Residential Emergency Securing Procedure: Review of MU's Development and Implementation

ACPA National Convention
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Power to Imagine ■ Courage to Act

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Overview & Objectives

- Conceptual Foundation
- Brief Overview of the MU procedures
- Recognition / Reflection / Reality
  - Personal Influence
  - Environment
  - Dept/University Staffing
  - Technology
  - Collaboration
  - Communication
  - Training
  - Politics
  - Assessment
- Lessons Learned
"It is important to avoid confusing planning with a written; planning is a never-ending jurisdictional process, while the plan itself represents a snapshot of that process at a specific point in time. Similarly, a written plan does not guarantee preparedness; preparedness is dynamic and contingent upon ongoing processes."

"The emergency planning process should also integrate plans for each individual community hazard managed into a comprehensive approach for MULTI-HAZARD management" (Perry & Lindell, 2003).

**Considerations:**
- Personal Communication
- Primary/Secondary School System Procedures
- Department of Education
- Emergency Planning – NASPA

**MU:**
- Personal Communication: MO Public School System, Chief of Police and EHS
- Department of Education
- Emergency Planning – NASPA
Overview: MU Securing Procedures

- MU: campus & residential life
- The Charge
- The Versatility (yellow/orange/red)
- The Implementation
Emergency Securing Levels

**Yellow**
- Unforeseen events occur on campus or in the city of Columbia.
- In order to increase the safety of students and/or their belongings.
- Examples: several thefts on campus in quick succession, a protest or demonstration suddenly assembled nearby
  - **All Clear**: signs are removed from exterior doors, exterior doors are unlocked

**Orange**
- Serious facilities or student issues
- Examples: large spills, dangerous structural repairs, severe student accident, injury or illness
  - **All Clear**: area is no longer locked/blocked, normal activity/use resumes

**Red**
- Implemented if a violent intruder is discovered on campus or in the city of Columbia.
- In the event of a campus emergency that poses a serious threat to students' safety.
- Examples: violent intruder, active shooter
  - **All Clear**: emergency personnel and hall staff key-in to rooms to notify students, exterior doors are unlocked
Emergency Securing Signage

YELLOW LEVEL SECURING
The building has been locked
Only students and staff with activated IDs for this building will be able to gain access
See Information Desk for Details

ORANGE LEVEL SECURING
CAUTION–STAY CLEAR
The following location has been quarantined:

RED LEVEL SECURING
ALERT–ALERT
A DANGER has been reported outside of this hall
IMMEDIATELY return to your room and secure yourself
READ Red Level Securing Information on the back of your door

All Clear
Environment/Atmosphere

“In sharp contrast to many other nation-states with traditions of highly centralized governments, American society is relatively decentralized” (Drabek, 1985).

Considerations:
- Size
- Setting
- Geography
- Atmosphere/Culture

MU:
- 30,000+ students
  - 7000+ on campus students
- Columbia, Missouri: 95,000 population
  - 2 other colleges
- Decentralized campus operation system
Department/University Staffing

“Promoting a caring campus culture, making use of emerging perspectives, reducing the likelihood of violence through minimizing alcohol and substance use, and taking advantage of research and the scholarship of practice require that all members of campus communities undertake appropriate training to develop the requisite knowledge and skills that can be drawn on in a crisis” *(Emergency Planning in Student Affairs –NASPA, 2008)*.

<table>
<thead>
<tr>
<th>Considerations:</th>
<th>MU:</th>
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</thead>
<tbody>
<tr>
<td>Organization chart</td>
<td>Senior Staff</td>
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<td>Expectations/training</td>
<td>Housing Operations and Residential Academic Programs</td>
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<td>Police versus security</td>
<td>University Police</td>
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<td>Political navigation</td>
<td>Tradition of significant service</td>
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<td>Facilities staff (many native Spanish speakers)</td>
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<td>Local agencies</td>
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<td>Residential classrooms (guests, faculty)</td>
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“To improve their emergency communications systems, most colleges and universities are focusing their attention on e-mail and text alerts, voice alerts, alarms, video surveillance, 911 and E911 systems, call boxes, safety personnel, and electronic signage”  
(Association for Communications Technology Professionals in Higher Education - survey results, 2008).

Considerations:
- Logistics/type hardware and software
- Mass notification
- After-hours access to campus and technology
- Budget

MU:
- Securing v. Lockdown
- Electronic Lock/Key Administrator
- Levels of access and securing
Collaboration

“Effective crisis planning begins with leadership at the top” “Crisis plans should not be developed in a vacuum” “Identify and involve stakeholders” (Department of Education, 2007).

Consideration:
- “Best” contact with each department/unit
- Existing plans
- Level of buy-in
- Clearly formulating needs/questions/resource requests
- Campus and local experts
- Follow-up with all parties

MU:
- Existing plans
- Outreach/Meetings
- Vetting ideas and plans
- Interfacing effectively
- Relationships beyond institution
“Many of these emergency notification methods have existed for a long time, but most schools don’t realize it or think about them in that context” (Dave Bujak, Emergency Management Coordinator).

Considerations:
- Electronic communication
- Multiple layered notification

MU:
- Colors (learning styles, accommodating, language)
- ADA students
- Texting
- Phones (AC phones, 2-way radios, signage)
- E-mail
Communication Flow is dependent on whether it is, “SAFE TO DO SO”
# Residential Life: Emergency Securing Procedures

<table>
<thead>
<tr>
<th>Position</th>
<th>Yellow</th>
<th>Orange</th>
<th>Red</th>
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</thead>
<tbody>
<tr>
<td>Senior Staff</td>
<td>Initiate Securing via Communication chart</td>
<td>Initiate Securing via Communication chart</td>
<td>Initiate Securing via Communication chart, Secure themselves</td>
</tr>
<tr>
<td>Area Coordinators</td>
<td>Initiate Securing via Communication Chart- contact front desk, hall coordinators, area admin. Supervisor, student staff if needed</td>
<td>Initiate Securing via Communication Chart- contact front desk, hall coordinators, area admin. Supervisor, student staff if needed</td>
<td>Initiate Securing via Communication Chart- contact front desk, hall coordinators, area admin. Supervisor, student staff if needed, Secure themselves</td>
</tr>
<tr>
<td>Front Desk</td>
<td>Begin desk specific checklist, answer student questions</td>
<td>Begin desk specific checklist, answer student questions</td>
<td>Begin desk specific checklist, secure themselves</td>
</tr>
<tr>
<td>Hall Coordinators</td>
<td>Communicate with Student Staff the securing level</td>
<td>Communicate with Student Staff the securing level</td>
<td>Communicate with Student Staff the securing level, Secure themselves</td>
</tr>
<tr>
<td>Area Administrative Supervisors</td>
<td>Initiate Securing as needed to student staff</td>
<td>Initiate Securing as needed to student staff</td>
<td>Initiate Securing as needed to student staff, Secure themselves</td>
</tr>
<tr>
<td>Student Staff</td>
<td>Begin hall specific checklist, post signs, notify students with disabilities</td>
<td>Begin hall specific checklist, post signs, notify students with disabilities</td>
<td>Begin hall specific checklist, post signs, use bullhorn or PA system, notify students with disabilities, Secure themselves</td>
</tr>
<tr>
<td>Facilities Staff</td>
<td>Carry ID, talk to supervisor for questions</td>
<td>Avoid quarantined area, determine area to quarantine, talk with supervisor</td>
<td>Return to break room or maintenance center, secure themselves, wait for further instructions</td>
</tr>
<tr>
<td>Students</td>
<td>Carry ID, ask front desk for details</td>
<td>Stay away from quarantined area, ask front desk for details</td>
<td>Return to room: lock door, close &amp; lock windows, pull shades, turn off tv and stereo, cell phone to vibrate or silent, check MU Alert site, wait until staff key in to give all clear</td>
</tr>
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Training

“Like a test on which all students will achieve a perfect score raises the suspicion that it is too easy, a drill or exercise that identifies no problems is probably one with either a trivial scenario or an inadequate evaluation. It is also clear that the repeated experience of dealing with disaster events will inevitably help organizations to devise workable coordination strategies” (Perry & Lindell, 2003).

Considerations:
- Current emergency procedures in place (fire, severe weather)
- Learning styles
- Population size of trainees
- Repetition
- Flexibility/tailoring

MU:
- Facilities staff, students, student staff, professional staff, parents, Student Affairs Directors and other campus colleagues
- In-person (staff, floor meetings)
- Online video
- Door stickers
- Website
- Drill
- Fliers
- Checklists
- E-mail to faculty
Political Navigation

- Policy Development Team
- Collaboration
- Vetting
- Implementation
- Media
- Residential vs. Campus
Assessment

- Vetting Process
- Piloting Procedure
- Residential Wide Drill
- Staff Perceptions
  - “It is reassuring to have a procedure in place so that everyone can be on the same page during a crisis”
- Student Perceptions
  - “I feel like it was a little invasive when the student staff members had to key in to every room. But, I do understand that everything that was done throughout the drilling process was in the best interest of the students”
- A Parent’s Perception (during a drill)
  - “...this is wonderful...”
Lessons Learned

- Communication with the halls
- Electronic securing of the halls
- Facilities staff training
- Securing of traditional style apartment vs. traditional style halls
  - Language barriers
  - Geographic location
  - Building design
- Communication breakdown
- Resident & student staff buy-in / education
- Marketing
- Policy Writing
- Difficulties
References

- Personal Communication:
  - Former Director Housing for Northwest Missouri State University
  - Chief of Police, University of Missouri-Columbia
  - Director of Environmental Health and Safety, University of Missouri-Columbia
  - Columbia (MO) Public School System
Contact Information

We are happy to answer any questions and serve as resources during the development, or reevaluation, of your institution’s policy.

Please feel welcome to grab our business cards after the presentation.

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