

Best-Laid Plans for the Worst-Case Scenario: Essential Components of an All-Hazards Plan for Your Auxiliary Facilities

Chicago, IL
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Division of Student Affairs



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Presentation outline



- Who we are
- Topic overview
- Essential components of a plan
- Two current examples of university planning activities
- Questions and audience participation
- Takeaways
 - Where to learn more
 - Best practices information

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Who we are



- Mr. Kevin Keegan
 - Brailsford & Dunlavey
- Mr. Loren Rullman, PhD
 - University of Michigan
- Ms. Deborah Schmidt-Rogers
 - DePaul University

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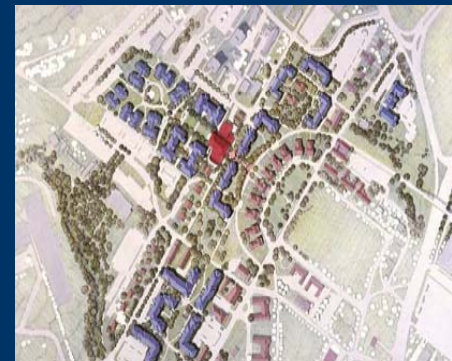


- Kevin Keegan, Vice President
 - Former higher ed positions included Associate VP of Auxiliary Services, Acting VP of Student Affairs and five directorships
 - 20+ years managing university unions, housing, rec centers, dining, bookstores, conferences, athletic facilities, ID services, vending, student activities, student conduct, international student services and student government
 - Master planning and project management experience within higher education and other non-profits
 - Facility planning & project management experience with B&D

Brailsford & Dunlavey overview



- Role – Planners and Program Managers
- Focus - “Quality of life” strategic enhancements
- Services – 450 higher ed projects including:
 - Strategic & master planning
 - Campus edge development
 - Student housing
 - Student centers / unions
 - Recreation centers
 - Athletic facilities
 - Academies / private schools
 - Community development
 - Stadiums / arenas



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- Loren Rullman, Associate Vice President for Student Affairs
 - Over two decades of experience in auxiliary services and student affairs including housing, college unions, food service, student activities, performing arts, and recreational sports at four universities
 - Consulting experience in performance review, operations analysis, space & design, and organizational assessment
 - Serve on U-M All-Hazards Planning Group (central committee of university faculty and staff guiding institutional process and planning training and tabletop exercises)

Univ. of Michigan overview



Campus bio



- 54,000 students on 3 campuses (39,000 at Ann Arbor) from 50 states and 80 countries
- 10,000+ in campus residence halls & apartments
- 40,000+ staff & faculty (including hospital system)
- Quasi-urban campus in downtown Ann Arbor
- Complex & multifaceted institution (hospital system, life sciences, liberal arts, engineering, music, public policy, etc.)
- 2,800 acres with 500 major buildings
- “Decentralized” culture with little history of coordination



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- Deborah Schmidt-Rogers, Director of Residential Education
 - Over two decades of experience in management positions within Residence Life/Residential Education at four institutions
 - Serve on Student Welfare Task Force for 15+ years, identifying students who may need institutional intervention
 - Member of SART (Student Affairs Response Team) charged with the development of immediate response following critical campus incidents

DePaul University overview



Campus bio



- Mission-driven institution focused on teaching and providing educational access to everyone
- Seven campuses in urban and suburban locations throughout the Chicagoland area
- Nation's largest Catholic university with over 24,000 students
- Students from all 50 states and 100 countries
- Recently ranked #1 by the *Princeton Review* in the "Diverse Student Population" and "Happiest Students" categories

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■ What do we mean by “all hazards?”

Today's focus

- Human caused
 - Assailant / predator
 - Lone or multiple shooter(s)
 - Arson
 - Explosion
 - Biological / chemical / toxic
 - Cyber
 - Radioactive / nuclear
 - Combination / multiple
- Naturally occurring
 - Fire
 - Tornado
 - Hurricane
 - Flood
 - Earthquake
 - Pandemic
 - Power outages
 - Snow / ice
 - Cold / heat

Topic overview



- The types of auxiliary areas to protect are daunting
 - Stadiums
 - Arenas
 - Student housing
 - Student unions
 - Recreation centers
 - Dining centers
 - Parking structures
 - Conference centers
 - Multi-purpose rooms
 - Auditoriums
 - Ballrooms
 - Outdoor gathering places
 - Outdoor IM / rec facilities
 - Off-campus events
 - Campus edge developments
 - Retail services

18 million students, 3.4 million employees in 2007

4,300 post-secondary institutions

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Topic overview



■ The current reality (or perception)

The headlines

- "Death Toll Rises to at Least 33 in Mass Shooting at Virginia Tech"
- "At Northern Illinois, Leaders Grapple with a Tragedy"
- "U. of Iowa Assesses Damage After Floods"
- "Katrina's Toll on Mississippi Colleges Will Approach \$700 Million"
- "Tornado Rips Through Tennessee Campus"
- "Ex-Students Admit Role in Arson at Seton Hall"
- "Chicago Flood Forces Campuses to Close"
- "Colleges Close After California Quake"

The responses

- "College Leaders Wrestle with How to Prepare for Unknown Threats"
- "Responding to the Unthinkable"
- "College Leaders Wade Into Survival Training for Campus Shootings"
- "Nevada Considers Arming Professors"
- "After Virginia Tech, Campuses Rush to Add Alert Systems"
- "Lessons from the Ashes: Advice After a Campus Fire"
- "Schooled in Disaster"

(Source: *The Chronicle of Higher Education*)

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Topic overview



■ The current reality

- Although rare, these events are catastrophic when they occur (especially psychologically)
- Prevention is difficult due to the randomness of the acts
 - *"There is no accurate or useful profile of 'the school shooter.'" (US Secret Service)*
- Large campuses allow / create anonymity
- Sprawling facilities and campuses were designed for a different era
- There is a "magnet" quality and attractiveness of auxiliary facilities
- Training is difficult since students and visitors are transient & many of our staff are students
- Increasing percentage of students come to campus with significant mental health issues
- Every administrator must prepare because:
 - We have a moral obligation to protect community members
 - We will be held accountable for our actions and inactions
 - We have to live with the consequences of our decisions

Topic overview



■ How things have changed

Then

- On-campus living viewed as safer
- Threats were generally discernable, controllable and naturally occurring
- Security is the responsibility of a few trained professionals
- Large gatherings of anonymous people is encouraged
- Campus a well-adjusted "bubble" separate from society

Now

- Off-campus living perceived as safer
- Threats are domestic or international, from anywhere, by anyone
- Impact of events more severe
- Everyone is responsible for their own personal security (and for others)
- Large gatherings present security risk
- Higher safety standard expected of colleges, if not legislated (e.g. Illinois)
- Society's problems present on campus

Topic overview



■ The current reality

- We may need to unlearn personal and professional tendencies
 - Learn how to wait – we may not be the first responders
 - Can't place ourselves or staff at risk to protect others
 - Can't be myopic (focusing only on "my" building or department)
 - Crisis management requires more hierarchy than democracy
 - May need to be followers rather than leaders
 - May need to limit staff response and communication, especially initially
 - Worry less about how staff "feel" than how they "are" (e.g. behavior, physical injuries, role response)
 - Adopt NIMS model despite its counter-intuitive fit with academic culture

- National Incident Management System (NIMS)
 - Developed by Homeland Security so responders from different jurisdictions and disciplines can work together to respond to disasters and emergencies
 - Key features
 - Incident Command System (ICS)
 - Emergency responder field operating guide
<http://www.fema.gov/pdf/emergency/nims/erfог.pdf>
 - Communications and information management
 - Preparedness
 - Joint Information System (JIS)
 - NIMS Integration Center (NIC)

Essential components of a plan



- Overall plan development
 - Must be flexible enough to address all hazards and emergencies
 - There is no “one size fits all” solution
 - Goals / outcomes of an all-hazards plan
 - Preserve life, health and property (Maslow’s fundamental theory)
 - Lessen duration and intensity of event(s)
 - Return to normal operations as quickly as possible
 - Basic elements
 - Prevention
 - Mitigation
 - Planning
 - Response
 - Recover

Essential components of a plan



■ Plan development

1. Develop your team
2. Perform risk / threat assessments & prioritize planning
3. Review and revise existing plans
4. Establish relationships with off-campus emergency partners
5. Plan for business continuity
6. Assign personnel to roles (e.g. NIMS structure)
7. Identify on- and off-campus resources (e.g. backup facilities, food)
8. Formalize and distribute the plan
9. Practice, practice, practice (e.g. tabletop exercise, drills)

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Essential components of a plan



1. Develop your internal auxiliary services team

- Assign a leader / champion who has ability and others' respect
- Assemble team - examples of possible members:
 - Public safety / campus police
 - Legal
 - Mental health
 - Student affairs
 - Facility operations / physical plant
 - University leadership
 - Public relations / communication
 - Risk management
 - Development
 - Institutional research
 - Environmental health
 - Health sciences
 - Telecommunications
 - Housing
- Build in leadership redundancy



2. Perform risk analyses or threat assessments in collaboration with campus risk management
 - Select a security level appropriate to your operation
 - List types of hazards that could occur
 - Map campus's hazards and potential targets
 - Assign probability of each hazard occurring
 - Analyze human impact
 - Assess property impact
 - Assess potential business / operations impact
 - Develop mitigation strategies

3. Review & revise existing plans / regulations

- Fire protection plans and codes
- Emergency equipment inventories
- Business continuity plans
- Bad weather plans
- OSHA regulations
- Mass gatherings plans & policies
- Access control plans
- Evacuation plans
- Involuntary treatment plans
- Student code of conduct
- Area-specific plans
- Hazardous materials identification and responses
- Local & regional response plans

Essential components of a plan



4. Establish relationships with off-campus emergency partners / responders
 - Local hospitals
 - Local emergency response agencies (police, fire, Red Cross, etc.)
 - Local mental health agencies
 - Local community groups and neighborhood associations
 - Local suppliers and other pertinent businesses
 - Local or regional colleges or universities
 - Local backup facilities (operations center, shelter, food, etc.)

Essential components of a plan



5. Plan for business continuity

- Inventory and verify existing plans (see step 3)
- Assessment of damage / documentation
- Recovery operations
- Re-establishment of critical systems
 - Human (succession, redundancy, leadership)
 - Physical (procure alternative spaces, replace assets, salvage)
 - Technological (backup, access, communication, data security)
 - Financial (P&L impact, emergency funds, repair costs)
- Communication to customers, students, parents, faculty, staff, etc.

Essential components of a plan



6. Assign personnel to roles

- Designate leadership by emergency type and NIMS requirements
- Identify spokesperson(s)
- Internal chain-of-command and leadership with appropriate redundancy must be established and disseminated
- Interdepartmental, interagency and multi-jurisdictional cooperation among all parties is vital to success
- Strong, unified command and control of an incident is essential
- Train!



7. Identify on- and off-campus resources

- Emergency equipment (quantity, location, portability, procurement, etc.)
- Personal and business supplies (quantity, location, access, procurement, etc.)
- Response teams (internal and external) based on incident type
- Backup facilities (classrooms, housing, dining, etc.)
- Services for responders
- Transportation (to and from campus)
- Financial (emergency funds)

8. Assemble, formalize, adopt and distribute the plan
 - An all-hazards plan that responds to a variety of natural and human-made emergencies is the standard
 - Plan must be succinct and specify level and severity of emergency and appropriate responses for each type
 - Non-emergency (special event)
 - Observation, assistance, or monitoring
 - Emergency
 - Disaster
 - Assign a timetable for completion
 - Educate the community

Essential components of a plan



9. Practice, practice, practice

- Training mechanisms
 - Literature review – personal reading / studying of plans
 - Classroom instruction – orient and teach, provide information
 - Tabletop exercises – discuss emergency responses
 - Walk-through drills – assume actual roles based on situation
 - Functional exercises – test specific functions
 - Mock exercises – full-scale tests of multiple components
- Practice, evaluate, modify, republish



Current examples



- DePaul University
 - Recent planning
 - Consultant report - Aegis Security Design (February 2008)
 - Identified the questions
 - Identified the players
 - Identified the gaps
 - Made recommendations
 - Hired emergency response coordinator
 - Student Affairs specific
 - SART (Student Affairs Response Team)
 - SWTF (Student Welfare Task Force)
 - Fire Alarms Matter campaign
 - Focus on alternate evacuation plans

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Current examples



■ DePaul University

■ Institutional system upgrades

- DPU Alert (phone, email, text)
- Milestone IP video surveillance
 - Residence hall cameras
 - Exterior
 - Lobbies
 - Hallways, lounges
- BRG wireless systems (fast-tracked over summer '08)
 - Wired and wireless speakers
 - Inside buildings
 - Outside areas
 - Every classroom
 - Wireless speaker
 - Message board

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Current examples



■ DePaul University

■ Chicago/ State of Illinois

■ CPD

- Extensive work with OEMC (Office of Emergency Management)
 - Building plans on file with OEMC
 - Access to external cameras at both city campuses
- Active shooter training video – filmed at DPU summer '08
- Made recommendations

■ Future planning with City

- Current conversations on holding emergency drills on campus

■ Campus Security Enhancement Act of 2008 (110ILCS 12-20)

- Additional state requirements for planning, filing and training

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Current examples



- University of Michigan
 - Hazards planning history
 - Hazards analysis: Basis for planning effort
 - Response model: From Avian flu to all hazards
 - Current efforts & future plans
 - Active shooter tabletop exercise: Lessons learned

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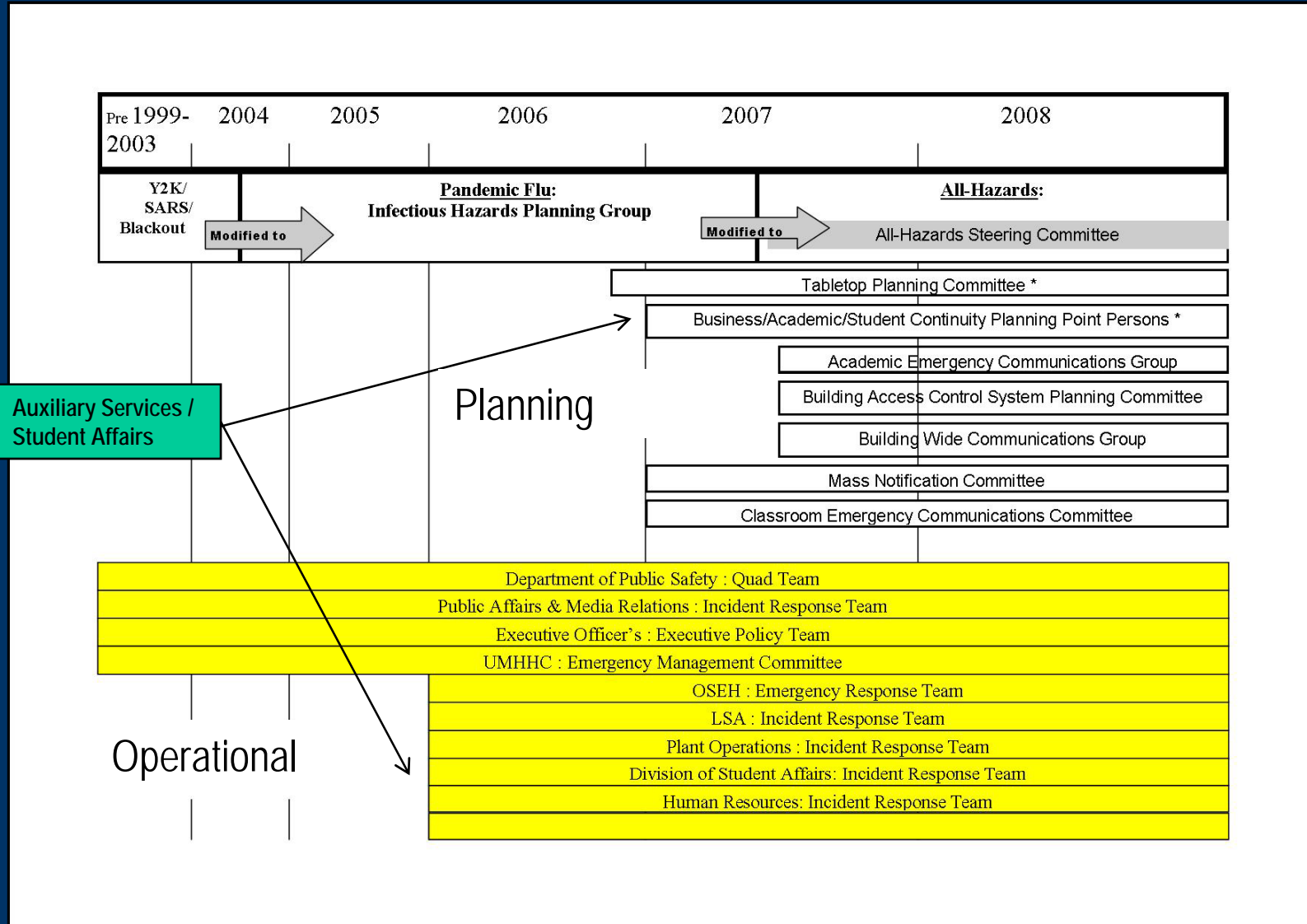
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Current examples



■ University of Michigan



Current examples



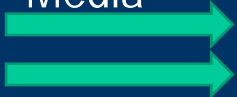
■ University of Michigan

Likely



HAZARD	Ranking
Convective Weather (Severe Winds, Lightning, Tornadoes, Hailstorms)	1
Hazardous Materials Incidents: Transportation	2
Hazardous Materials Incidents: Fixed Site	3
Severe Winter Weather Hazards (Ice/Sleet Storms and Snow Storms)	4
Infrastructure Failures	5
Transportation Accidents: Air and Land	6
Extreme Temperatures	7
Flood Hazards: Riverine/Urban Flooding	8
Nuclear Attack	9
Petroleum and Natural Gas Pipeline Accidents	10
Fire Hazards: Wildfires	11
Oil and Gas Well Accidents	12
Fire Hazards: Structural Fires	13
Flood Hazards: Dam Failures	14
Public Health Emergencies	15
Sabotage & Terrorism	16
Drought	17
Earthquakes	18
Nuclear Power Plant Accidents	19
Civil Disturbances	20
Fire Hazards: Scrap Tire Fires	21
Infestation (Emerald Ash Borer, Gypsy Moth)	22
Flood Hazards: Shoreline Flooding/Erosion	N/A
Subsidence	N/A

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Current examples

- University of Michigan



Hazard Vulnerability Analysis				2006-2007						Follow-up Status
Risk Impact		Risk Probability		Preparedness						Follow-up Status
Life Threat	5	High	3	Good	3	Priority 1	10-15			Complete
Health/Safety	4	Medium	2	Fair	2	Priority 2	10-15			In Progress
High Disruption	3	Low	1	Poor	3	Priority 3	5-9			On Hold
Moderate Disruption	2	None	0			Priority 4	0-4			Cancelled
Low Disruption	1									
Category	Item	Follow-up required		Committee Lead	Individual Lead	Risk Impact	Risk Probability	Preparedness		Follow-up Status
Human Events	Mass Casualty Trauma Incident					3	2	1	6	
Human Events	Mass Casualty Medical Incident									
Human Events	Mass Casualty Hazmat Incident									
Human Events	Hazmat Exposure, External									
Human Events	Terrorism, Chemical									
Human Events	Terrorism, Biological									
Human Events	VIP Situation									
Human Events	Infant Abduction									
Human Events	Hostage Situation									
Human Events	Civil Disturbance									
Human Events	Labor Action									
Human Events	Forensic Admission									
Human Events	Bomb Threat									
Technological Events	Electrical Failure									

WELL PREPARED

Intentionally Covered



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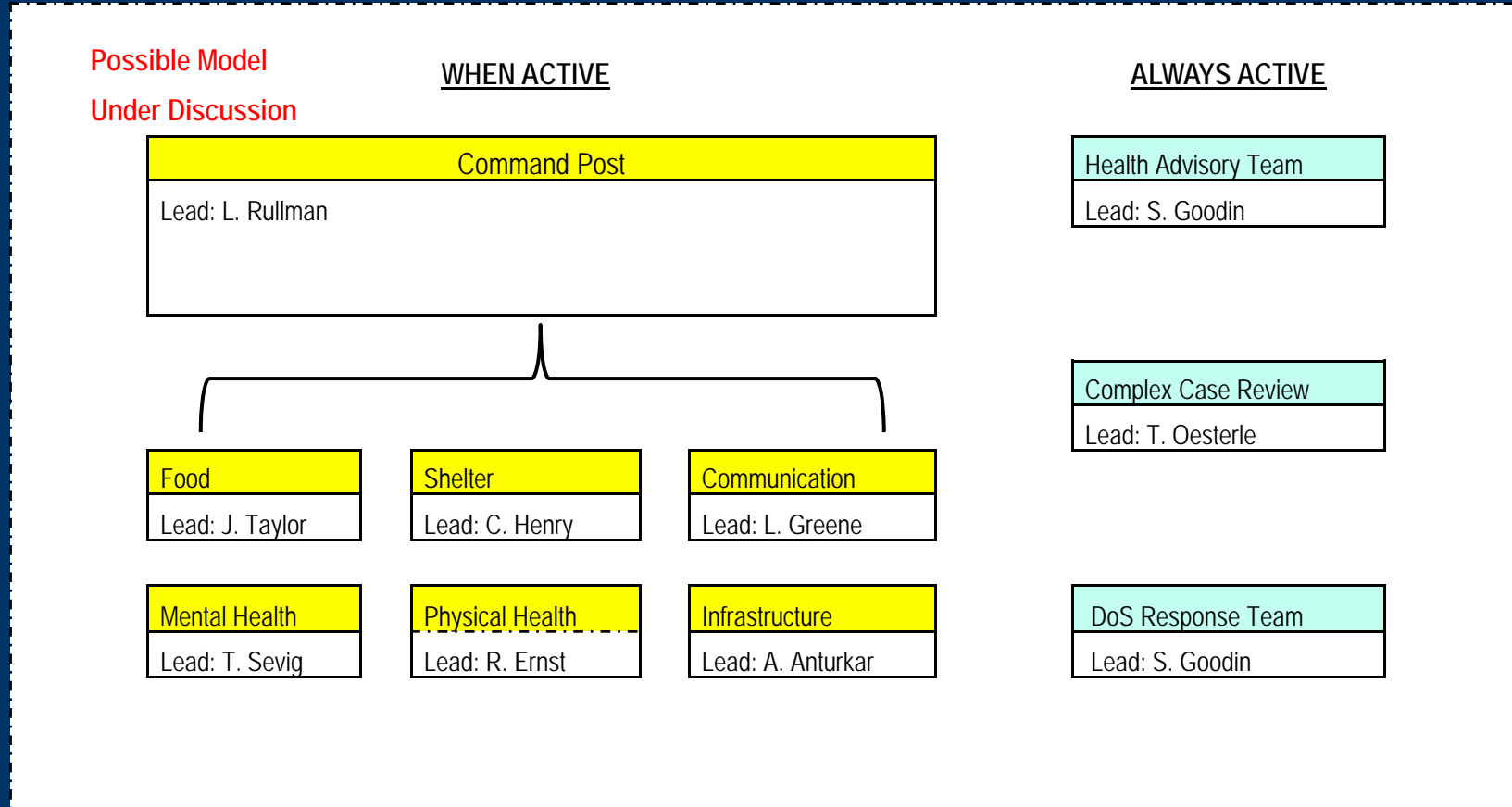


Current examples – UM



DRAFT / PROPOSED
(Only partially in use)

INCIDENT RESPONSE TEAM DIVISION OF STUDENT AFFAIRS



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Current examples – UM



■ Current efforts

1. 2006/07: University pandemic plan development
 - Student life continuity focus
 - ✓ Food
 - ✓ Shelter
 - ✓ Physical health
 - ✓ Mental health
2. May 2007: University-wide Avian flu pandemic tabletop exercise
 - Learning informed pandemic flu plan completion
 - Transition to active shooter tabletop planning
3. May 2008: Coordinated functional area active shooter tabletop exercise
 - Transition to catastrophic weather event tabletop planning
4. Future: Annual tabletop or functional exercise planned

Current examples – UM



■ Active shooter tabletop exercise: What was learned

5 locations: 100 participants

1. Executive Officers (President & VPs)
2. Emergency Operations Center
3. Health System (Hospitals)
4. Division of Student Affairs (Auxiliary Services)
5. Communication / Public Affairs

Key points of learning

- Pandemic planning “held up” well
- Campus - support for “centralization”
- Division - discomfort with “command”
- Need cross training & info. sharing
- Need to clarify and stay in “roles” (and differentiate from “positions”)
- Need to confirm who communicates
- Avoid “helping” before it’s appropriate
- Need inter-agency / backup agreements



http://www.ur.umich.edu/0708/Jun23_08/05.php

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Questions?



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Where to learn more



■ Resources and training

- **U.S. Dept. of Homeland Security** (www.dhs.gov) – information and preparedness training for emergency response and current threats
 - **Lessons Learned Information Sharing Clearinghouse** (<https://www.llis.dhs.gov/>) - U.S. Dept. of Homeland Security peer validated national network of best practices for emergency response providers (registration required) – (<https://www.llis.dhs.gov/index.do>)
- **U.S. Office for Domestic Preparedness** (<http://www.ojp.usdoj.gov/odp/>) – information for emergency response planning
- **Federal Emergency Management Agency** (www.fema.gov) – Lead federal and state agency for emergency planning, response and recovery (part of Dept. of Homeland Security)
 - **Building a Disaster-Resistant University** (www.fema.gov/institution/dru.shtm) – FEMA published “how to” guide distilling best practices from six universities and colleges for pre-disaster planning
- **National Incident Management System (NIMS) training** (<http://training.fema.gov/IS/>) – free independent study courses in incident command, emergency response, communication planning, etc.
- **Ready.gov** (<http://www.ready.gov/>) - Advertising Council and U.S. Dept. of Homeland Security partnership to educate and empower Americans to prepare for emergencies

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Where to learn more



■ Resources and training

- **U.S. Dept. of Education** (<http://www.ed.gov/admins/lead/safety/emergencyplan>) – regulatory information, training and general planning assistance
 - **Campus Crime Reporting Training** (www.ed.gov/campus-crime) – training for Clery Act and other federal requirements
 - **Readiness and Emergency Management for Schools Technical Assistance Center** (<http://rems.ed.gov/>) – schools training and information for pandemic, terrorism, etc.
 - **Practical Information on Crisis Planning** (www.ed.gov/admins/lead/safety/crisisplanning.html)
 - **"The Handbook of Campus Crime Reporting"** (<http://www.ed.gov/admins/lead/safety/handbook.pdf>)
- **International Association of Campus Law Enforcement Administrators (IACLEA)** (www.iaclea.org) – resources, training and documents for campus safety ("*A Blueprint for Safer Campuses*" published April 18, 2008)
 - **Campus Preparedness Resource Center** – (<http://www.iaclea.org/visitors/WMDCPT/cprc/aboutcprc.cfm>)
- **Risk Assessment Templates / Worksheets (free)**
 - www.campus.manchester.ac.uk/healthandsafety/CoPs&Guidance/RiskAssessmentForm.doc
 - www.city.ac.uk/safety/dps/forms/Risk%20Assessment%20Form.doc

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Where to learn more



■ Resources and training

- **Campus Safety, Health and Environmental Management Association** (www.cshema.org) – higher education association of occupational and environmental health professionals
- **University Risk Management & Insurance Association** (www.urmia.org) – higher education association of risk management professionals
- **State of Illinois Campus Security Task Force Report to the Governor** (http://www.illinois.gov/documents/CSTF_Report_Part_ONE_Final.pdf)
- **Society for College and University Planning** (<http://www.scup.org/emp/>) – higher education association of strategic, facility, academic and emergency planners
- **District of Columbia Homeland Security and Emergency Management** (<http://dcema.dc.gov>) – information on comprehensive emergency planning
- **American College Health Association** (www.acha.org) – information regarding student mental health, training, regulations, and publications (e.g. *Safeguarding your Students Against Suicide, Guidelines for Pandemic Planning*)
- **Pandemicflu.gov** (<http://www.pandemicflu.gov/>) – One-stop access to U.S. government pandemic flu information with links to state planning information

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Where to learn more



■ Resources and training

- **APPA: Leadership in Educational Facilities** (<http://www.appa.org/fourcore/administration/Main.cfm>) – resource for facilities management and emergency planning, including advice for choosing a security consultant, documents and reports
 - *Pandemic Preparation: Hoping for the Best, Preparing for the Worst* – (<http://www.appa.org/files/FMArticles/11-12%20Van%20Sant-Stewart%20Feature%2007.pdf>)
- **League for Innovation in the Community College** (www.league.org/publication/leadership/) – *Creating and Sustaining a Campus Emergency Management Plan that Works*, February 2008

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■ Prevention

- Promote awareness and prevention activities on campus beginning early in the admissions and employment processes
 - De-stigmatize mental health and other health issues
 - Deliver culturally- and language-sensitive messages
 - Normalize attempts to seek assistance and treatment
 - Teach that “codes of silence” may have serious consequences
 - Begin awareness early in the admissions / arrival process
 - Distribute information widely
 - Assimilate with existing programs

■ Prevention

- Assure easy and quick access to a range of timely and appropriate mental health services
 - Eliminate waiting lists by adding internal resources or aligning with local providers
 - Assure that anyone experiencing an active crisis has immediate access to appropriate care
 - Assure post-treatment follow up to ensure continuity of care
- Provide collaborative training opportunities on signs, symptoms, and early identification of mental illness or other behavioral patterns that may lead to disturbing or violent incidents (without over-reacting to behavior that is merely outside the "norm")
- Update policy and authority lines for involuntary treatment, and train staff on utilization

■ Prevention

- Develop multi-jurisdictional threat / behavioral assessment team(s) to assess and intervene
- Develop alliances with local resources to fill known gaps in existing services and capabilities
- Plan for securing and managing additional / backup clinical support services
- Develop a plan for managing volunteers deployed to campus
- Identify staff who do not perform well in emergencies
- Increase training and knowledge requirements for key staff
- Apply the lessons that others have learned
- Practice, don't just develop, emergency plans

■ Response

- Ensure that all responders and agencies that may respond are trained in National Incident Management System (NIMS) protocol
- Require all key university administrators to be familiar with NIMS
- Adopt the Incident Command System (ICS) model as outlined in NIMS as the basis for command & control
- Ensure interoperable communications among response agencies
- Ensure that communications to the community are
 - Timely, useful and accurate
 - Compliant with Clery Act
- Practice / exercise response plans at least annually
- Train and test first responders regularly

Best practices



■ Legal

- Clear up misconceptions regarding federal law (Clery, FERPA)
- Clarify faculty and staff roles, duties and responsibilities under federal and state laws
- Update campus policies on
 - Type of student information that can be shared and with whom
 - Intra-campus coordination of information sharing
 - Inter-jurisdictional response plans
 - Disciplinary action allowed by the student code of conduct for actual or threatened violence
 - Weapons policy
 - Emergency contact protocol



■ Facilities

- Plan for physical changes to facilities and campuses
 - Increase FF&E budgets for technology, locking hardware, communications, building hardening, etc.
 - De-centralize control of spaces (instructor-controlled classroom)
 - Ingress/egress points – design, quantity, control, etc.
- Test security devices and systems regularly (locks, doors, cameras, metal detectors, communication systems, front desks)
- Enhance exterior security
 - Vehicle identification
 - Access control / inspection
 - Controlled access points
 - Video surveillance
 - Random searches
 - Foot patrols

Best practices



■ Facilities

- Enhance interior security
 - Intrusion detection
 - Video management
 - Credential management
 - Biometrics-based identity management
- Improve communications
 - Indoor/outdoor digital signage
 - Integrated audio communications
 - Radio, cellular, paging interoperability
 - "Old-fashioned" methods (e.g. bullhorn, whiteboard)
- Less reliance on student and part-time staff for security needs
- Stronger emphasis on training (prevention and response)

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Best practices



- What are campuses doing to prepare?
 - Emergency notification
 - What's old is new (indoor/outdoor PA systems, bullhorns, sirens, door-to-door contact, etc.)
 - Text alerts (in-house, 3nonline.com, omniaalert.com, MIR3.com, etc.)
 - Cell phone alerts with a number students recognize
 - Outdoor signage / display boards
 - Redundant / multi-layered applications (low- and hi-tech solutions)
 - Phone centers for parents, students and community to call
 - Pre-designed web pages that can be turned on easily
 - Web page templates for various emergencies that can be updated easily



Best practices



- What are campuses doing to prepare?
 - Improving public safety and campus police offices
 - Arming campus officers
 - Adding officers
 - Requiring new and more regular training
 - Providing better equipment (vehicles, communications, protection, etc.)
 - Granting greater authority and control to manage incidents
 - Raising office's profile and credibility on and off campus

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Best practices



- What are campuses doing to prepare?
 - Conducting more comprehensive campus-wide emergency drills
 - Training students and staff how to respond (*Shots Fired* video)
 - Requiring background checks on faculty, staff and students prior to enrollment or employment
 - More discerning admissions and retention processes (i.e., applications that include required disclosure of criminal activity)
 - More aggressive student profiling and interventions
 - Training faculty on how to respond to classroom behaviors

Best practices



- What are campuses doing to prepare?
 - Enhancing exterior and interior security features for facilities
 - Fewer / more restricted access to campus
 - Redefining what "appropriate" levels of security mean
 - Expanding counseling and other mental health services
 - Forming threat assessment teams
 - Expanding surveillance in buildings and on/around campus
 - Replacing student / part-time staff with full-time professionals
 - Installing enhanced access control devices
 - Encouraging student involvement

Best practices



- What are campuses not doing?
 - Moving to a “closed” campus environment
 - Allowing students and staff to carry firearms on campus
 - Requiring students to disclose their mental health histories
 - Dismissing / removing students faster and earlier
 - Developing individual policies for each type of potential emergency or disaster



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