non-members a limited window of access in order to encourage them to join the organization was technically feasible and could be accomplished in a cost-worthy fashion. The research was accomplished, and it was reported that there was no easy or cost-worthy method of doing so.

Response to Closing of List to Non-Members

As President, I made the decision to implement the former Board's decision. In January, we notified the list of the pending closure 30 days hence on Feb. 13. As we all know, an onslaught of e-mail traffic and postings to the discussion list immediately commenced. I will tell you that I read every posting and every e-mail sent to me. Many stated legitimate reasons why the Board should reconsider the decision. Others took the opportunity to disparage the Board and IAEM in general. I was amazed that there were instances of unprofessional conduct exhibited by some posters discussing this issue.

Current Board Revisits Issue and Rescinds Decision

The decision was made to revisit the issue at the IAEM Board's regularly scheduled Feb. 13 conference call. A motion to rescind the Board's action of August 2007 was made and seconded. The motion was thoroughly discussed, and a vote was taken. A large majority of the current Board voted in favor of rescinding the action, in essence keeping the IAEM e-mail discussion list open to all regardless of membership status.

Member Support for Non-Member Access to List

One deciding factor was that IAEM members clearly expressed the value provided to them by non-member postings on the discussion list. Members noted that:

- The list has served as a voice for all those involved or interested in emergency management, including those who have been largely silent or passive listeners.
- The list unites emergency managers and people in related fields with an ancillary interest.

Looking Forward

We will be looking at methods of tighter control and monitoring of the discussion group. Several ideas have been raised, but let me assure you that unless the Board votes again to close the discussion group, whatever enhancements we do in the future will not close the list off to non-members. I now consider this a closed matter and hope all involved, regardless of your preference, will continue to enjoy the discussion group and work collectively with IAEM to continue bettering the emergency management profession.

Contact Your IAEM Staff

Executive Director
Elizabeth B. Armstrong, MAM, CAE
Phone: 703-538-1795, ext. 7
E-Mail: armstrong@iaem.com

Staff Executive
EMEX Exhibit Manager
Clay D. Tyeryar, MAM, CAE
Phone: 703-538-1795, ext. 6
E-Mail: ctyeryar@iaem.com

Membership Director/Registrar
Sharon Kelly
Phone: 703-538-1795, ext. 2
E-Mail: info@iaem.com

Communications/Marketing Director
Scholarship Program Director
Dawn Shiley-Danzeisen
Phone: 703-538-1795, ext. 3
E-Mail: shiley@iaem.com

Program Manager
Melissa Trumbull
Phone: 703-538-1795, ext. 5
E-Mail: trumbull@iaem.com

IAEM Bulletin Editor
Web Site Content Manager
Karen Thompson
Phone: 828-693-5045
E-Mail: thompson@iaem.com

IAEM U.S. Policy Advisor
Martha Braddock
Phone: 703-644-8557
E-Mail: braddock@iaem.com

IAEM Headquarters
Phone: 703-538-1795
Fax: 703-241-5603
info@iaem.com
www.iaem.com

Emergency Preparedness in a Disconnected University Setting

By Barbara Audley, DPA, Executive Director, and Katrina Schaeffer, Administrative Assistant, Extended Education and Summer Programs, Western Washington University, Bellingham

Can an individual department develop its own emergency plan? Yes, indeed! Especially if its location is away from the main campus and is not included in the campus master plan.

Located in a small, two-building complex (known as 32nd Street) about 1-1/2 miles from the main campus, Extended Education and Summer Programs (EESP) at Western Washington University in Bellingham found itself absent from the campus master plan and exercises in 2005. EESP executive director delegated a committee of staff who had a background in disaster preparation from their military experiences to design a plan for the office. From that small decision grew a comprehensive emergency plan that included non-disaster strategies through major natural and manmade hazards.

Additionally, EESP occasionally has to deal with unbalanced guests at its offices. The realization that the office was unprepared came after the long-existing "panic button" malfunctioned during an actual situation.That failure was remedied quickly; new batteries were put in the panic button; and the system was tested and practiced to everyone's satisfaction. A minor glitch was discovered when the campus security officer reported to the wrong building during the first drill. EESP discovered that the building name EESP used was not what security knew the building as. Once that was corrected, the drills worked as expected.

The Safety Team

Key to successful planning was the safety team. This group met during the next few months and analyzed EESP's needs. Plans were put in place that included identifying key information everyone should have and making it available in an efficient form. The end result was a brightly colored, compartmentalized, plasticized, letter-sized card dealing with multiple hazards and what to do – concisely – *if* a hazard were to occur. Each employee was provided with a supply of wallet-sized cards that contained main contact numbers for offices in the 32nd Street buildings and other general emergency numbers.

The team prepared an emergency kit for EESP and annually checks it to replace out-of-date items. All employees are encouraged to prepare their own individual emergency kits and keep them handy.

The safety team identified training that should be provided. To date, EESP has encouraged employees to become CPR-certified and maintain that rating. As local training sessions become available, that information is shared quarterly with staff by "Ms. Safety," the administrative assistant/team chair. The committee also believes in practicing. Annually, there is an unannounced fire drill, earthquake drill and panic drill, with the safety team rating performance. Safety issues and procedures are highlighted periodically in an all-staff e-mail, with colorful cartoons to enhance graphic impact.

The Next Level

Last year the activities of the EESP Safety Committee were voluntarily expanded to all the tenants of the building, including another university department, two commercial tenants and the building owner, a major construction company. The result of this collaboration has been the acquisition of a defibrillator for the building, purchased by the building owner and installed in the building lobby. University staff provided building occupants with training in its use after the acquisition. A university department in the adjacent building has also sent representation to the safety team meetings.

Last August the team planned and organized a safety fair on the green space between the buildings. The local Red Cross, university emergency and safety, campus security and the local fire department were represented. Training in the use of fire extinguishers was provided, as well as brochures on emergency planning and services. The highlight of the event was the "battle of the bosses," a competi-

(continued on page 14)

Higher Education and Catastrophic Events

(continued from page 1)

in enrollment following devastating flooding in 1997, but it was not until 2001 that enrollment and total revenue returned to pre-disaster levels. Across the New Orleans area, higher education enrollment this past fall, two years after the event, was 74 percent of pre-Katrina levels. Some schools report first-year student enrollments back to normal this past fall, but at that rate it would take three more years of normal enrollments to return to pre-Katrina total enrollment.

All Stakeholders Affected by Disaster

All stakeholders were affected by the loss. Students were displaced. Programs and faculty were reduced. The community lost not just economically but also in all the ways higher education interacts, impacting student and community alike. A major challenge was recruiting new students to programs crippled by disaster.

Schools had executed plans to provide for safety and immediate response. Some were prepared to recover computer systems, and some discovered why it is important to have files backed up in a location removed from the immediate area. But none had a plan to manage for losses so severe that there would be no choice but to cut not just programs but people.

How do you plan for such an unimaginable catastrophe? It isn't that college decision makers never have to cut programs. It's just that they proceed in their own way. A campus is a place of shared decisions. Decisions often require deliberation that would drive even the most *laissez faire* corporate manager up a wall.

All schools engaged in some hasty post hoc prioritizing and planning for return to operation, even if it was not full operation. But how much better it would have been had they deliberated the unthinkable beforehand, when shared decision making would have run its course.

This is why it is necessary to see higher education as a business operation. It is not enough to keep everyone safe and back up the computer systems. You also must plan for continuity of your business under extreme conditions. A sound emergency plan requires prioritizing your operations ahead of time.

Business Impact Analysis Often Overlooked

Business impact analysis is the often overlooked step in planning. After the fact, schools discovered what they held dear, what was most important. Impact analysis would allow school decision makers to prioritize programs and functions and come to agreement on what could and could not be cut or delayed. If a program or function must operate, creative ways to restore that functionality in the absence of infrastructure could be considered.

One school quickly geared up online courses as a stopgap measure. Their return to operation might have been quicker and less disruptive to the students' education had they prepared such a function ahead of time and simply "tripped the switch" to continue classroom courses online.

Conclusion

It takes resiliency to recover from a severe disaster. Resiliency doesn't happen after the fact; it happens by enriching functions and methods so that operations bend but don't break. When one system or structure breaks, alternative operations are at the ready. This only happens with a full continuity plan that includes an accounting of critical functions and established priorities.

Enrollment and Employment: Year after as % of year prior to event

Institution	Enrollment	Employees
• Dillard University	52.2%	52.9%
• Louisiana State University Health Sciences Center, New Orleans	98.3%	71.4%
• Loyola University, New Orleans	84.9%	86.7%
• University of New Orleans	67.7%	84.6%
• Southern University at New Orleans	60.2%	53.2%
• Tulane University of Louisiana	80.8%	82.9%
• Xavier University of Louisiana	73.1%	74.9%
• University of North Dakota (1997 flooding–1998 as % of 1996)	92.0%	89.3%

Data from National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS)

CDC Responds to Northern Illinois University Events

In response to the tragic events at the Northern Illinois University campus, the Centers for Disease Control and Prevention on Feb. 15 posted information on its Web site specific to school violence, including mental health information for students, parents and school personnel. Material includes tips for coping with stress, preparing for a mass casualty event, and coping with a traumatic event (see www.cdc.gov/ncipc/dvp/CopingWithStress.htm). Also, CDC's Injury Center reached out to the Illinois Department of Public Health and announced plans to follow up to offer support to the university.

A Commitment to Emergency Preparedness Readies One University for the Unexpected

By Ruth Lovelace, Director EH&Safety, University of Mary Washington, and Laura Hagg, Regional Managing Director, Beck Disaster Recovery

From the birth of the first American universities to the modern day, parents across the nation have entrusted the care, education and well-being of their children to institutions of higher learning. Yet in recent years, that comforting sense of security has been replaced by a sense of heightened anxiety. In an increasingly volatile post-9/11 world, student safety is no longer certain as this country faces an array of new and daunting threats.

Even before the tragic events unfolded at Virginia Tech University in April 2007, the University of Mary Washington (UMW) in Fredericksburg, Va., had begun to look beyond response-driven risk management and sharpen its focus on emergency preparedness planning. Recognizing that universities have special planning needs, the school began to assess its vulnerabilities and identify the unique challenges it faced.

All places of business have an obligation to plan for and respond to hazards known to threaten them and their personnel, clients and constituents. And universities are no exception. But with today's burgeoning student populations and tougher security regulations, emergency planning in a university setting poses significant obstacles. UMW, like so many other schools, was met with many critical questions in their efforts to bolster campus security:

- How do we effectively communicate with a widespread student population?
- How do we create a workable evacuation plan, given the vast number of students on campus?
- How do we protect resident students versus those who commute?
- How do we coordinate efficiently with other emergency first responders in a jurisdiction, such as police, fire officials and hospitals?

Measures for Improvement

With these issues in mind, UMW developed and implemented a series of measures designed to improve its ability to protect students, faculty and assets during a large-scale emergency. These measures are discussed below.

- **Implementing a Unified Approach to Emergency Planning.** Under Richard V. Hurley, Acting President, UMW established the Public Safety and Community Services Unit in January 2007. This initiative, for the first time, recognized the importance of a "regional" approach to emergency planning. It placed the University Police (including police communications, locksmith and parking services), Environmental Health and Safety (including institutional fire programs), and University Scheduling and Events into one group. The benefit is a singular, unified approach to university emergency preparedness planning, response and recovery, whether for an isolated one-time incident or an ongoing security program.
- **Development of a Hazard Mitigation Plan.** In 2007, UMW completed a campus-wide hazard mitigation plan. Hazard mitigation planning involves organizing and coordinating vital resources, performing vulnerability assessments, and implementing other projects that help reduce the impact on life and property should disaster strike.
- **Formation of a Disaster Readiness Committee.** The school formed an ad hoc committee following the release of the Virginia Tech panel report. This committee reviewed the report and determined where UMW fell within the spectrum of readiness and the recommendations being made. Areas in which UMW fell short of meeting recommendations were marked for further review.
- **Installation of an Emergency Messaging System.** UMW installed and successfully tested an innovative text messaging system that allows them to notify all residential and commuter students, faculty and staff in the event of an emergency. The university is also working closely with the City of Fredericksburg to establish a reverse 9-1-1 calling system. This system will ensure that those who do not have cell phones or other text-enabled devices will be notified.
- **Creation of a Business Continuity Plan.** To address emergency management planning issues, UMW retained Beck Disaster Recovery (BDR) in February 2007 to work with them to develop Continuity of Operations Plans (COOP) for operational

(continued on page 14)

Using Technology to Protect Students and Staff

By Walt Pegram, District Resource Officer, Spokane Public Schools, Spokane, Washington

The tragedy at Virginia Tech and other recent school shootings shows emergency managers and first responders how prepared they have to be for these types of incidents. While it's difficult to prevent a student or other assailant from bringing a weapon to school, how a college or school prepares for these types of emergencies can mean the difference between life and death – and technology can play a role in this preparation.

Putting Facility Information Access to the Test

The Spokane County School District managers realized how important it was to have access to facility information during a standoff with a gunman. The gunman entered Lewis and Clark High School and fired a single round into a third floor classroom. The principal pulled the fire alarm, and more than 2,000 students were evacuated from the school in 20 minutes.

While this was happening, I accessed our recently installed Rapid Responder® crisis management system from Prepared Response, Inc., and opened a floor plan of the third floor where the gunman was holed up. I also accessed the safety plan we had developed and communicated this information to the police department so they could immediately start setting up roadblocks.

When police arrived, they used the floor plan to identify where the gunman was located and contained him to a single classroom. Images in Rapid Responder® also were used to show us the vantage point of the shooter and to shut off natural gas to the science classroom where he was barricaded. In the end, the gunman decided to provoke the SWAT team and was shot and injured.

Rapid Responder® is a crisis management system that provides emergency managers and first responders with critical facility data, allowing them to respond faster and in a more coordinated manner with other agencies, and with enhanced situational awareness to better protect campuses, critical infrastructure and commercial properties. The system runs on laptop computers and allows first responders to instantly access more than 300 data points, including tactical plans, floor plans, aerial and geospatial imagery, interior and exterior photos, staging areas, hazardous materials quantities and locations, utility shut-offs and evacuation routes for any school campus.

When Spokane City Schools installed the system, Prepared Response sent a team to the various campuses to digitally catalogue each facility. They then conducted joint emergency response meetings with the school and local first responders. During the meeting, police and fire collaborated with school officials and mapped out on an aerial photograph of the campus where roadblocks, staging areas, evacuation routes, family reunification, tactical and other information should be set up during an incident.

Benefits Realized from Emergency Preparedness

There were many benefits to having the information at Lewis and Clark mapped out ahead of time.

- One benefit was that having the data already stored in Rapid Responder® helped serve as a force multiplier, since it saved time and resources that would have been spent to gather information on scene during the incident.
- The other important aspect of these pre-planning meetings is that they foster collaboration and trust among various first responder agencies and the district, thus reducing confusion during an incident.
- But it doesn't have to end there. This type of system also allows interoperability among local, state, federal and tribal police and fire if there is a regional event taking place. The State of Washington is installing the linked system into all of its public K-12 schools and received the 2007 Harvard/Noblis Innovations Award in Homeland Security because of this effort.
- This type of crisis management system has many other uses besides responding to an active shooter event. It can be used for mundane to major events at the school. It was used recently when a student brought a gun to a school in our district and during a bomb threat. It also was used to help locate a water shutoff when a sprinkler valve sheared off in a gymnasium.

Conclusion

How your school or university prepares for an incident can have a significant impact on the outcome of the event. By utilizing a system like Rapid Responder®, schools and first responders know ahead of time what they are going to do. Whether you're accessing your campus safety plan or trying to contain an active shooter, having instant access to critical facility information can save an emergency manager valuable time during an incident.

IAEM International Association of Emergency Managers

A Need to Act: A University-Based Approach to Mass Notification

By Major Jay Gruber, Assistant Chief of Police and Assistant Director of Public Safety, University of Maryland College Park

September 2001 was a watershed month for the University of Maryland, College Park campus, the flagship campus of the University of Maryland System. We are all aware of the tragedy of 9/11, but many outside of Maryland are not aware of the tragedy of Sept. 24, 2001. On this Monday afternoon at about 5:00 p.m., a deadly tornado struck the campus, killing two sisters who were students there. There were numerous other injuries and millions of dollars worth of property damage.

One of the real tragedies of the day was that the university did not have any mechanism in place to either be warned about the tornado or disseminate the information rapidly to the university community. After that event, an extensive effort was initiated to ensure that the university would never again be caught off guard.

A New Approach

The first step taken by the university was to evaluate the best platform to disseminate information rapidly to a densely populated two-square-mile campus. The approach, which at the time suited the campus best, was a series of 128 db electromechanical sirens strategically placed around the campus. The sirens were to be used as a "seek shelter – seek information" warning notification. Once the siren project was underway, there were discussions on how and when to use the sirens. The Department of Public Safety would know about active shootings or hazmat incidents, but targeted weather forecasting information was needed. The department partnered with WeatherData to provide targeted, accurate and timely severe weather warnings.

System of Information Resources in Place

With the sirens in place, the university needed to develop a universal medium for the community to seek information about the emergency. A system of information resources was developed that would be populated in the event of an emergency. These information platforms now include:

- The university home page at www.umd.edu.
- The campus radio station at WMUC 88.1 FM.
- The information radio station at 1640 AM.
- The campus weather emergency number.
- The campus cable channel at 76.
- The facilities management work control center.
- All 800 MHZ radio system user groups.
- A targeted and rapid e-mail to all deans, directors and department heads.

Testing the System

The university siren system is tested at 11:55 a.m. on the first Wednesday of each month. These tests assure that the system is working at an optimal level, while serving as a reminder to the community that there are established procedures that need to be followed in the event of an emergency.

On a quarterly basis, police communications operators in the emergency communications center practice the procedures of activating the system and populating the information resources within 10 minutes of the emergency to keep their skills honed and to be as proficient as possible. The police communications operators also practice this procedure from a back-up communication site located in another area of the campus.

Since the shootings at Virginia Tech, the university has added two additional notification systems to augment the siren system.

- The first is a text messaging system that will notify any community member who has opted into the system. The Roam Secure Alert Network can accommodate 50,000 users and currently has more than 14,000 users on the system. The Web-based interface can be populated and the notification transmitted from any computer, anywhere.
- The other program that is being piloted by the university is the ALERTUS system. This system is comprised of a series of boxes, placed in buildings, which receive a Web-based emergency message via an FM signal or over a network. The boxes flash and annunciate and display a text message regarding the emergency and actions that should be taken. These two notification platforms also are tested at 11:55 a.m. on the first Wednesday of every month.

Conclusion

The University of Maryland has come 180 degrees in its approach to emergency notification and emergency management. The alert notification systems and information resources platforms are robust, redundant and effective in promoting a safe environment in which the community can live, learn and work. The author welcomes questions at jgruber@umpd.umd.edu.

Critical Incident Stress Management and Other Related Management Lessons from the VA Tech Shootings

By Cathy Carter Dempsey, FEMA Disaster Assistance Employee, Huntsville, Alabama

Apr. 16, 2007 became the 9/11 of campus security and safety in America, leading Virginia Tech University (VT) into an ominous legacy. This centered on the fact that the lone gunman's massacre included killing himself after slaughtering 32 fellow students and faculty members, wounding 17 others, thereby making that bloody day the deadliest school shooting in America.

The scores of survivors suffered a range of injuries, such as the long lasting mental anguish of traumatic grief. VT took on the sad task of handling the stressful massacre using standard stress management and some new procedures during the post-traumatic event. Lessons learned from those dark days of errors and delays are expressed here to help emergency managers worldwide if such a terrible thing happens in their jurisdictions.

Larry Hincker, Associate Vice President of University Relations, expressed his concern for the survivors' emotional health and privacy by telling me "Jay's people (Jay Poole, Director, Office of Recovery and Support) act as the proverbial mother hens. We are working closely with them to assure they have the support necessary and, frankly, shield them from the media spotlight." Hincker advised, "With respect to the tragedy itself and the immediate aftermath, I would refer you to the Governor's panel."

VT Review Panel Report

The Commonwealth of Virginia Governor Kaine's panel report titled *Mass Shootings at Virginia Tech* (www.vtreviewpanel.org) includes a theoretical profile of the murderer from the perspective of a forensic behavioral scientist and an appendix titled "Red Flags, Warning Signs and Indicators," which is a good job aid for both educators and law enforcement officials. The review contained recommendations on revised methodology.

- One recommendation was that review panel meetings should be closed sessions, with an immediately established authority structure for the panel from the outset and an appointed independent legal counsel to guide them on rules of privacy and record keeping, since it is an investigating body.
- The review panel revealed that time is a very critical issue when dealing with mass casualty incidents; therefore, planning is essential for an effective response and recovery. "All crime is local," so adequate local initial critical incident stress management responses can help stabilize the long-term emotional impact of great trauma before state or federal assistance may be available.

Office of Recovery and Support

The VT Office of Recovery and Support was opened in July 2007 shortly after the completion of Governor Kaine's panel review. This support team is comprised of members of the Provost's Office, University Relations and representatives from Student Affairs, along with a retired professor of marriage and family therapy (who also had extensive career practice in psychology) and the director of a women's center who has a strong background in human development and counseling.

The Office of Recovery and Support is using a case management model that is replacing the individual "family liaison" counselors who have been working early on with the victims, family members and others affected by the mass shootings.

Good emergency management involves exercises and planning that includes advanced preparation of lists of services and providers in case of mass casualty events, with special considerations during events involving homicide. Mutual aid agreements can provide the extra counselors or other medically trained professionals to address the critical incident stress management of campus tragedies.

Traumatic grief reaction involves a unique grief process that is hampered due to the inability of the person going through the grief process to proceed due to "a preoccupation with the trauma experience caused by a homicidal death." Homicide is different than other deaths due to the intentional and violent aspect of the death. In cases where many die (such as 9/11), the survivors feel lost in the enormity of the crisis. In part, this is due to being identified with a group, stigma, heightened media attention, disturbing connection to the murderer(s), and involvement with the criminal justice system and courts.

The way someone is notified of a death also will have a long-term effect on their emotional recovery. Virginia Tech had no immediate special instructions or central point of contact for the victims' family members and other heavily impacted survivors. There was a profound failure to set up an Emergency Operations Center and there was no early Joint Information System.

Training and multi-agency exercising in critical incident stress management is needed at all universities and colleges, and both short- and long-term professional counseling should be offered to the extensive array of victims – not just survivors, family members or witnesses, but all who are affected by such tragedies.

Putting Your Game Face On: Special Event Planning at the University of Alabama

By Jeffrey A. Driskill, Sr., Chief of Police, Wardensville Police Department, Wardensville, West Virginia

During a recent visit to a Crimson Tide home football game on Nov. 17, 2007, I saw firsthand the strategic approach utilized in creating a safer gameday experience for students, faculty and visitors to Tuscaloosa, Ala. There is more at stake than just a football game, when the quaint student/faculty population at the University of Alabama (UA) intensifies from 25,000 registered students to more than 92,318 in stadium attendees, and a typical city population of 79,294 doubles on gameday.[1] Let's take a brief look at the challenges and preparations behind the scenes that are associated with establishing priorities for protecting a football game in the southern United States.

■ **Hazard and Risk Analysis**. The UA is located in Tuscaloosa County, which has been home to 63 recorded tornados since 1904, ranging on the Fujita Scale from a typical F0 (winds <73 mph) to as great as an F5 tornado (261-318 mph winds) in 1998, resulting in 259 injuries and 32 deaths.[2] This region is also home to quickly evolving storm fronts and lightning that can be hazardous to outdoor stadium events. Aside from formidable weather threats, there are the ever-present manmade risks such as hazmat or terrorism. Economic stability is paramount to Tuscaloosa County, with 89 percent of all workers living within the county relying upon its emergency management professionals to protect critical infrastructure, tourism and vital government services. A transparent look into a typical UA football game highlights how important tourism, university jobs, recreation and economic vitality are to Tuscaloosa County.

■ **Incident Command in Action**. The UA's comprehensive "game plan" utilizes the concepts of the Incident Command System using a well written Incident Action Plan (IAP) that provides a concise operational template to be followed through post-game departure. The IAP incorporates law enforcement, fire and EMS, county emergency management and even the FBI into a cohesive and coordinated campus safety system. The command staff integrate into the Bryant-Denny Stadium Unified Command Post, where all activities, including severe weather conditions, can be monitored in real time. Computer networking allows agency heads to monitor their agency's activity via CAD and campus pan/tilt/zoom cameras. Leaders can achieve real-time situational awareness without leaving the Unified Command Center to coordinate an effective response.

■ **Gameday Communications**. The UA uses a versatile interoperable communications system that integrates all players into a common operating picture. The multi-agency/multi-jurisdictional response integrates radio communications through use of the Alabama Regional Incident Support Unit (ARISU). This versatile vehicle is a marvel of technology, staffed by a trained IT professional who can scan the various cameras, providing messaging and text alerts using centralized Voice Over Internet Protocol (VOiP) technology that links cell and satellite phones. The various agency radio frequencies (UHF, VHF and 800 MHz) and wireless mobile computers are linked via the self-sufficient ARISU that is augmented by an auxiliary 48-hour fuel cell and 100-gallon pull-behind generator.

■ **Contingency Response Assets**. So, you may ask, this all sounds well and good, but how does the UA handle contingencies such as severe weather or large-scale evacuations? The layers of security previously mentioned are augmented further by existing infrastructure and technology. Gameday severe weather alerts can be disseminated through the public address system, the jumbotron stadium screens and text messaging to provide stadium attendees instructions on sheltering-in-place during severe weather or other emergencies. Additional stadium resources include the campus Security Resources and the Bruno Event Team, who provide exterior layers of security and can supplement traffic control during a mass evacuation. Additional contingency assets include mobile command centers, police and fire hazmat strike teams and the regional homeland security team that can be quickly injected into the stadium response in the event of a hazmat or terrorism event.

■ **Comprehensive Regional Traffic Plan**. Perhaps most impressive is the all-hazards planning for pedestrian relocation, evacuation and sheltering on gameday. The UA comprehensive traffic management plan accounts for contraflow and enhances the ability to clear the campus within approximately one-and-a-half hours under severe circumstances. Gameday parking and ingress/

(continued on page 14)

[1] City of Tuscaloosa, AL. (2003). U.S. Census Bureau. Retrieved on Jan. 2, 2008 at http://quickfacts.census.gov/qfd/states/01/0177256.html.

[2] Tuscaloosa County Tornados. (2007). National Weather Service. Retrieved on Feb 01, 2008 from the Alabama Tornado Database at http://www.srh.noaa.gov/bmx/tornadoes/tuscaloosa.php.

Campus Emergency Planning Committees Assist University Emergency Management

By James Smith, B.A., and Brendan McCluskey, J.D., M.P.A.,
UMDNJ Office of Emergency Management and Occupational Health and Safety

The University of Medicine and Dentistry of New Jersey (UMDNJ) is the largest independent academic health and medical sciences institution in the United States. The statewide enterprise has eight schools on six major campuses, two hospitals and a network of affiliated services throughout New Jersey. The campuses are located in densely-populated urban centers, abutting residential, commercial, medical and other academic locations.

Prior to 2000, there were no organized emergency preparedness efforts for the university. From 2001 to 2004, an emergency operations plan (EOP) template was developed by a small committee, and was intended to facilitate the creation of campus-specific plans. However, a lack of support and no champion for this initiative produced only partially completed plans that were never implemented.

In 2006, at the prompting of some department administrators, the university's senior leadership recognized the value of a dedicated emergency management office by establishing and staffing the Office of Emergency Management (OEM). Its mission was to develop a comprehensive, all-hazards EM program to enhance emergency preparedness and response capabilities on a university-wide (statewide) basis. This program was to include prevention/mitigation activities, and development and management of continuity of operations plans.

Campus Emergency Planning Committees Organized

New Jersey has a history of robust local, county and state emergency management, all working together in a comprehensive system. The new OEM staff members each had strong roots in this system, and aspired to continue the tradition at the university level. A concept that works well in the state is the Local Emergency Planning Committee (LEPC). UMDNJ's OEM recognized the value of this system, and set out to adapt it to the campus environment. The OEM recognized that the importance of having representatives from all institutional departments and other interested parties at the planning table cannot be overstated.

Regional Approach Adopted

Campus Emergency Planning Committees (CEPC) were organized, initially bringing together individuals from UMDNJ organizations that would most likely be involved in the response and management of an emergency affecting university assets. Later, the CEPCs were expanded to include all university departments, as well as external partners such as local responder organizations and other area colleges. In order to account for differing needs and requirements across the spectrum of UMDNJ locations, a regional approach was adopted. CEPCs were formed in the north, central and south regions of the state.

Together, the CEPCs function in an advisory capacity for the development, implementation, evaluation and revision of the EOP, and assist in coordinating an active training and exercising program for the university. For example, the CEPCs are an integral part of the hazard/vulnerability analysis, bringing information about local conditions in the geographical areas covered by the university to the attention of UMDNJ's emergency managers. In addition, during emergencies or other large events, CEPC members provide staffing for the university's Emergency Operations Center, while acting as a liaison between their department and the emergency response system.

Having a Voice in the Process

The committees are a conduit for the dissemination of information from the top down, bottom up and laterally, through all phases of the EM life cycle. By participating in the CEPC program, schools, departments and other units within the university that would not normally be considered part of emergency management now have a voice in the process. It is critical to the overall preparedness of the university that all stakeholders are involved, and the CEPCs provide that venue. UMDNJ's OEM and the institutional EM program have benefited greatly from the variety of perspectives that come to light during the committee meetings.

UMDNJ, like many higher education institutions, has other safety-related committees, such as "campus safety" and "laboratory safety," which are designed to identify and correct hazards, for specific situations in some cases. These committees have long been an effective part of the university's effort to provide a safe and healthy environment for its faculty, employees, students and visitors. By and large, though, these other committees do not provide a depth and breadth of knowledge and experience across the entire university community. The Campus Emergency Planning Committees are unique in that they provide a multi-perspective, comprehensive,

(continued on page 14)

Enhancing Campus Safety Through the N.E.T. Approach

By Robert Wylie, IAEM Student Member, Graduate Student, Adelphi University, and Police Officer, Suffolk County Police Department

In recent years, public safety officials and emergency managers have been confronted with an increasing number of high profile events at our nation's educational institutions. As a result of tragic incidents such as those at Columbine and Virginia Tech, emergency planners and school administrators are now compelled to establish measures that will attempt to prevent these types of incidents or mitigate their effects.

As a student of emergency management studies at Adelphi University, I believe that improving safety on our campuses hinges on the "N.E.T." approach – notification, education and testing. A *notification* system which effectively and rapidly communicates the threat or hazard to the people on the campus must be established. The students and staff have to be *educated* on the campus Emergency Operations Plan (EOP). Lastly, this process needs to be *tested* for effectiveness.

Notification

It is incumbent upon emergency managers to learn the best means of conveying messages to the intended group. The communication process has undergone extensive changes in the past two decades. Not long ago, the primary methods of communication were the print, radio and television media, as well as social contacts. However, today the most common forms of timely communication are texting, e-mailing and cell phone conversations, especially among the school-age population.

These modes of communication have proven useful in past incidents, while the lack of use has inhibited protective responses by those at risk. On Sept. 11, 2001, passengers aboard the hijacked United Airlines Flight #93 were receiving real-time information of other hijackings from friends and loved ones on their cell phones. This form of communication or message conveyance allowed the heroic passengers and crew members to subvert the hijackers' plans to strike their intended target (either the White House or U.S. Capitol) with the aircraft.

Conversely, when notifications are not relayed quickly and through commonly utilized forms of communication, people will be unaware of existing or possible threats. This was demonstrated on the Virginia Tech campus in April 2007, as there was a two-hour window before students were notified of an "on campus" shooting. As students went about their business unsuspectingly, the killer went on to kill 30 more students and faculty.

These types of incidents have resulted in many schools turning to more innovative and effective ways of communicating with their students during emergencies and establishing protocols for making such notifications. Rapid notification systems such as "Message One" (used at my university) and "ALERTNOW," which send out bulk messages via text, e-mail and voice messaging are being implemented. Public awareness is an essential element of emergency planning. In the case of campus safety, students and faculty must be made aware of threats on their campus in a timely manner.

Education

After receiving a notification, the group must take appropriate action (i.e. lockdown, evacuate or seek shelter). Knowledge of the campus EOP will assist students in choosing a proper action. At the beginning of each term, students should be mandated to receive at least rudimentary instruction on the campus EOP. This process should be kept as clear and concise as possible. The faculty and staff should receive more in-depth training so they can assist the students in what will likely be a confusing time.

Testing

Lastly, the notification system and campus personnel must be periodically tested. Testing will highlight plan deficiencies and direct the campus emergency management team's attention to correcting such. Just as fire drills test the response of campus personnel to a fire, campus EOPs must be tested against other possible threats.

In light of the recent tragic events that have occurred on the grounds of our nation's educational institutions, school officials must develop robust EOPs that are based on a N.E.T. approach. Planners must constantly seek the optimal modes of communication to effectively contact their target group, while keeping abreast of demographic and technological changes. Superior teaching methods must be utilized to educate their group. Testing is required in order to ascertain if the target group comprehends the plan and, more importantly, to determine if the students and staff take appropriate action.

Our campuses were once considered a sanctuary from threats and violence; unfortunately, that assertion no longer holds true. We as emergency managers must do our part to provide a safe environment in which our nation's students can learn and thrive.

IAEM International Association of Emergency Managers

Integration of Social Networking Into Campus EM Programs, Part 1

By Sara Estes Cohen, MPP Candidate in Emergency Management (2008), and David S. Burns, CEM, Emergency Manager, University of California Los Angeles (UCLA)

Introduction

This two-part article relates to the emerging use of social networking sites in emergency settings. As a result of Gulf Coast hurricanes in 2005, the Virginia Tech shooting and Southern California wildfires, the public – and especially students – have come to depend on social networking and other non-traditional means to communicate during crises. Unsubstantiated rumors and misinformation can be transmitted across social networking platforms. What would happen if social networking sites utilized authenticated messages partnered with emergency management agencies to counter the negative effects of crises?

Emergency officials have relied on traditional government Web sites to relay information to the public. However, most official Web sites are unable to support the massive network overload and demand during crises. UCLA student Sara Cohen has researched the capability of social networking sites, partnered with emergency management to improve public outreach, manage rumor control, and pro-actively address public information issues. Part 1 provides a first-hand perspective from a student's point of view, and Part 2 that of the EM practitioner trying to implement a radical idea that could change how we push information in the future.

Part 1

UCLA Student Sara Cohen: I live in New Orleans. I was on vacation in Colorado when the first storm warnings about Hurricane Katrina were issued. My friend was getting married on Saturday, Aug. 27, 2005, and I was scheduled to fly home on Monday. I never made it there. Cell phone coverage failed by Saturday afternoon. I spent hours trying to reach my friends, my family and the airlines, to figure out what was happening and what I could do. By Sunday morning, a successful call was too much to wish for – my last call was to my mother, begging her to evacuate. I didn't hear from her after that until four days later when my family met up in Chicago.

Searching for News

I arrived in Chicago, where I didn't know anyone, taking a bus to the home of a family friend who I had never met before. For two days, I watched the events unfold on the TV screen. I watched the levees break and the looting. I watched the same footage over and over again, straining my eyes to see a familiar face – to find anyone I might know.

I became frustrated with the broadcasts. They didn't say anything new; they didn't tell me what I needed to know. The only thing in the world that I cared about at that single moment was who was alive and who was dead. Cell phones were now completely down. The only human voice you could reach was a recording ("due to the hurricane, your call cannot be completed as dialed; please try again later") for days and weeks after the storm.

When my eyes grew tired of the television flicker and I had enough of the sound of that automated voice, I turned on the computer. I would search random Web sites for lists of "Katrina survivors," hoping to recognize a name or two. The various "missing persons" Web sites were scattered. Official sites (e.g., SATERN, Red Cross, etc.) were not tied with other sites. Hundreds of independent sites were established, leaving family and friends uninformed and exhausted.

Frustrated, I published a post on my MySpace page, saying, "I'm in Chicago. Made it out of New Orleans. Anyone who gets this who either knows me or knows someone in Chicago, please call me at this number, and please pass on this message." Within minutes, I received dozens of e-mails from friends and strangers, thanking me for reaching out, offering their support and friendship. Friends reached out to those of us located in the same cities. I made plans with strangers. One MySpace member saw my post and invited me to an event. And another offered me a job.

These issues were the basis for my UCLA master's project thesis. Because of a social networking site's viral marketing platforms and Internet bandwidth supporting hundreds of millions of people worldwide, it's possible to reach thousands of people within a matter of minutes through a single post. The concept is simple: send a message to the 200 people who make up one's friend's list, and friends forward that message to other friends, etc.

That post reached thousands of people within seconds. Before the news reported information, before the authorities gave statements, before any official attempt was made to locate and gather evacuees, I had reached out to thousands of people, learned of lost friends, and even found a job in my new city.

On New Year's Eve 2008, millions of text messages arrived hours late or not at all. In recent

(continued on page 13)

Integration of Social Networking, Part 1

(continued from page 12)

disasters, text messaging was still unreliable. Text messaging alone is not the answer. Social networking sites are currently used to deliver geographic AMBER alerts nationwide, using zip codes; social networking can be a reliable resource when partnered with other robust and redundant mass notification systems. Social networking partnered with authenticated messages from official public safety sources are the basis of my project.

Looking Ahead

In Spring 2008, I will complete a pilot project. A major social networking company and UCLA's University Communications Department and Emergency Management Office will partner to deliver emergency notices and instructions. As messages are posted on the official UCLA Web site, they will be mirrored on UCLA's established social networking site, backed by huge bandwidth in a partnership that may change how we communicate in emergencies.

In this public-private partnership, parents, students and other campus community members will be able to access official news and information. If the UCLA official Web site is down due to network overload, the social networking site serves as a backup site, easily handling millions of hits per minute.

Editor's Note: Part 2 of this article outlines the challenges of the emergency management practitioner in implementing a new idea in a well-entrenched bureaucracy. David Burns outlines how he became involved in Sara Cohen's master's thesis and social networking pilot project. See Part 2 on Page 21 in the online edition of the March 2008 *IAEM Bulletin*.

Commitment to Preparedness

(continued from page 5)

departments within the university. Designed to work within the broader context of the overall university emergency management program, the COOP plans will ensure that all departments are prepared to provide minimum essential functions throughout an array of potential hazards and emergencies.

■ **Emergency Operations Plan Revision.** Upon completion of the COOP plans, BDR worked with UMW to fully revise their Emergency Operations Plan (EOP). The new plan is NIMS (National Incident Management System)-compliant and is reorganized into Emergency Support Functions (ESFs), following the format outlined by the National Response Plan and the City of Fredericksburg EOP. This will help ensure that UMW, the city and the commonwealth will be able respond together effectively during an emergency event.

Conclusion

Now more than ever, parents seek reassurance that their student's school is a safe place to continue their education. And while it's not possible to make any college or university 100 percent secure, the implementation of proactive campus security measures – like those demonstrated by the University of Mary Washington – conveys a university's commitment to protecting its most precious assets: students and faculty. Moreover, it distinguishes a school as an institutional leader in disaster readiness, setting an example for other universities to follow.

Putting Your Game Face On

(continued from page 9)

egress travel routes within Tuscaloosa are coordinated with the greater outlying area through a comprehensive regional traffic plan that marks primary routes of travel, much like plans used for hurricane evacuation routes. Open source parking and travel guides are available to visitors, and information on these procedures can be found on the UA Web site at www.uagameday.com.

A transparent and brief examination into the University of Alabama's gameday preparations offers a glimpse of how a successful emergency management plan must comprehensively address all hazards while relying upon interagency cooperation from the planning through recovery phases. The secret lies in the successful implementation of the three C's that are fundamental to emergency management: collaboration, cooperation and communication. I offer special thanks to Chief of Police Steve Tucker for permitting me to view his exemplary team-building approach and the best practices exemplified at the UA Police Department.

Campus Emergency Planning Committees

(continued from page 10)

all-hazards view of what is going on at and around the institution.

The Campus Emergency Planning Committee concept has proven to be a beneficial tool in the overall UMDNJ emergency management program – and it is expected to continue to be a positive influence on the university into the future. As these committees continue to develop, the diversity of membership will bring new ideas and unique, innovative approaches to solving the issues with which campus emergency management must contend. Together, OEM and the CEPCs are on track to fulfill the mission of having a robust and sustainable comprehensive emergency management program for the university.

Preparedness in a Disconnected University Setting

(continued from page 3)

tion between the heads of the various units in the complex to see who could put out a fire the quickest. The winner was one of the tenants, a female dentist, with the primary author coming in second. All agreed the two-hour event was well worth the effort and built building cohesion as well. And now many of us know how to use ABC fire extinguishers!

Occupants of the 405 32nd Street building generally, and EESP specifically, are prepared to handle unusual events that might occur. Out of our unique situation came a solution that better prepares us to respond during the work day as well as in our personal lives. The university director of environmental safety has congratulated EESP as the most organized, prepared unit of the university. Out-of-pocket costs, mainly printing, were minimal. The time commitment was viewed as part of the organizational life of the unit.

Hopefully, we will never have to put our training to use. We are, however, prepared.

Member News

■ **Region 6 President Welcomes New Daughter**. IAEM Region 6 President Carrie Little announced the Jan. 31 birth of her daughter Olivia Marie Little. Olivia was three weeks early, but weighed in at 7 pounds 8 ounces and was 20 inches. All is well with mom and baby. Congratulations!

■ **Souderes Retires as Adams Co. Emergency Manager**. IAEM member George F. Souderes, Jr., has announced that he will retire as the Adams County (Miss.) Emergency Manager on Mar. 15 after 30 years of service. George will become an IAEM life member, and IAEM wishes him a happy retirement.

■ **Contreras Featured as Speaker at National Conference**. IAEM member George W. Contreras, MS, MPH, EMT-P, Director, Office of Emergency Management at NYU Hospitals Center, was a speaker at the Second National Emergency Management Summit on Feb. 3 in Washington, D.C. His presentation was titled "Hospital Surge Strategies: Pros and Cons."

■ **Maack Receives Community Service Award**. On Jan. 25, IAEM member David L. Maack, CEM, CPM, Racine Co. Emergency Management Coordinator, received UW-Parkside's Dr. Martin Luther King Jr. Community Service Award at their 9th Annual Dr. Martin Luther King Jr. Celebration, "Bringing His Words and Message to Life." David was recognized for his community involvement, which includes chairing the Leadership Racine Board of Directors and serving as the 5th District Alderman in the City of Racine.

■ **Handyside Named Deputy City Manager**. IAEM member Heather Handyside, Anchorage Director of Homeland Security and Emergency Management, has been named as the city's new deputy city manager. In her three years as emergency management director, city employees completed more than 10,000 hours of disaster management training. Heather served on the Alaska Land Mobile Radio Executive Council, a statewide group that oversees a $100 million interoperable radio project, as reported by the *Anchorage Daily News*.

■ **Preston Accepts New Position**. Scott Preston, University of Washington (UW) EM team member for more than two years, has accepted a position as the first-ever EM Coordinator for the Covington Water District. Scott developed the UW CERT Program as a nationwide model with more than 300 UW staff trained, and served as an ICS trainer and the university's business continuity manager.

■ **Share Your Member News**. E-mail IAEM member news items to Editor Karen Thompson at thompson@iaem.com.

E.M. News

■ **DHS Announces Release of Application Guidance for More than $3 Billion in Grant Programs**. The U.S. Dept. of Homeland Security (DHS) on Feb. 1 announced the release of application guidance for 14 federal grant programs whose collective purpose is to strengthen prevention, protection, response and recovery capabilities at all levels of government. DHS uses the application guidance to set strategic priorities that support President George W. Bush's National Homeland Security Strategy and align with the Department's National Preparedness Guidelines and the recently released National Response Framework. Fiscal Year (FY) 2008 grant programs provide $376.3 million more than last year to enhance the nation's ability to prevent, protect against, respond to and recover from terrorist attacks, major disasters and other emergencies. Application kits and program guidance for the grants will be posted at www.fema.gov/grants, plus you'll want to visit the IAEM Web site at www.iaem.com for the following DHS documents: EMPG guidance for FY 2008; EMPG allocations by state for FY 2008; EMPG allocations by state for FY 2007; FY 2008 grant guidance fact sheet; Feb. 1 DHS news release on application guidance; what's new in FY 2008 preparedness grants; grant guidance bulletin; and individual fact sheets on FY 2008 grants.

■ **U.S. Dept. of Homeland Security FY 2009 Budget Provided to Congress**. On Feb. 4, the FY 2009 Budget Request for DHS was released. IAEM Policy Advisor Martha Braddock issued an informational memo with highlights of the FY 2009 DHS budget request. See www.iaem.com/committees/government affairs for the memo and the following additional documents: DHS FY 2009 budget fact sheet, budget overview, budget-in-brief and complete budget request.

■ **NOAA Selects Bill Read as National Hurricane Center Director**. NOAA officials on Jan. 25 named Bill Read as the new director of its Tropical Prediction Center, which includes the National Hurricane Center and two other divisions in Miami. Read has served as the center's acting deputy director since August 2007. Tropical storms and hurricanes have frequently played a major role in Read's professional life. Read and his team were at the forefront in July 2003 as Hurricane Claudette made landfall on the Texas coast. He also was part of the Hurricane Liaison Team at the National Hurricane Center in Miami when Hurricane Isabel came ashore on the Outer Banks of North Carolina and raced northeast in September 2003. Learn more at www.noaanews.noaa.gov/stories2008/20080125_read.html.

■ **FEMA: Moving the Vision Forward**. The Federal Emergency Management Agency (FEMA) states that it is building on the improvements of 2007 and lessons learned, so that the agency is better positioned to help the American people prepare for, mitigate against, respond to and recover from a natural or manmade disaster.

Download a summary of FEMA's 2007 accomplishments; 2007 quick facts; a 2007 Flash slideshow and photo gallery of FEMA activities; 2007 disaster declaration maps, which show declared disasters by region, type, state and total numbers of declared disasters; and fact sheets outlining accomplishments, improvements and future initiatives of FEMA directorates at www.fema.gov/media/2007/review.shtm.

E.M. Resources

■ **DHHS Publishes Guide on Public Health Response to Emergencies**. The US. Dept. of Health & Human Services has published *Public Health Emergency Response: A Guide for Leaders and Responders*. The guide includes information on: resources within the public health system to help address emergencies; how federal health agencies function in an emergency; food security and environmental safety; risk communication principles; legal considerations; tips on conducting successful preparedness exercises; and more. Order or access the free guide online at www.hhs.gov/disasters/press/newsroom/leadersguide/index.html.

■ **ACEP Publishes Curriculum and Guide on Blast-Related Injuries From Terrorism**. The Americain College of Emergency Physicians has developed the *Bombings: Injury Patterns and Care* curriculum through the Linkages of Acute Care and EMS to State and Local Injury Prevention Programs project, funded by the Centers for Disease Control (CDC). The curriculum was developed with the assistance of a task force that included representative experts from emergency medicine, and it is designed to be the minimum content that should be included in any all-hazards disaster response training program. The training modules and an accompanying pocket guide are available at www.acep.org/blastinjury.

■ **Public Safety Field Guides Available for Download**. The Web site of the Wisconsin Chapter of the American Arson Investigators, Inc., offers a variety of public safety field guides created by IAEM member August Vernon, Assistant Coordinator for Forsyth County Emergency Management. Visit www.wiiaai.com/news.htm.

IAEM: Working for You

(continued from page 1)

subcommittees were announced that will focus on housing, the Stafford Act, private sector relationships, special needs groups and the National Response Framework.

In related news, the U.S. Dept. of Homeland Security's Federal Emergency Management Agency has issued a call for applications from individuals interested in serving on the NAC. Current council members, whose one-year terms end in June 2008, were encouraged to apply for reappointment. Future appointments will be for three-year terms. Complete information can be downloaded at http://iaem.com/publications/news/documents/NACApplicants021908.pdf. Application deadline is Mar. 14, 2008.

■ **CEM® Application Packet Now Available for Download at No Charge**. The Certified Emergency Manager® application packet is now available for download at no charge from www.iaem.com/CEM. Online registration with provision of contact information is required, but charges are not incurred until the application packet is submitted.

This change in procedures allows CEM®/AEM candidates to use the actual application to self-assess and determine their qualifications, while streamlining the administrative process. By requiring registration, IAEM still collects contact information for those interested in the certification program. IAEM uses the contact information to let candidates know about membership and conference opportunities, while periodically encouraging them to follow through with their CEM® application.

■ **Help Wanted: CEM® Commission**. The CEM® Commission is looking for candidates for two to four openings for the Class of 2011, who will serve on the panel from November 2008 through November 2009. The CEM® Commission sets policies and procedures governing the certification program, and reviews packets of applicants for the Certified Emergency Manager® (CEM®) and Associate Emergency Manager (AEM) credentials. Commissioners who are local practitioners must have earned the CEM®.

If you're interested in serving, submit a letter of interest and a summary of your credentials to IAEM Headquarters by **July 1, 2008**. For additional information, please contact IAEM Membership Director Sharon Kelly at info@iaem.com.

■ **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. This collection was developed and is maintained by the IAEM Editorial

(continued on page 18)

IAEM: Working for You

(continued from page 17)

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. See the author's guidelines at 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:

♦ "The Impact of Public Safety Hierarchy on Effective Emergency Management," by Lieutenant ML Marietta, Planning and Emergency Management Section, Milton Department of Public Safety, Milton, Georgia.

♦ "The Homeland Security Academic Environment: A Review of Current Activities and Issues for Consideration," by John Rollins, Specialist in Terrorism and National Security, Congressional Research Service (CRS), and Joseph Rowan, Senior Technical Advisor for Intelligence Systems and Architectures to the Director of Intelligence, U.S. Marine Corps.

■ **Region 4 Schedules Conference**. IAEM Region 4 has scheduled the Region 4 Conference for Apr. 24-25, 2008, in Huntsville, Alabama. This year's conference includes a president's reception, training, vendor demonstrations and networking opportunities. There will be a Southern-style barbeque and Friday night out at the Historic Huntsville Depot. The meeting includes a leadership retreat for state association representatives, the Region 4 business meeting, and an IAEM update from IAEM President Larry Gispert. Complete details and a registration form are available at www.iaem.com/regions/4.

■ **Region 2 Schedules Seminar and Meeting**. IAEM Region 2 has scheduled the Region 2 Seminar and Meeting for June 11-12, 2008, at the Fairlawn Community Center in Fairlawn, New Jersey. Keynote speakers are Steve Kempf, FEMA Region 2 Administrator, and Peter Marghella, President, Medical Planning Resources. Some of the other speakers include: General (Ret.) William Marshall, NJIT-NJ Homeland Security Technical Center; Thomas J. Lawrence, Vice President, Public Safety; Brendan McCloskey, University of Medicine & Dentistry New Jersey; and Lisa Orloff, Executive President, World Cares. An orientation on the CEM®/AEM Program will be featured. Please visit the Region 2 Web page at www.iaem.com/regions/2 to download a brochure with a complete agenda and registration form.

■ **IAEM Student Region Publishes Its First Regional Newsletter**. Although several IAEM student chapters have been publishing student chapter newsletters, the IAEM Student Region has begun publication of a regional newsletter. The first issue can be downloaded at www.iaem.com/about/membership/regions/studentregion/documents/IAEMStudentRegionNewsletterVolume1Issue1_002.pdf. It highlights news and resources of interest to students of emergency management.

CEM®/AEM Exam Prep Course: Mar. 31, 2008 in Tacoma

The CEM®/AEM Exam Prep Course is scheduled for Mar. 31, 2008, in conjunction with the Partners in Emergency Preparedness Conference, Apr. 1-2, Washington State University, Tacoma, WA.

Visit www.iaem.com/CEM to register online or download the registration form. Get information about the Partners in Emergency Preparedness Conference at http://capps.wsu.edu/conferences/emergencyprep/.

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 no later than **Apr. 10, 2008**. Please read the author's guidelines on our Web site before submitting your article. Remember, we still need articles of general interest to our readers.

Funnies From the Field Appears in the March 2008 Online Bulletin

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 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.

E.M. Calendar

Visit www.iaem.com/calendar for details.

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.
Mar. 26-28	Canadian Voice Interoperability Workshop: Making Public Safety Provider Interoperability a Priority, Ottawa, ON.
Apr. 1-2	Partners in Emergency Preparedness Conference, Tacoma, WA, CEM Prep® Course/Exam on Mar. 31.
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.
Apr. 24-25	**IAEM Region 4 Conference**, Huntsville, AL, www.iaem.com/regions/4.
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.
June 11-12	**IAEM Region 2 Seminar & Meeting**, Fairlawn, NJ, 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.

Online Bulletin at www.iaem.com

The extended online edition of the March 2008 *IAEM Bulletin* includes additional material beginning on Page 21. Download your copy in Members Only at www.iaem.com.

- New IAEM Member Listing, Jan. 16-Feb. 15, 2008.
- "Integration of Social Networking into Campus EM Programs, Part 2," by Sara Estes Cohen, MPP Candidate in Emergency Management,and David S. Burns, CEM, UCLA Emergency Manager.
- "Public School Operational Continuity During an Influenza Pandemic," by Adam Abrams, L-3 Communications Government Services, Inc.
- "How Campus Safety Became a Reality at USC," by Josh Bashioum, JIB Emergency/Disaster Preparedness.
- "University as City in a City, But with Differences: Campus Safety Programs," by Bob Cullins, MPA, CEM, Former Emergency Planning Coordinator, University of Nevada, Reno.
- "The Evolution of Emergency Management in Higher Education: Lessons from Our Early Years," by George Nuñez, Principal Emergency Management Associate, Office of Public Safety and Emergency Management, The George Washington University, Washington, D.C.
- "Student-Administration Collaboration for Campus Safety: A Funding Success Story," by Toby Osburn, Dean of Student Services; Cinnamon Salvador, Director of University Police; and Candace Townsend, Director of Public Information and Communication Services.

Integration of Social Networking Into Campus EM Programs, Part 2

By Sara Estes Cohen, MPP Candidate in Emergency Management (2008), and David S. Burns, CEM, Emergency Manager, University of California Los Angeles (UCLA)

Editor's Note: This is Part 2 in a two-part series. Part 1, appearing on Page 12 in this issue of the *Bulletin*, provides a firsthand perspective from a student's point of view. Part 2 outlines the challenges of the emergency management practitioner in implementing a new idea in a well-entrenched bureaucracy. David Burns writes on how he became involved in Sara Cohen's masters thesis and social networking pilot project.

Part 2

UCLA Emergency Manager David Burns: On Apr. 6, 2007, every college campus in the United States was affected by the mass murder incident at the Virginia Polytechnic Institute and State University. On Wednesday, May 16, around noon, an incident occurred two blocks off the UCLA campus when a person was seen carrying a crossbow by the Los Angeles Police Department (LAPD). The LAPD officer stopped his patrol car, a subsequent foot chase ensued, and the person ran into an apartment building. LAPD and UCLA PD tactical officers converged and established a four-block perimeter, which included an LAPD helicopter hovering over the UCLA Emergency Management Office ordering off-campus students to remain indoors.

Two hours later, after a lengthy search, the event ended without arrest. The crossbow was abandoned in an alleyway. In the course of the event, university communications staff decided not to issue an advisory; the event was deemed off-campus and determined to be no risk to the campus or population.

One hour after the event had ended, local news media aired statements that a rifle was found, and erroneously reported "possible shots fired on or near the campus." Some of these reports were based on student rumors sent via text messaging and social networking sites that an active shooting situation was occurring. Nearly three hours after the event ended; campus police were still calming rumors.

The ability to issue unconfirmed and unsubstantiated rumors via television and text messaging resources (friend's lists) confirmed the capability of social networking platforms to move information quickly across a campus. While campus administrators discussed fallout from the crossbow incident, the student run *UCLA Daily Bruin* newspaper blasted campus officials in editorials scrutinizing the failure of campus officials to issue advisories and communicate instances of potential danger coming from off-campus and campus locations.

In July 2007, Pamela Mottice-Muller, a colleague with the City of Beverly Hills, introduced me to Sara Cohen. Sara is attending UCLA for her master's degree in policy with a concentration in emergency management, and is currently conducting an internship with the City of Beverly Hills Emergency Management office.

Sara told me about her experiences as a resident of New Orleans during Hurricane Katrina in 2005, and the implications of using social networking in communicating during crisis. Because of her experiences with a major disaster, Sara is motivated to create change in current emergency management practices. Meanwhile, UCLA experienced several incidents that continued to press the need for improved mass notification systems and communication methods.

Resisting Change

Sara presented me with a challenge. She wanted my assistance in implementing a new means of mass notification using social networking sites. I initially resisted this proposal, primarily because I was not familiar with these systems. In my 25+ years of experience, few, if any, agencies in California used social networking sites for official information.

Over the course of many months and the fact that Sara is one of the most tenacious and persistent people I have ever known, I began to support this project. I realized this idea was new and important; this student was on to something that could change our profession. I was learning to embrace unfamiliar concepts and change.

Convinced by the Facts

The facts and data that Sara presented to me were impressive. Hundreds of pages of text messaging record archives during the Virginia Tech and Southern California fire incidents demonstrated that social networking sites carried information in real time. People attempted to reach official news and government sites during emergencies, but were unable to do so due to network overload and delayed information posting. The statistics, facts and other information compelled me to fully support Sara Cohen's proposal.

The challenges before me were:

- Changing the way information is managed at a major university, where cultures and practices are not easily changed.
- Dealing with a huge bureaucracy.

(continued on page 27)

Student-Administration Collaboration For Campus Safety: A Funding Success Story

By Toby Osburn, Dean of Student Services; Cinnamon Salvador, Director of University Police; and Candace Townsend, Director of Public Information and Communication Services, McNeese State University, Lake Charles, Louisiana

Limited funding from traditional revenue streams need not be a deterrent to obtaining resources to promote safety and security on college and university campuses. McNeese State University in Lake Charles, Louisiana, offers an example of student-administration collaboration to foster improvements to public safety in the learning community.

Students Encouraged to Become Advocates for Safety

In 2004, representatives from the university's police and student services departments began encouraging the student government association to consider ways in which students could become advocates for enhancing campus safety and security. Specifically, university officials shared information with student leaders regarding ongoing funding challenges for continuing education and training for sworn officers within the police department, as well as the need for education and training programs for the campus at large.

Building on an already strong track record of student-generated funding to address lighting, signage and other campus enhancements, representatives put forward a resolution in the student senate calling for a referendum to create a self-assessed fee for "materials and training that directly affects the safety of the students" (Senate Bill S05-16, 2005), a referendum that was subsequently approved by the student body.

The resulting fee, implemented in Fall 2005, is dependent on per-semester enrollment and generates over $30,000 annually. A number of initiatives have been funded, including equipment, training and supplies that were not previously possible under tight budgets so common among regional public institutions.

Resource and Training Expenditures Enhance Safety

Among the initial purchases made from the assessed fee were conference registrations for a workshop involving police, student services, housing, student health services and counseling center personnel on crisis debriefing for adults and youth following Hurricane Rita in 2005. The tools and resources provided to campus officials through this training greatly assisted the long-term recovery of the university in the wake of the record-breaking 2005 hurricane season along the Gulf Coast, and enhanced institutional readiness to respond to future events. Subsequent training for managing sexual assault incidents also was funded using this fee and included personnel from multiple organizational units of the university.

The campus safety fee has also been used to fund annual software charges for a computer-based judicial affairs program designed to educate students on diverse student life topics, including dating violence, date rape, safe living, alcohol and drugs, fire safety and conflict management. This system, used in the course of disciplinary sanctions, relieves limited student affairs staff from directly delivering this important yet time consuming educational process.

Substantial funds were allocated from the assessment revenue to purchase a travel trailer that is being modified to function as a mobile command center for law enforcement personnel at athletic events, outdoor concerts and related activities involving large populations in open areas of the campus. The vehicle can also function as temporary living quarters for campus crisis management officials who are temporarily evacuated from the danger zone of an expected hurricane impact. It also can be used to store and distribute basic supply needs for first responders reentering the community following a hurricane landfall, flood or other natural or manmade disasters. Future plans include the installation of self-contained communication and technology systems to firmly establish this unit as an integral tool in managing large public events or crisis situations.

The fee has also funded or partially funded upgraded bulletproof vests worn by officers on patrol, enhanced technology hardware and software that support campus public safety systems, tactical driving training for law enforcement personnel and sufficient quantities of critical supplies necessary for continuity of operations in a disaster scenario. In December 2007, the fee funded a day-long course in verbal communication and confrontation diffusion tactics for campus personnel who encounter highly agitated or unruly persons within the campus environment.

Accountability for Funds

These funds are not expended in a vacuum, of course. Accountability is maintained by reporting expenditure activity two times each year to the student-chaired self-assessed fee oversight com-

(continued on page 27)

Public School Operational Continuity During an Influenza Pandemic

By Adam Abrams, L-3 Communications Government Services, Inc.

Public schools play a critical role in pandemic influenza response. While conventional wisdom, and many plans, state that schools will be closed as a social distancing measure, this decision could have adverse affects on continuity of operations for small business and local government. Closing schools will impact not only the school district's budget, but also (by impacting business) reduction of the tax base of local governments.

Economic Impact of Closure

Of the 26,469,000 married couples with their own children younger than 18 years in the United States 16,231,000 families have both parents employed.[1] By closing schools, one of these parents will likely have to stay home to watch the children. Additionally, there are 39,374,000 single head of household families with children under the age of 18 in the United States. Taking into account that an estimated 20% of working adults[2] will become ill, there is a potential for 58,851,200 adults unable to work. This represents a potential loss of 43% of the 138,963,839[3] working adults. There are 82,079,106[4] persons under the age of 18 in the United States. This correlates to 1.2 children per household. Using the assumption that 40%[5] of these children will become ill or 0.48 children per household, there will only be 26,690,400 unable to work, or 19% of the workforce.

Methods of Prevention

In making the decision to keep schools open, infection control measures will have to be taken to limit the spread of influenza in the school. Precautions such as mandatory hand washing and mask use, aggressive cleaning of surfaces, reducing class density, home-school/work quarantine, and fever surveillance will prove to be important measures. Even now in the pandemic alert phase, education and reinforcement should occur to develop good hand and respiratory hygiene, particularly in elementary school students. Of these measures, reducing class density, particularly in already over-crowded schools, will likely be most challenging.

In the current World Health Organization case definition of H5N1[6] influenza, close contact is described as contact within one meter. In order to accomplish this minimum separation, there must be significant planning for space utilization (i.e. use of cafeterias and gymnasiums as classrooms) and staggered times for restroom breaks, dismissals and other events where large numbers of students congregate. As an example, large numbers of students are typically in the hallways of a high school between classes while en route to their next class. This could be prevented by assigning students to a particular class room, and have the teachers travel from class room to class room.

Conclusion

While conservative risk management may dictate school closure during the peak of a pandemic wave, there may be opportunities to keep schools open. With planning and training, schools can be kept open, reducing the socioeconomic impact of their closure.

[1] U.S. Census Bureau, 2006 American Community Survey, Table FG2. Married Couple Family Groups, by Family Income, Labor Force Status of Both Spouses, and Race and Hispanic Origin/1 of the Reference Person: 2006; http://www.census.gov/population/socdemo/hh-fam/cps2006/tabFG2-all.xls.

[2] Pandemic Planning Assumptions, section 1.1.3; http://www.pandemicflu.gov/plan/pandplan.html.

[3] U.S. Census Bureau, 2006 American Community Survey, S2301. Employment Status; http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2006_EST_G00_S2301&-s_name=ACS_2006_EST_G00_

[4] Annual Estimates of the Population by Five-Year Age Groups and Sex for the United States: April 1, 2000 to July 1, 2006 (NC-EST2006-01) http://www.census.gov/popest/national/asrh/NC-EST2006/NC-EST2006-01.xls

[5] Pandemic Planning Assumptions, section 1.1.3; http://www.pandemicflu.gov/plan/pandplan.html.

[6] WHO Case Definitions for Human Infections with Influenza A (H5N1) Virus. 29 August 2006; http://www.who.int/csr/disease/avian_influenza/guidelines/case_definition2006_08_29/en/index.html.

Challenges Faced by University in High-Crime Area

By Josh Bashioum, JIB Emergency/Disaster Preparedness, Inc.

Campus safety became a reality for the University of Southern California (USC) in 1992, when a jury awarded $1.6 million in damages to a female student who claimed that the university had concealed information about crime in the neighborhood surrounding USC. The female student had allegedly been raped and subsequently claimed the University of Southern California officials had failed to supply sufficient security around campus. This awful incident served as a reminder to USC of the extreme challenges they faced with an open campus nestled in the middle of notorious downtown Los Angeles.

As a current member of the USC Trojan family and an emergency management consultant, I felt I had a unique insight into the challenging realm of campus safety. USC has done its best to make its campus a safe atmosphere for students, professors and the like, but have they truly improved or simply continued to hide the truth of an inner city university?

I have spent many nights walking through and around the USC campus, thinking of the countless stories told by friends and professors of robberies, thefts and burglaries happening at USC. One story told by a classmate two semesters ago had me bewildered: "I was walking home after my Monday night class, and a homeless man confronted me on the corner of Figueroa and Jefferson. He brandished a knife and demanded money. I didn't know what to do, so I ran into the nearest open storefront of the Goodwill Thrift Shop. The homeless man chased me until I could hide behind the security guard in the Goodwill."

Encounters such as these are not commonplace, yet they do have a large impact on a university's perceived value. As frustrating as it is for USC, it is nearly impossible to eliminate crime outside of their university, with factors such as jurisdiction, cost and student responsibility coming into play.

Crime Mitigation Programs

USC has invested significant resources and initiated multiple crime mitigation programs to protect its students through its Department of Public Safety (DPS). Has it paid off?

According to our recent student survey, 82 percent felt safe on the USC campus, yet only 61 percent felt that the campus DPS could assist them in an emergency. The main reason behind the skepticism of the DPS off-campus is fueled by their lack of off-campus patrols. They have the ability to respond off-campus, but the student housing area is just too large to have a cost effective "visual" presence for the students. However, to their credit, DPS has done an excellent job of maintaining a visual presence on and immediately around the USC campus.

Future Improvements Needed

What else could USC do to increase their on and off-campus safety? The students also were asked, "What else could USC do to improve campus safety?" The two most common responses were more evening on- and off-campus lighting and an increase in DPS patrols off-campus.

Of the two responses, the most cost-effective answer for USC would be to initiate a lighting project for the entire campus and an adjunct program with the City of Los Angeles for the student-occupied five-block radius outside of the university to significantly increase the lighting for its students. This, along with an increased off-campus patrol, would significantly improve the perceived and actual level of campus safety at USC.

Conclusion

In the future, USC will continue to encounter the numerous safety issues faced by an open campus in an urban setting. It is important for USC to allocate adequate funds to both maintain and improve levels of campus security. Added lighting, coupled with the increased presence of security personnel patrolling campus, will likely improve the students' perception of safety and also serve as active deterrents to crime. Once this has been done effectively, USC can be confident that they have taken the appropriate steps to prevent a similar backlash and avoid the negative publicity that followed the unfortunate incident in 1992. The author welcomes questions at bashioum@usc.edu.

University as a "City in a City," But With Differences: Campus Safety Programs

By Bob Cullins, MPA, CEM, Former Emergency Planning Coordinator, University of Reno, Nevada

Some have characterized a college or university as being a "city in a city." There certainly are similarities, but there also are differences that affect how safety and emergency management programs are conducted.

Similarities and Differences

Although cities may stretch over hundreds of square miles, colleges are often concentrated within hundreds of acres within or at the edge of cities. While cities may be relatively self-supporting during emergencies, colleges are not. Colleges do not have a wide range of fire, police and medical assistance on campus. Thus, "town and gown" relationships are very important; mutual aid agreements with emergency responders in neighboring jurisdictions are critical for colleges.

Like cities, campuses are composed of residents and commuters. However, college "residents" live in dorms or fraternities and sororities part of the year. They are usually young and away from home for the first time. They don't always make wise decisions regarding their safety. It is not unusual to see students late at night going to and from libraries, the student union or other buildings on campus. This leaves them vulnerable to attack and sexual assault from criminals, especially if students are walking alone.

While cities may have periodic large events and some large cities have professional sports teams, colleges have football and basketball games that can draw thousands of people from both "town and gown" and the opponent's teams. Rivalries between teams can be fierce and emotional. Add to that the tailgate parties with "keggers," involving the students and fans of both teams. In such circumstances, things can become volatile within and outside a stadium.

Colleges have laboratories with large quantities of chemical, biological and radiological materials used in teaching and research. Hazardous materials spills could occur and endanger the campus and surrounding community.

Unlike public schools, campus buildings do not have public address systems to notify students and faculty of emergencies and the actions they should take in case of natural hazards (such as tornadoes) or security problems.

Programs and Progress

More colleges and universities are developing mutual aid agreements with surrounding first responders and involving them in campus safety programs. For example, at the University of Reno, the fire department is regularly involved with building evacuation exercises. As a result, firefighters are able to become more familiar with each building and update their pre-plans. Additionally, the local hazardous materials team is involved in exercises we conduct with our laboratories. Lastly, the campus police department regularly work closely with local police departments.

Card-swipe access systems have been installed in the dormitories for several years. No one gets in if they don't have a card or if it is invalid. An expansion of the system to other campus buildings is being considered.

For student safety, we are planning to increase the number of "blue light" safety call boxes throughout the campus. Also, our student association offers an escort service for students during the evenings. Additionally, our facilities maintenance department keeps trees and shrubbery trimmed to reduce potential hiding places for people who might wish to do harm. More lighting and more security cameras are being installed around buildings.

For sporting events, security cameras are posted at various locations, and patrons are checked upon entry to make sure they're not bringing in alcohol or items that could be used or thrown to hurt others. We regularly bring in off-duty police from neighboring jurisdictions to serve as extra security both inside and outside the stadiums. For games with strong rivalries, we ask the opposing team to send some of their officers because they know who their "troublemakers" are; we reciprocate with them for their games.

To better control the use of chemicals in laboratories, campuses are implementing inventory programs to identify the nature and amount of chemical, biological and radiological materials stored on campus. They are reducing these quantities via hazardous waste disposal programs, focusing on items that have been stored unused for years.

As a result of the VA Tech massacre, colleges are examining their warning and notification systems by implementing text messaging, reverse 911, mass e-mail and faxes, LED message boards, indoor public address systems and outdoor sirens with speakers. These systems will not only be useful for security problems but also for natural hazards.

A university campus is like a "city in a city." There are both similarities and differences. The emergency manager has to understand them and develop tailored programs that enhance safety campus-wide.

The Evolution of Emergency Management in Higher Education: Lessons From Our Early Years

By George Nuñez, Principal Emergency Management Associate, Office of Public Safety and Emergency Management, The George Washington University, Washington, DC

In the popular essay by Robert Fulghum, *All I Really Need to Know I Learned In Kindergarten*, the author eloquently stresses that the important lessons we learned as children are critical to us throughout life. Reading the essay from an emergency management perspective, it appears Fulghum was right on target. Through the importance of sharing (mutual aid), washing hands (public health) and respect (partnership management), we learned our most basic of lessons that continue to be passed on through the generations.

Fundamentals of Preparedness Learned Early

We learned the fundamentals of emergency preparedness at an early age. Every day throughout the world, emergency preparedness personnel train children in the basic life safety skills. These skills are taught and practiced on a routine basis when the fire alarm sounds and classrooms evacuate in an orderly fashion. Each generation meets the risk of the times through well-intentioned practices, including such classics as "duck and cover" and "stop, drop and roll."

The Need to Examine New Technologies and Options

Emergency management in the field of education continues to evolve from the past "duck and cover" lessons to utilizing modern technology such as electronic text alerting. We must continue to look forward and examine new ways of preparing our campuses and exploring new capabilities in preparedness and response. At the same time, we must take time to review all options and learn from the foundations of our profession and the lessons of the past – both the positive and the not-so-positive.

Unique Challenges

Although emergency management in higher education may appear to be similar to emergency management outside our campuses, college and university emergency management practitioners face unique challenges and requirements. College and university campuses have evolved into complex organizations far from the sleepy origins of many institutions. The public often do not see terms such as "level three labs" or "select agent compliance requirements." Community officials may not realize the important and unique roles of universities within their locales and in their region – major economic and employment centers, health and medical/trauma centers, sources of legal aid, information and technology hubs, and centers for national research.

Long gone are the days of the lone watchman strolling through the halls and the use of water-filled red fire buckets to provide the latest in fire suppression. Today, professional emergency managers, along with other campus and community resources, work diligently to ensure the safety of colleges and universities across the country. Our collective approach needs to remain proactive as we assist one another, share ideas, and work to address common challenges.

Conclusion

We must attribute our basic life safety skills and emergency preparedness outlook to our formative years and be eternally grateful to our kindergarten teachers. (Thanks, Mrs. Whitney!) While our profession continues to evolve and the world may seem more complex and challenging than before, our emphasis must not falter from the basic principles taught by our teachers and our profession – always be prepared, work together and lend assistance to those in need.

Nominations Are Open for EMSC 2008 National Heroes Awards

The Emergency Medical Services for Children (EMSC) National Resource Center is seeking nominations for the 2008 EMSC National Heroes Awards. The awards are presented to individuals who make an outstanding contribution to the EMSC program. Nominations are due **Apr. 4, 2008**. These awards were established in 1998 to recognize and reward outstanding achievement in emergency medical services for children and to encourage continued excellence in the field. The award categories honor individuals, state programs and organizations for their outstanding efforts to improve emergency care for America's children.

The following documents are available for download:

- National Heroes Award Brochure
- National Heroes Award 2008 Nomination Form

Integration of Social Networking, Part 2

(continued from page 21)

Sara and I met with a local major social networking corporation. They agreed to implement a pilot project and to fully support UCLA with a national model product template for other colleges, cities and other municipal emergency management organizations.

Project Moves Forward

Under my supervision from July through November 2007, Sara presented her proposal to my boss (the Associate Vice Chancellor of General Services), the Administrative Vice Chancellor and the UCLA Communications Department. The UCLA University Communications Department (Media Relations) will post authenticated information and advisories on its Web site. The authenticated information is then mirrored on UCLA's official emergency management social networking page (sponsored free of charge). If the UCLA incident Web page fails due to network overload, the social networking site can handle the additional traffic due to increased bandwidth capability serving millions of users worldwide.

In November 2007, Sara presented her project theory to the 10 UC campus emergency management directors at the UC Emergency Managers Annual Conference at UC Davis and the IAEM University and Colleges Committee (UCC) workshop in Reno, Nevada. In December 2007, the project was greenlighted for implementation at UCLA, and in January 2008, Sara began her internship at UCLA's emergency management office. The project rollout should occur within 90 days.

Conclusion

The end result of Sara's project and thesis is a new mechanism to counter the potentially negative effects of a crisis (rumor and misinformation). By embracing social networking platforms to deliver authenticated messages and advisories, emergency managers have a new way to increase public outreach. An additional benefit of this partnership is that it allows parents, family and friends who do not have access to subscription-based text messaging systems like UCLA's BruinAlert™, the ability to access the warnings through social networking sites that partner with emergency management agencies.

Your Opinion Is Requested

■ **IAEM Members Invited to Comment on the Pitt Review of 2007 UK Floods**. The Pitt Review is underway in the UK as a result of the flooding experienced in 2007. IAEM Europa is collating a formal response on behalf of IAEM. IAEM members are invited to **review this document** and/or the full interim report and submit their own comments. Or they can contribute to the IAEM Europa response via e-mail to **IAEM Europa President Arthur Rabjohn, CEM**, by **Mar. 15, 2008**.

■ **FEMA Search and Rescue (SAR) Work Group Requests Comments**. The FEMA Search and Rescue Work Group is requesting feedback on the sections of the *National Mutual Aid & Resource Typing Initiative* and the *National Emergency Response Credentialing System* as they pertain to SAR. IAEM members are invited to route their comments on the **posted documents** through Pat Fugate, IAEM ESS Committee Chair, at **pat.fugate@charter.net** no later than **Mar. 20, 2008**.

Funding Success Story

(continued from page 22)

mittee in the context of a public meeting. The director of university police presents a brief summary of programs and initiatives funded by the fee, along with a prior semester financial reconciliation. Members of the committee are given the opportunity to comment and ask questions.

Since the fee is voluntarily self-assessed, students retain the authority, through referendum, to withdraw funding at virtually any time. Occasional informal presentations and conversations with key student leaders regarding the manner in which the funds are being used to directly impact campus safety and security are an important tool for demonstrating the value of the fee to the very stakeholders who created it: students.

Conclusion

An annual infusion of $30,000 may not sound like a lot of money to many emergency managers, and when weighed against the total operating budget of a campus law enforcement agency it is, in fact, a relatively small figure. But the training and material resources this additional revenue stream creates have proven vital to the university's readiness to manage a variety of hazards, disasters and crises. Also, the value of having students actively participate in funding and oversight of these resources has proven valuable for giving students a mechanism to directly influence the culture of safety and security on the campus.

New Members: Jan. 16-Feb. 15, 2008

Please join us in welcoming these new IAEM members.

REGION 1

David M. Burich
New Haven, CT

Christopher D. Connelly
Dunbarton, NH

Thomas Galliford
Bethel, CT

Christian M. Lanphere
Cambridge, MA

Donald A. Robinson
Amherst, MA

REGION 2

Rachel Stein Dickinson
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Ben Laganga
Westfield, NJ

Christopher M. Lieberman
Putnam Valley, NY

Kevin D. Mulrooney
Brooklyn, NY

Christopher J. Scaturo
Westfield, NJ

REGION 3

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Frank J. Cruice, CSP, CRSP
Salisbury, MD

J. Ed Day
Alexandria, VA

Walter English
Alexandria, VA

Peter C. Garcia
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Stacy R. Gunnin
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Craig C. Harner
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Kristina Hynes
Frederick, MD

Anna M. McRay
Richmond, VA

Larry Mullendore
Richmond, VA

Marcia C. Nickle
Newark, DE

Walter H. Orthner
Williamsburg, VA

Simone Wallace Rush
McLean, VA

Lucia C. Schmit
Arlington, VA

Robert A. Stalzer
Fairfax, VA

Lawrence W. Thomas
Washington, DC

Dr. Jean B. Will
Philadelphia, PA

David A. Williams
Smithsburg, MD

Amanda Witt
Alexandria, VA

Michael L. Wood
Springfield, VA

Bradley D. Zell
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Port St. Lucie, FL

Anita Allison Donley
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Bill Fenner
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Clarksville, TN

Oliver E. Greene, Jr.
Tampa, FL

Pamela D. Hemphill
Jackson, MS

Miguel Hidalgo
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Ruskin, FL

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Columbus, MS

Lorin Mock
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Morgan Taylor
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Duane Davis
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Jennifer D. Floyd
Detroit, MI

Harold T. Jones
Detroit, MI

Dr. Michael J. OConnor
Rocky River, OH

Debra A. Paige
Stillwater, MN

(continued on page 27)

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Student Members: $25 **Affiliate Members:** $795 **Join online today at** www.iaem.com
Or...mail this completed form with with your check to: IAEM, 201 Park Washington Court, Falls Church, VA 22046

Name _____ **Title** _____
Organization _____ **Recruited by** _____
Mailing Address _____
City/state/zip _____
Phone/fax _____ **E-mail (if available)** _____

☐ **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)

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Romulus, MI

Lt. Jack A. Stewart
Grand Rapiuds, MI

Jennifer Tobey
Goshen, IN

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Brandon Baker
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Thomas S. Barsi
West Seneca, NY

Chase Battle-Smith
ATU, Dover, AR

Stephen P. Brunelle
River Ridge, LA

Brenda J. Bush
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Robert N. Buzzerd
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Glynn Cavin
Baton Rouge, LA

Sol M. Diaz
Commerce City, CO

Samantha Easter
ATU, London, AR

Jason H. Emden
New York, NY

Denny Foulk
ATU, Russellville, AR

Theodore F. Freeman
Manasquan, NJ

Jason P. Geneau
Philadelphia, PA

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ATU, Russellville, AR

Debra M. Gursha
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Kathleen L. Hart
Perkasie, PA

Kurt Hilt
Everett, WA

Thiago P. John
Stillwater, OK

Chantell Johnson
Philadelphia, PA

Chass T. Jones
Spokane, WA

Nicolaus A. Jones
Novi, MI

Koren Kanadanian
Franklin, MA

George O. Kerstetter
Auburn, NY

Christian M. Lanphere
Cambridge, MA

Paula P. Larson
Portland, OR

Rodney S. Lovette
Akron, OH

Jan Loveless
ATU, Dover, AR

Christopher Lynch
Bloomington, IN

Nikki McNown
ATU, Russellville, AR

Amanda M. Merrill
ATU, Russellville, AR

Marion Scott Oerding
Portland, OR

Cornelius B. O'Rourke
Astoria, NY

(continued on page 28)

New Members

(continued from page 27)

Nicholas J. Pluim
Fargo, ND

Scott E. Proser
Commack, NY

Crystal M. Roberts
Jacksonville, AL

Tabitha Robinson
ATU, Russellville, AR

Jason Sanders
ATU, Dover, AR

Melody L. Scott
Mobile, AL

Rebecca L. Siceloff
Alexandria, VA

Kevin Siegmund
Baton Rouge, LA

Derek M. Silva
Bronx, NY

Mark F. Slovensky
Broken Arrow, OK

Kelly Sohns
ATU, Russellville, AR

Chris D. Trombley
Champlain, NY

Elliott L. Von Weller
Silverton, OR

Elizabeth A. Wangard
Washington, DC

Andrew Ward
ATU, Russellville. AR

Jennifer Ward
ATU, Russellville, AR

Brenda B. Webber
Fairbanks, AK

John A. Yevick
San Antonio, TX

IAEM CANADA

Bonnie A. Austman
Regina, SK

Graham M. Dawes
Mississauga, ON

Sean E. Hand
Victoria, BC

Allan D. Hewitt
Orono, ON

Brendan A. Kapuscinski
Calgary, AB

Wm. Patrick Lee
Calgary, AB

Tariq Sean Malik
Oakville, ON

Alan Phillipson
Winnipeg, MB

Sharon A. Romanowski
Edmonton, AB

Kathleen Schindel
St. Catharines, ON

Shari G.. Van Rijn
Coaldale, AB

Barbara L. Webster
Calgary, AB

IAEM OCEANIA

Shane Bolton
Morphett Vale, Australia

John Bowen
Australia

Jeremy R. Gibbons
Auckland, New Zealand

Michael J. Matthews
Yarra Glen, Australia

Tim T. McInerny
Canberra, Australia

Robert Patton
Tauranga, New Zealand

IAEM EUROPA

Dr. Daniel P. Eriksson
Nacka, Sweden

John Kanalis
Athens, Greece

Stewart J. Mashiter
Lancashire, UK

George Tzingounis
Athens, Greece

Brian P. Williams
London, UK

Funnies From the Field

■ **Kitties and Sandbags**. I placed sandbags and sand at 10 of our neighborhood fire stations just before our annual flood season, so that citizens could fill them up if needed. The empty sandbags were placed outside each station next to a pile of sand. Good idea, right?

Well, the neighborhood cats used the sand pile as a kitty-litter area. Then the tomcats decided to fight to be the "Top Cat" – in the middle of the night – thus disturbing the firefighters' sleep.

I received calls from several fire captains to remove the smelly sand and get rid of the sand piles.

Done! At least the sandbags (unfilled) were still available.

Beware of unintended consequences. Else the critters will get you. – *Bob Cullins, MPA, CEM*

■ **Getting a Head Start**. Several years ago, I was talking to a Head Start class about severe weather. I asked the students if they knew what hail was. One boy raised his hand and said, "That's where you go when you cuss." – *David L. Maack, CEM, CPM*

■ **Do You Have a Funny Anecdote to Share?** E-mail your humorous story, funny call at the call center, strange incident or unusual occurrence (no more than 100 words, please) to IAEM Oceania Vice President Kristin Hoskin at kh@kestrel.co.nz.