Wisdom, Courage, and Heart
Progressive Strategies for Campus Crisis Management

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Three Goals of the Presentation

- To provide a forum for discussing specific critical incident and crisis preparation and management strategies and to share collegial advice.
  - Disclaimer (New Program vs. Dissertation Program):

- To illustrate research findings that suggest common and exemplary preparation strategies and management initiatives.

- To promote a growing list of valuable critical incident and crisis preparation resources available to SA administrators.
Definition of Terms

- **Crisis:**
  - “a traumatic event that seriously disrupts our coping and problem-solving abilities. It is typically unpredicted, volatile in nature and may even threaten our survival. A crisis can present a drastic and tragic change in our environment. This change is generally unwanted and frightening, and may leave us with a sense of vulnerability and helplessness” (Lerner, Volpe, & Lindell, 2004, p. 9).

  Zdziarski (2006) defined crisis as “an event, often sudden or unexpected, that disrupts the normal operations of the institution or its educational mission and threatens the well-being of personnel, property, financial resources, and/or reputation of the institution” (p. 5).
Definition of Terms

- **Crisis Response Plan (CRP)** - (Lerner, Volpe, & Lindell, 2004)
  - Series of actions and protocols taken by an institution in preparation for and reaction to a crisis on campus.

- **CRP Structure** - (Lerner, Volpe, & Lindell, 2004)
  - Focuses on the structural elements of a CRP.
  - Provides the formal written plan, preparation, training, assessment, and services/programs provided to constituents in times of crises.

- **CRP Process** - (Lerner, Volpe, & Lindell, 2004)
  - Focuses on the emotional effects of a crisis.
  - Provides immediate and continued assistance to those individuals involved in the crisis.
Review of the Problem

- Due to recent campus tragedies and a post-9/11 world, university officials are reviewing and placing a stronger emphasis on how to develop and implement their crisis response procedures and protocols.

- Categories of Crises (Zdziarski, 2001).
  - Natural crises (abnormal weather patterns);
  - Facility crises (threats of damage or actual damage to campus buildings; infiltration by domestic and international terrorist groups, i.e. ALF, ELF, etc.; research interests, chemical labs);
  - Criminal crises (violent acts or threats inflicted on an individual or property by another individual or group of individuals; further implications for campus research, labs, etc.);
  - Human crises (accidental injuries and deaths, substance abuse, simple campus protests, natural deaths, etc.)

- All occur across our campuses each year, threatening the stability and mission of our institutions.
Recipe for Success? Wisdom?
Recipe for Success? Courage?
Recipe for Success? Heart?
We’re Not in Kansas Anymore!
We’re in Jackson, Tennessee
We’re in College Station, TX
We’re in New Orleans, Louisiana
We’re in DeKalb, Illinois
We’re in Iowa City, Iowa
We’re in Northridge, California
We’re in Blacksburg, Virginia
Recent Examples

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

- **What is a Progressive Crisis Management Strategy?**
  - Examine from the Emergency Management Frame
    - P (M)
    - P
    - R
    - R
    - E

- How does your level of experience factor into each? What about your functional area?
Purpose of the Dissertation Study

- To analyze the crisis response policies, strategies, and programs of different types of institutions and to explore which elements of structure and process are and are not being implemented across different types of institutions.
  
  - 7 Dichotomies of Type
  - Analysis of Student Enrollment Size
  - Analysis of Geographic Location

- The study was also developed to add to considerable gaps in research and empirical studies related to crisis response on college and university campuses.
Dissertation Research Questions 1-4

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

- **Preparation**: Who is involved in the development and process of crisis response protocols and how do institutions prepare themselves for crisis response?

- **Needs Assessment/Response**: Whose needs are being met in times of crisis and what are these needs? How are these needs being addressed?

- **Evaluation**: How are crisis response protocols evaluated and improved?
Dissertation Research Questions 5-7

- **Type Influence:** Does type of institution influence crisis response on campus?
- **Size Influence:** Does the size of the institution based on student enrollment influence crisis response on campus?
- **Location Influence:** Does the geographic location of the institution influence crisis response on campus?

**Analyses:**
- Quantitative Analyses:
  - $t$-Tests of Independent Means and ANOVAs
- Qualitative Analyses for Consistent Patterns and Themes
- Horizontalization and Synthesis
RQ5: Findings (Institutional Type)
RQ6: Findings (Institutional Size)
RQ7: Findings (Geographic Location)
RQ7: Findings (Geographic Location)

- Containment
  - Ability
- Community Expectations
- Total Campus Involvement
- Resources and Partnerships
  - Range and Frequency of Crises
  - Media Engagement
  - Immediacy
  - Hyperawareness
The primary goal was to secure participation from a manageable sample of institutions with the following characteristics:

- Public (32); Private (19)
- Commuter (18); Residential (33)
- Two-Year (3); Four-Year (48)
- HBCU (4); PWI (47)
- Liberal Arts (4); Non-Liberal Arts (47)
- Land Grants (15); Non-Land Grants (36)
- Religiously Affiliated (11); Non-Religiously Affiliated (40)
- Very Small/Small (9); Medium (7); Large (14); Very Large (21)
- Rural (6); Suburban (18); Urban (27)
Participant Demographics (n= 51)

- Arkansas (1)
- Arizona (1)
- California (4)
- Florida (9)
- Georgia (8)
- Iowa (1)
- Kansas (1)
- Louisiana (4)
- Massachusetts (1)
- Mississippi (5)
- Nebraska (1)
- New Jersey (2)
- New York (2)
- North Carolina (3)
- Ohio (1)
- Oklahoma (1)
- South Carolina (1)
- Texas (2)
- Washington (1)
- Washington, DC (1)
- Wyoming (1)
Participant Demographics (n= 51)
Data Collection – Mixed Methods

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

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

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

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

- Analysis:
  - Qualitative Analysis for Consistent Patterns and Themes
  - Horizontalization and Synthesis
Research Question 1: Findings

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

STUDENT AFFAIRS RESPONSE:
- Student Crises
- Student Emergencies

- Defined by Person Affected and Division
- Localized Impact, Individualized Response
- Affects Individuals

- Defined by Institution and External Agencies
- Widespread Impact, Systemic Response
- Affects Individuals and Property

Level of Impact
Campus Impact and Response
Research Question 1: Discussion

- Critical Points to Examine:
  - Exceptions to the Rule: Very small/small institutions in many cases.
  - Even minor student emergencies can escalate quickly without efficient recognition and response.
  - Response to Primary victims AND Secondary victims
Research Question 2

- Who is involved in the development and process of crisis response protocols and how do institutions prepare themselves for crisis response?

  - Analysis:
    - Qualitative Analysis for Consistent Patterns and Themes
    - Horizontalization and Synthesis
    - Surveys and Interviews
Research Question 2: Findings

Executive Level
(Primary A)

Division Level
(Primary B)

Crisis Response Team Membership Levels

Department Level
(Primary B)

Community Level
(Secondary)

Academic Level
(Secondary)
Research Question 2: Findings

- Training
  - Simulated Exercises
  - Decentralized Departmental Training
  - Routine Campus CRT Training

- Education
  - Campus Education/Prevention Programs
  - Professional Development

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

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

- Organization/Early Preparation
  - Observation
  - Predetermined Roles and Responsibilities
  - Pre-established Relationships
  - Clear Communication Channels
RQ2: “What More Can We Do?”

- How are you preparing your campus and community for crises and critical incidents? What strategies/initiatives/relationships have been beneficial? What more can we do?

- Membership and Preparation of CRT varies across institutions
  - Each institution is unique and has its own needs (Coastal Institutions).
  - Training is largely decentralized and varies from department to department.
  - Majority suggested that this aspect of the CRP needed to be improved.
    - Frequent training exercises;
    - Opportunities and rewards for continuing education and enhanced communication and collaboration;
    - Additional innovative technological advances;
    - Early preparation and organization
Research Question 3

- Whose needs are being met in times of crisis and what are these needs? How are these needs being addressed?

  Analysis:
  - Qualitative Analysis for Consistent Patterns and Themes
  - Horizontalization and Synthesis
Research Question 3: Findings

Student Affairs’ Partnerships

Student Affairs’ Level of Involvement

STUDENTS

PARENTS

FACULTY/STAFF

LOCAL COMMUNITY

ALUMNI/MEDIA
Research Question 3: Findings

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

- Communication Mediums
- Facilitation of Protocol Comprehension
- Shelter, Food, Medicine; Immediate and Sustained Counseling; Campus Ministries; Liaison with Academic Affairs
Research Question 3: Findings

PARENTS

- Information Dissemination
- Safety and Security Reassurance
- Psychological and Bereavement

Communication Mediums
Facilitation of Protocol Comprehension
Counseling; Funeral Attendance, Physical Assistance, Limitation of Irrelevant Communication
Research Question 3: Findings

- Information Dissemination
  - Communication Mediums
- Safety and Security Reassurance
  - Facilitation of Protocol Comprehension
- Student Behavior Education and Awareness
  - Workshops, Seminars, and Training
- Rest and Support
  - Additional Staff; Recognition; Counseling
Research Question 3: Findings
RQ3: “What More Can We Do?”

- Are there additional stakeholder groups and/or needs? If so, who are they, what are their needs, and how are you addressing them? What more can we do?
  - In the future, this area will increase in importance.
    - Media awareness and societal expectations continue to grow in the face of threats to safety and security.
  - The population most often affected is the students.
    - The need for first responders who understand them is crucial. Who understands the students the most? The answer is obvious.
  - Additional Concerns:
    - How do institutions of different types, sizes, and locations generate the funds and resources needed to reach ALL relevant constituent needs?
Research Question 4

- How are crisis response protocols evaluated and improved?
  - Analysis:
    - Qualitative Analysis for Consistent Patterns and Themes
    - Horizontalization and Synthesis
Research Question 4: Findings

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

Actual Crisis Experience
- Debriefing
- Benchmarking
- Best Practices Review

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

External Discourse
- Consultant(s)
- Established Partnerships
- Special Task Forces
RQ4: “What More Can We Do?”

How are your campuses evaluating response plans and efforts? What more can we do?

- No CRP is complete without the evaluation phase.
  - Surprising numbers of participants indicated they needed much work.
  - Just as evaluation and assessment is a priority in our daily work, so too should it be in the area of crisis response. The potential ramifications are unacceptable.

- **Additional Concerns:**
  - Does external evaluation open up the institution to liability concerns?
Beneficial Resources

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

- **Empirical Studies**
Beneficial Resources

- **Emergency Management Resources Related to Campus Emergencies**
  - United States Department of Education
    - *Practical Information on Crisis Planning: A Guide for Schools and Communities*
  - United States Secret Service
    - *Safe Schools Initiative Guide and Report*
    - *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*
  - United States Department of Health and Human Services
    - *Report to the President on Issues Raised by the Virginia Tech Tragedy*
  - National Domestic Preparedness Consortium
    - *Strategy for Campus Emergency Preparedness (2007)*
Beneficial Resources

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

Professional Associations and Specialized Centers/Communities
- NASPA, ACPA, SACSA, ASJA, ICISF, NEMA, IACLEA, NACUBO
- NIMH, Bazelon Center for Mental Health Law, The Jed Foundation, Ulifeline
- National Center for Higher Education Risk Management, National Center for Crisis Management, Compassion Fatigue Awareness Project, American Academy of Experts in Traumatic Stress, National Domestic Preparedness Consortium
- College & University Disaster Assessment Research Center, US DOE Higher Education Center for Emergency Preparedness, FEMA, DHS, NCBRT at LSU
- NASPA Campus Safety Knowledge Community

Specific Institutional Reports and Initiatives
- Student Involvement: Ready Campus, Campus CERT Teams
- Virginia Tech: Campus Shootings Report, Faculty/Staff Guidelines, Safe Watch
- Tulane: Post Katrina Report
- Texas A&M: Bonfire Report
- Drills: UNC- Greensboro I, UNC-Greensboro II (Caution: Sensitive Nature)
- Memorials: Virginia Tech, Texas A&M, Northern Illinois
- Shots Fired on Campus (linked from NASPA CSKC website)
Beneficial Resources

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

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

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

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

- SA Must Respond to Institutional Needs AND Constituent Needs
  - Zdziarski (2007) stated “the impact of crises on the facilities and the institutions’ ability to accomplish their educational mission must be addressed, but it is the human side of the equation that begs our attention as educators committed to serving our communities” (p. 3).
  - Not all crises are the same = “One Size Does Not Fit All”

- SA Must Embrace New Responsibilities
  - In addition to traditional responsibilities, the increasing risk of terrorists threats, inclement weather, and events similar to Virginia Tech, divisions of student affairs play significant roles in response and recovery efforts.
  - Added focus on continuity of operations and interchanging of jobs.

- SA Must Recognize Institutional Type, Size, and Location Influence
  - Administrators must recognize characteristics and develop plans accordingly.
  - Accentuate the positives and limit the negatives.
Implications for Student Affairs (SA)

- **SA Must Identify the Needs of Entire Community**
  - Student affairs practitioners, administrators, and faculty must recognize that they all have some degree of responsibility to address the needs of the entire campus community and even beyond if the situation warrants such a response.

- **SA Must Understand Structure and Process**
  - Communication and collaboration lapses can severely limit efficient responses.
  - These elements and information sharing are critical to efficient responses.
  - We are critical players in crisis communication plans.

- **SA Must Practice Efficient and Continuous Evaluation**
  - An efficient and continuous evaluation of all crisis response protocols is an absolute necessity in order for campuses to continue to provide the assistance that is expected and required of them.
  - Crisis Management is a **PROCESS**, not a **PRODUCT**.
Talking Points on Today’s Campus

- Use of Social Networking Sites for Crisis Communication with Stakeholders
- Duty to Warn vs. Student Privacy
- Mental Health Transcripts
- Timely Warning Policy; FERPA and HIPAA
- Crisis Evacuation Plans on Course Syllabi
- Plan, Plan, Plan….Time Management and Limited Resources
Consistent Issues Across Campuses

- Open Access of Campuses and Buildings
- Resource Management of Campus Police and Mental Health Professionals
- Establishing and Maintaining Perimeter Control
- Communication and Coordination with ALL stakeholders
  - All-Inclusive First Responder Communication
- Identification and Clarity of Person in Charge
- Speed at which Events Occur
Key Questions to Consider

- **Adequate Planning**
  - **Does Your Institution Have Effective Plans in Place? Is your Department Included? Is your staff trained?**
    - EOPs and CCPs
      - Communication during crisis is different than under normal situations.
        - People do not hear or process well; more speculation
        - Use timely messages, short sentences, and action verbs
        - Keep it short and simple
    - COOPs
      - Housing, Fuel (gas), Power (generators), Behavior (over a period of days), Financial (payroll, vendors), Employees (family impact)
  - **Individual Building Action Plans**
    - 10 Bullet Points or Less
    - Building Leader Designee
Key Questions to Consider

- **Adequate Physical Resources and Logistics**
  - **Is Your Institution Sufficiently Staffed and Trained?**
    - Does your institution have Surge Centers?
      - Cots at Coliseum, Football Field
    - Is your Physical Plant trained in Perimeter Control?
    - Does your campus employ contra-flow traffic patterns?
    - Do you have RF radio transmitters, panic buttons, go kits, pushbar doors, voice alert systems in buildings?
    - Do you have contracts for cleaning and reconstruction?
  - **Does your institution:**
    - have DRU status?
    - monitor recruitment of students to suspicious campus organizations and beyond?
    - have a threat assessment team and/or behavioral intervention team?
    - back up key records and store them off campus?
Key Questions to Consider

- **Adequate Physical Resources and Logistics**
  - **When should we evacuate vs. sheltering in place? Lock Down?**
    - Evacuation Issues: Could do more harm than good.
      - Natural Disasters and Chemical/Biological Attacks
        - Evacuations can increase chaos.
      - Campus Shootings
        - Perpetrator could exit with crowd; Crowd could move toward perpetrator.
    - Evacuees must be instructed where to evacuate.
    - If credible risk of fire and explosion, evacuate!
  - Problems with Lockdown:
    - Similar Descriptions of Perpetrator; Students running for cover to locked building
Key Questions to Consider

- **Adequate Physical Resources and Logistics**
  - Does your Campus Day Care have consistent drills and off-campus evacuation sites?
    - Family Assistance Centers on and off campus?
    - Hotel, Gym, Parking Lots (space and food provisions)
  - Do you have plans for extended power outages?
    - Research Implications, Dining Implications, Security Implications, etc.
Key Questions to Consider

- **Adequate Physical Resources and Logistics**
  - Are you prepared for a variety of physical crises?
    - Labs, Chemicals, Natural Gas, Fertilizer
  - Do you effectively mitigate?
    - Minimize entrances and exits to campus; card access to all buildings; additional lighting and emergency phones; protection of critical data
  - Are you prepared for the following:
    - Active Shooter(s) and Hostage Scenarios?
    - Chemical and Biological Threats?
    - Pandemics?
    - Food-borne Attacks?
    - Hurricanes, Flooding, and Tornados
    - Ice, Extended Power Outages
    - Bombings
Key Questions to Consider

- **Internal and External Communication**
  - Is your staff familiar and/or fluent with ICS?
  - Does your institution maintain a variety of Internal Communication methods?
    - Email, text (~40% nationally), autodialers/reverse 911, electronic display boards, intercoms, loudspeakers, student media, FM radio transmitters
    - Can’t rely on just one

- **Information Sharing**
  - Is your ENTIRE staff trained and tested in what information can be shared with whom and under what circumstances?
Key Questions to Consider

- Internal and External Communication
  - Do you have a secondary information site to direct others to after the initial alert?
    - Pop-ups on every college homepage; Public Affairs blogs; phone centers, etc.
  - Is your text messaging system hosted on campus and how often/under what circumstances do you send them?
    - Technology issues
    - Gain some perspective regarding alerts.
      - What question would you rather answer the next day?
        - Why did you alert when it wasn’t serious/nothing happened?
        - Why didn’t you alert when it was serious/something happened?
Key Questions to Consider

- **Internal and External Communication**
  - **3 Cs Approach: Consistent, Credible, Caring**
    - From the beginning, acknowledge the event with empathy.
    - Not a time to impress people with your vocabulary.
      - Explain and inform in simple and accurate terms.
    - Commit to continued communication
    - Do not send mixed messages; honesty, openness, and accuracy
  - **Do you have plans for communicating the following:**
    - Rescheduled classes and their locations?
    - Housing displaced students?
    - Short and long-term counseling services; medical services?
    - Dining alternatives?
Key Questions to Consider

- **Coordination and Collaboration with Other Groups**
  - **Internal Departments and Units**
    - Does the Department A know what Department B is doing in the event of an emergency?
  - **External Agencies and Entities**
    - Do you have efficient coordination with outside agencies?
    - How are they alerted?
    - Can they get to the scene in efficient time?
    - Who is in charge?
Key Questions to Consider

- **Long Term Recovery Questions**

  - How are you communicating what you are doing and to whom are you communicating?
  
  - How do events affect the image and future enrollment?
  
  - Are you a part of the incident review and improvement implementation processes?
  
  - What are your plans for memorials, crisis anniversaries, and long term counseling for ALL stakeholders?

  - **Do you have enough mental health professionals?**
    - Do you have plans to hire externally if need be?
Next? Areas of Future Research

- Specific Campus Safety Features; Evacuation, Lockdown, and Sheltering
- Real Time Communication, Technology/Communication Systems, ICS Use
- External Resource Allocation & Partnerships, Resource Management
- Mitigation, Preparation, Response, Recovery, Assessment; Drills
- Behavioral Intervention and Threat Assessment Teams, Coordination
- Information Disclosure, Media Relations
- Emergency Response Team Role Clarification, Training, Certification
- Student Volunteerism and Service Learning Opportunities
- Faculty Education and Workshops on Student Behavior
- Privacy vs. Duty to Warn – FERPA, HIPAA, College Application Scrutiny
Next? Contributions to the Field

- Dynamic Threat Assessment Profile
  - Campus Grounds
  - Computer Infrastructure
  - Students and Staff
  - Academic Buildings
  - Residence Halls
  - Sporting Venues

- “Ready Campus” or Related Organization
- Certification and Training
- Crisis Management/Service Learning Course Development
- Video Game Training/Virtual Simulation
- Biological and Chemical Threat Assessment
- Campus (CERT) Teams via DHS and Citizen Corps; Red Cross Chapter
Questions or Comments

- Thank You!!!

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