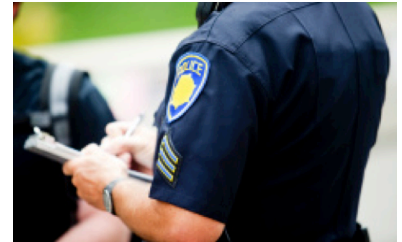# National Higher Education Emergency Management Program Needs Assessment

Sponsored by the

National Center for Campus Public Safety

November 2016

DRU

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USA Council
Universities & Colleges Caucus

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CSC
Community Service Center

Special Thanks & Acknowledgments

Community Planning Workshop wishes to thank the following individuals for their assistance with this project.

Campus Emergency Management Advisory Committee

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Troy Harris – University Risk Management and Insurance Association; Westmont College, Assistant Vice President for Institutional Resilience

Calvin Hodnett – Special Adviser for Campus Public Safety, FBI Office of Partner Engagement at U.S. Department of Justice

John Iorio – Department of Homeland Security, Office for State and Local Law Enforcement

Andrew D. MacPherson – International Association of Chiefs of Police Colleges and Universities Section; Grayson College, Director of Public Safety and Emergency Management

Kim Richmond – Director, National Center for Campus Public Safety

Bronwyn Roberts – U.S. Dept. of Education, Readiness and Emergency Management for Schools

Sharon K. Snyder – Department of Homeland Security, Office of Academic Engagement

Madeline Sullivan – U.S. Dept. of Education, Office of Safe and Healthy Students

Adrian Wiggins – Historically Black Colleges and Universities - Law Enforcement Executives and Administrators, Sergeant at Arms; Morgan State University, Executive Director of Campus and Public Safety

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About the National Center for Campus Public Safety

Established in 2013 under the Bureau of Justice Assistance, the National Center for Campus Public Safety (NCCPS) (http://www.nccpsafety.org/) is a clearinghouse for information, research, training, promising practices, and emerging issues in campus public safety. The NCCPS's mission is to provide useful resources and information to support safer campus communities. To this end, the NCCPS works to connect campus public safety, professional associations, advocacy organizations, community leaders, and others to improve and expand services to those who are charged with providing a safe environment on the campuses of the nation's colleges and universities.

About the Community Service Center

The Community Service Center (CSC) is a research center affiliated with the Department of Planning, Public Policy, and Management at the University of Oregon. It is an interdisciplinary organization that assists Oregon communities by providing planning and technical assistance to help solve local issues and improve the quality of life for Oregon residents. The role of the CSC is to link the skills, expertise, and innovation of higher education with the transportation, economic development, and environmental needs of communities and regions in the State of Oregon, thereby providing service to Oregon and learning opportunities to the students involved.

About the Community Planning Workshop

Community Planning Workshop (CPW) is one of the core programs of the University of Oregon's Community Service Center (CSC) (csc.uoregon.edu). Established in 1977, CPW provides students the opportunity to address planning and public policy problems for clients throughout Oregon. Students work in teams under the direction of faculty and Graduate Teaching Fellows to develop proposals, conduct research, analyze and evaluate alternatives, and make recommendations for possible solutions to planning problems in Oregon communities.

Contents

Executive Summary

This report presents the results of a needs assessment of emergency management programs (EMPs) at institutions of higher education (IHEs) in the U.S. The findings are based on information collected from a national survey of emergency management practitioners at U.S. IHEs, targeted interviews, case studies, discussions at a summit of representatives of Oregon IHEs, and input from a project advisory committee.

Background

A research team from the University of Oregon Community Service Center (CSC) conducted the research, analyzed the results, and provided these findings as part of a study requested and sponsored by the National Center for Campus Public Safety (NCCPS), the Disaster Resilient Universities® Network, and the International Association of Emergency Managers-Universities and Colleges Caucus.

The goal of the research was to inform the following questions:

- What is needed to improve emergency management at IHEs?
- Where are resources currently being deployed on campuses?
- Where are the gaps in resources and information?
- What is the best way to fill these gaps and improve campus public safety?

This report focuses on the spectrum of hazards and events that cause emergencies at IHEs: natural hazards (i.e. earthquakes, floods, severe weather events), biological hazards (infectious diseases), human-caused events (i.e., active shooter, fires, chemical spills), technology-caused events (cyber attacks), and others. It considers how campus EMPs plan for, respond to, and recover from events – that is, what they do before, during, and after an event.

Methods

The primary data collection tool for this study was a nationwide survey of IHEs. CSC received 380 complete survey responses and 231 partial responses to the survey. Respondents were allowed to fill out the survey partially and could skip questions. Because there is no nationwide database on EMPs, the survey was not designed as or intended to be a random-sample survey. Moreover, multiple individuals at a single institution could respond.

The sample includes responses from IHEs in 45 states. The highest number of respondents were from Oregon (38, or 10% of respondents) and California (32, or 9% of respondents). Respondents were from institutions of varying sizes. About 22% of the responding IHEs had total enrollments of 25,000 or more; 46% had enrollments between 5,000 and 25,000, and 32% had enrollments of less than 5,000. The respondent distribution mirrors the general distribution of institution size in the United States, with the largest number of responses (29%) coming from institutions of between 5,000 and 14,999 students.

Key findings

The CSC research team identified five key themes related to emergency management program needs: (1) institutional engagement; (2) training and exercises; (3) plans and operational continuity; (4) staffing and

resources; and (5) partnerships and assistance. The findings are organized around these five themes, with each theme including supporting data and analysis.

Theme I: Institutional Engagement

This theme appeared in questions about how various populations and departments of respondents' institutions interacted with and perceived emergency management. Figure S-1 shows that 65% of respondents either strongly agree or agree with the statement, "My institution's leadership (e.g., institution's administration) is committed to its emergency management program." Additionally, 84% of respondents say emergency preparedness has increased at their institution over the past five years.

To better understand challenges facing institutions' EMPs, the survey asked respondents to list the top three challenges. One hundred one respondents identified 296 specific challenges. Thirty percent of those challenges (89 individual responses) related to some form of commitment or buy-in from various groups at the institution: 19 were general buy-in, 46 were buy-in from leadership, 17 were buy-in from faculty or staff, and seven related to buy-in from students. Responses in this category used descriptors such as "buy-in," "apathy," or "that's-never-going-to-happen-here mentality."

The survey asked respondents whether a training program targeting leadership would be beneficial (Figure S-2). Eighty-six percent of respondents agreed or strongly agreed. An additional open-ended question asked respondents to identify actions needed to improve leadership commitment to their emergency management programs. Nearly half of the responses to this question (48%) mentioned awareness, with 35% of those focusing on education and 65% on training.

Figure S-1. Level of respondent agreement with the statement "My institution's leadership is committed to its emergency management program." (435 responses)
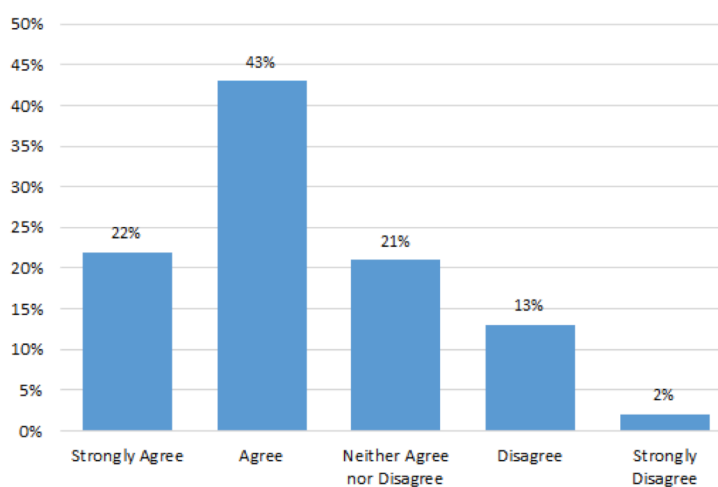
Figure S-2. Level of respondent agreement with the statement "A training program with a standardized curriculum specifically for higher education senior administrators responsible for oversight would be beneficial." (385 responses)
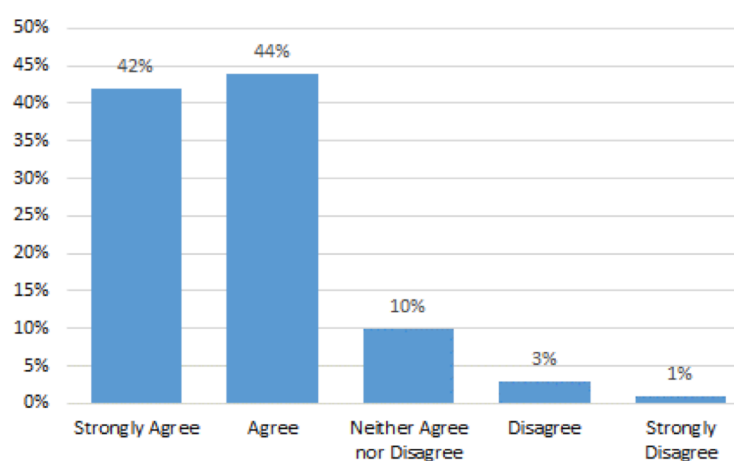
Theme II: Training and Exercises

A second theme that emerged from the research focused on training and exercises. One of the questions in asked respondents to indicate the extent of current need they thought existed in 14 categories. Although financial needs were most frequently selected (75% of respondents), the second-highest percent of responses (73%) indicated that training for leadership of the institution, not the emergency management program, was a major or critical need. This was followed by training need for emergency management program staff and the need for campus exercises.

Figure S-3. Major need or critical needs by type (440 responses)

Another question asked respondents what emergency management projects or programs they thought their institution should be working on. More than 40% of the responses related to plans or training. Further analysis showed that about 22% of the responses related to plans, including making specific plans and a general need to plan training or exercises. Similarly, 22% of the responses related to training – not only for emergency management staff, but also for faculty, staff, students, university law enforcement, and administration. Slightly over 19% of the responses related to training mentioned a specific need to train all members of the community. About a quarter of training-related responses mentioned the specific need for additional exercises.

Theme III: Plans and Operational Continuity

EMPs are about more than response. A key function of the program is developing plans – for emergency operations, but also for post-disaster recovery and operational and academic continuity. The survey responses

suggest a need for technical assistance around plans that address all stages of emergency management. Continuity of operations plans (COOPs) and recovery planning emerged as the most pressing planning needs.

While the intent of the survey was not to evaluate EMPs, the survey asked whether a range of plans related to emergency management existed at respondents' institutions (Figure S-4). Most respondents indicated that their institution's EMP has an emergency operations plan (83%), a hazard identification and risk assessment plan (65%), a crisis communication plan (64%), an emergency management strategic plan (53%), and a natural hazard mitigation plan (50%). A little more than one-third of institutions represented by respondents have business continuity plans (36%), continuity of operations plans (35%), and recovery plans (31%).

Figure S-4. Existence of plans among responding institutions

Type of Plan	Yes	No	In progress	Don't know	n
Emergency Operations/Response Plan (EOP)	83%	1%	14%	1%	427
Hazard Identification and Risk Assessment	65%	11%	21%	3%	421
Crisis Communication Plan	64%	12%	20%	4%	428
Strategic Plan	53%	23%	21%	3%	410
Natural Hazard Mitigation Plan	50%	27%	16%	7%	425
Training and Exercising Plan	45%	26%	25%	3%	426
Business Continuity Plan	36%	24%	33%	7%	427
Continuity of Operations Plan	35%	26%	34%	5%	423
Recovery Plan	31%	32%	30%	6%	425

Note: n = number of respondents

The survey asked respondents to identify emergency plans and programs their institutions are working on. More than 100 responses specifically mentioned plans or noted their IHEs were currently working on plan-related projects. Thirty-six percent of the plan-related responses mentioned a need to update plans, while 8% wrote about creating plans. Eighteen percent of the plan-related responses mentioned a need to develop or update continuity plans.

Theme IV: Staffing and Resources

Staffing for EMPs came up in a variety of survey responses, both as a need and also when describing trends in EMPs over time. Survey results suggest that EMP staffing at IHEs is limited—the median number of full-time employees dedicated to emergency management at institutions was one. Approximately one-third of respondents reported having no full-time employees, another third reported one full-time employee, and the remaining third reported having more than one full-time employee. The results also show that staffing increases with IHE size (measured by total enrollment). For example, 87% of institutions with enrollment of less than 15,000 reported having 0 FTE.

Figure S-5 shows the number of full-time employees in respondents' EMPs by highest degree offered by responding institutions. The number of institutions with one or more emergency management employees was slightly higher, however, for institutions offering a bachelor's degree or higher. Figure S-5 shows that 42% of EMPs at responding two-year institutions have less than one full-time emergency management employee, compared to 31% at responding four-year institutions. Notably, 47% of respondents indicated they did not

have adequate staffing for incident management. The need for additional staff assigned to EMPs emerged as a dominant theme throughout the survey:

- One open-ended question asked, "Based on your professional opinion, what are the top three challenges facing your institution's emergency management program?" Staffing tied with support from leadership as the top challenges IHEs face (at 16% of responses).

- The survey also asked, "If there are other resources your institution needs to improve these plans, please describe them…"

This open-ended question generated 70 responses. The largest single category of need identified was increased staffing, with 21 responses.

Figure S-5. Number of full-time employees dedicated to emergency management programs, by type of degree awarded
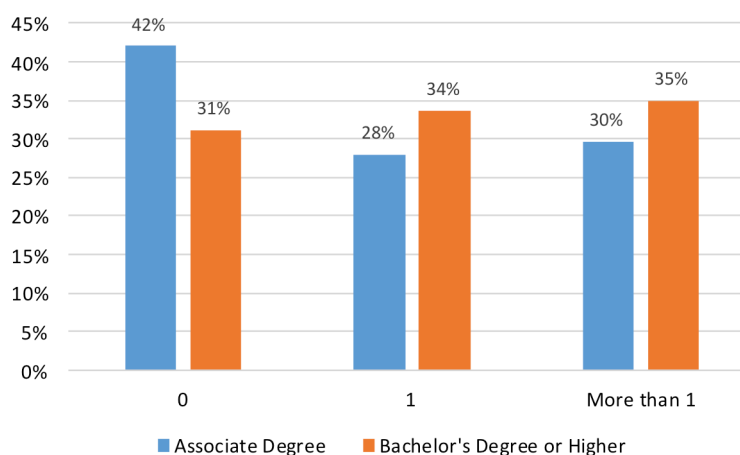
Theme V: Partnerships and Assistance

This theme addresses various resources for EMPs among IHEs. These include existing resources, as well as potential partnerships.

The survey asked respondents to rank a number of statements that dealt with institutions assisting one another, either through mentoring or in the event of emergencies or special events, as well as educational or certification opportunities for campus leadership and campus emergency managers. The results indicate respondents appear to see value in connecting with other institutions for planning or response. Of 386 responses, 91% strongly agreed or agreed with this idea. Sixty-four percent either strongly agreed or agreed that they would be willing to participate in a mentorship program between institutions.

Conclusions

The CSC research team drew the following conclusions based on the survey and other research methods.

- **Commitment from campus leadership drives overall improvement of emergency management programs.** To emergency management practitioners, the phrase "institutional commitment" generally means support from institutional leadership. In talking about the issue in interviews, most of the discussion focused on executive leadership, although some of it also focused on faculty, staff, and students. It is important to note that the majority of respondents felt their leaders are committed: 65% agreed or strongly agreed that leadership at their institution is committed to emergency management. That commitment takes a variety of forms: participation in annual exercises, providing resources, active participation in emergency management executive committees,

and helping communicate the importance of emergency management to the various other levels at an institution. The responses clearly indicate that the form and depth of commitment vary from institution to institution.

- **Emergency management at institutions of higher education is largely reactive instead of proactive, often requiring an emergency or the appearance of a threat before it receives attention.** This comment emerged repeatedly throughout the course of the project, starting with the initial advisory committee meeting. The survey results support this finding—multiple responses characterized the campus mind-set as "that will never happen here" or something similar. Moreover, at a summit of representatives of Oregon IHEs, participants talked about the unfortunate reality that incidents typically must first occur before an institution becomes engaged in improving its emergency management program. One participant said, "When emergency management programs do their jobs correctly, they often go unnoticed."

- **Emergency planning efforts at IHEs are more focused on response than continuity or recovery.** Responding IHEs were much more likely to have emergency operations or response plans (83%) in place. However, only 36% of survey respondents stated their institutions had a business continuity plan, 35% reported having a continuity of operations plan, and 31% reported having a recovery plan in place. Planning efforts emerged as a central theme in an open-ended question about projects or programs on which EMPs are working. Fifty-eight percent of the responses mentioned plans; of those responses, the most common type of plan needed was continuity.

- **Current emergency management staffing levels at institutions of higher education are inadequate.** While survey respondents generally indicated that the level of emergency preparedness had increased over the past five years (60%), 53% of respondents indicated that the staffing levels for their institution's EMPs have not changed. For the majority of respondents (66%), this means 0 or 1 full-time staff members are dedicated to emergency management. Another survey question asked respondents whether they had adequate staffing for incident management. Forty-seven percent of respondents said no.

- **Training opportunities for emergency management personnel are valuable and should be encouraged**. The survey asked practitioners to identify levels of need in specific areas of their emergency management programs. Seventy-two percent of survey respondents identified training for program staff as a critical or major need. In addition, the survey asked respondents what they needed to improve specific plans. More than half of respondents identified a need for training to improve emergency operations/response plans, business continuity plans, continuity of operations plans, training and exercising plans, and crisis communications plans.

- **Training opportunities to help acquaint the many areas of the campus community with emergency management are valuable and should be encouraged**. Several respondents shared that training is the pathway to preparedness. The survey results identify training as a critical need. This includes training for EMP staff, but also training for campus leadership, faculty/staff, and students.

- **Communications can increase awareness**. Respondents also suggested that communications could increase awareness of risk: 59% of survey respondents reported having a public education or

awareness program for students. A third of respondents (31%), however, identified a need to expand marketing and outreach to students.

- **Government agencies or other IHEs create a valuable network that may increase campus emergency management capacity.** Ninety-one percent of respondents agreed that when their institutions experience or plan for an emergency incident or special event, their institution would benefit from being connected to another campus that has experienced a similar incident or event. Sixty-four percent of respondents agreed that their institutions would be willing to participate in a mentorship program between institutions. Interviewed practitioners provided strong support for collaboration among schools. Finally, some emergency managers also discussed the value of collaboration with other schools in the region.

Recommendations

The University of Oregon research team developed a set of draft recommendations, which were vetted and refined by advisory committee input. Ultimately, the advisory committee agreed on five recommendations:

I. **Re-fund the U.S. Department of Education's Emergency Management for Higher Education (EMHE) grant program.**[1] The EMHE program helped IHEs develop and improve emergency management planning programs for all hazards and stages of the emergency cycle. The U.S. Department of Education describes the program this way:

    The Emergency Management for Higher Education (EMHE) grant program supports institutions of higher education (IHE) projects designed to develop, or review and improve, and fully integrate campus-based all-hazards emergency management planning efforts. A program funded under this absolute priority must use the framework of the four phases of emergency management (prevention-mitigation, preparedness, response, and recovery).

    The EMHE grant program provided over $7 million annually between 2008 and 2010. IHEs used these grants to develop, renew, and improve emergency management departments. Congress defunded the grant program in 2011. Refunding this grant program will aid in the continued development of emergency management departments across the country.

II. **Establish an emergency management curriculum and training program targeting executive leadership.** This recommendation broadly addresses IHEs' reported need for more engagement among executive leadership (e.g., presidents, chancellors, provosts, vice presidents, etc.). The purpose of this program is therefore to increase engagement, understanding, and knowledge among leaders who oversee EMPs at IHEs. This program will also increase understanding of the need for robust EMPs—with an emphasis on continuity and recovery. That increased understanding will in turn lead to enhanced leadership engagement with EMPs at IHEs. We recommend that the NCCPS take a leadership role in developing, testing, and implementing this curriculum and field-based trainings for executives who oversee EMPs, particularly campus vice presidents, chancellors, and provosts.

III. **Establish an ad-hoc working group focused on communication and resource coordination between campus emergency management officials and federal agency representatives**. The

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[1] http://www2.ed.gov/programs/emergencyhighed/index.html

survey responses suggest that many emergency managers do not know how to access training and funding opportunities, best practices, or compliance frameworks. By establishing a working group that includes representatives from IHE campus emergency management organizations, U.S. Department of Education, Federal Emergency Management Agency (FEMA), and others, the communication of new legislation, regulations, and education policy can be more effectively exchanged. We recommend the NCCPS convene this working group and aid in the determination of organizations that should be represented in the group as well as create a purpose statement. We also recommend the NCCPS take on the administrative role of coordinating and hold a seat on the working group. This working group would serve as a collaborative board with representation from the organizations already in place.

IV.   **Encourage designation of IHE emergency management coordinators at the state or regional level**. Campuses regularly suffer from a lack of technical assistance and funding resources, as well as insufficient coordination among public, private, and two- and four-year campuses. Many campuses face the same issues, so having a central clearinghouse can help take some of the burden off of campuses—a role that is consistent with the mission of the NCCPS. The NCCPS could and should offer training, best practice development, plan templates, and more. The intent of this recommendation is to establish liaisons at the state or regional level to leverage limited resources and provide technical assistance, training coordination, and access to information on best practices; a level that could liaise with the government or a center on the national level to serve as a hub. As an already established center, the NCCPS would oversee the coordinators and house the database for technical assistance, training information, and data collection.

V.   **Establish an ad hoc working group to develop a program maturity model for institutions' EMPs**. Staffing and organizational structure emerged as key issues and needs in the survey. We recommend that the professional associations affiliated with campus emergency management— International Association of Emergency Managers-Universities and Colleges Caucus (IAEM-UCC), Campus Safety Health and Environmental Management Association (CSHEMA), University Risk Management and Insurance Association (URMIA), and International Association of Campus Law Enforcement Administrators (IACLEA), along with the NCCPS—establish an ad hoc working group to help develop a program maturity model for emergency management and business continuity that accounts for staffing and organizational guidelines. The program maturity model would work much like the model developed by the Education Advisory Board (EAB) for other campus departments, such as purchasing and contracting. Campuses further along in the maturity model could serve as mentors for less mature departments and as a resource for training, drills, and response.

Chapter 1: Introduction

Institutions of higher education (IHEs) are key assets in cities across the U.S. and to the nation. They are centers of employment, research, and education, as well as hosts to diverse populations. In some respects, IHEs function as distinct communities within their larger communities. And, like towns and cities, IHEs face emergencies, whether natural hazards, acts of violence, accidental failure of key infrastructure, or numerous other events. Institutions must plan for and manage these emergencies.

This report presents an analysis of the needs of emergency management programs (EMPs) at IHEs nationwide. Such institutions vary greatly. They are large and small, public and private, two-year and four-year, urban and rural. Accordingly, their emergency management needs vary as well. While several organizations provide valuable services to higher education EMPs, gaps exist. This report identifies those gaps and makes recommendations on how to fill them.

Background

Emergency management is a growing focus on U.S. campuses. With more than 4,000 two- and four-year IHEs in the U.S.—serving more than 15 million students and millions more faculty and staff—ensuring the safety and welfare of those people is a vital function.[2] An array of organizations and agencies aid in this endeavor.

This needs assessment was sponsored by the National Center for Campus Public Safety (NCCPS), the Disaster Resilient Universities® (DRU) Network, and the International Association of Emergency Managers-Universities and Colleges Caucus (IAEM-UCC). They are just three of many assistance organizations that offer diverse resources and support for emergency management. Awareness of the sprawling and varied nature of these resources, combined with the complexity of campus emergency management, prompted the undertaking of this needs assessment.

The goal of this report is to answer the following questions:

- What is needed to improve emergency management at IHEs?
- Where are resources currently being deployed on campuses?
- Where are the gaps in resources and information?
- What is the best way to fill these gaps and improve campus public safety?

Gaining a more comprehensive understanding of the needs of practitioners can provide ideas for how the various organizations can best help meet the needs of campus emergency managers. The broader goal of the needs assessment is to help strengthen campus EMPs throughout the U.S.

To answer these questions, the NCCPS partnered with the University of Oregon's Community Service Center (CSC) to develop and administer a survey of campus emergency management practitioners. The survey is the foundation of the needs assessment and reflects the perspectives of emergency managers throughout the United States.

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[2] U.S. Department of Education, "Action Guide for Emergency Management at Institutions of Higher Education," First published in January 2009. Revised June 2010. Page 1.

Need for a National Assessment

Emergency management is an expanding field for our nation's IHEs. Such institutions are pivotal to this country's economy, technological advancement, and social resiliency. Protecting these assets is a matter of national concern, yet campuses—like communities and organizations—remain vulnerable to emergencies. Moreover, institutional leaders often do not fully comprehend the importance of a strong EMP until after a major incident occurs.

Large events such as Hurricane Katrina or the Virginia Tech shooting, give national attention to the need to mitigate and prepare for emergencies. These events increase awareness of the level of impact and disruption that occurs, particularly for institutions that are not fully prepared. All institutions should review their plans and make improvements based on lessons learned from these and other national tragedies.

More and more IHEs are learning the importance of EMPs. Like all communities, colleges and universities should be prepared for all types of potential emergencies *before* they occur, know what to do *during* an emergency and be prepared to recover from emergencies *after* they occur. Comprehensive EMPs help these institutions prepare for, respond to, and recover from emergencies more quickly and efficiently, and prevent damage to some of our nation's most important assets.

A key first step to improving EMPs is knowing what institutions need in order to provide better service. The assessment of a broad range of IHEs provides a broad picture of the status of campus EMPs and serves to highlight and prioritize issues that affect a wide range of institutions.

Several organizations are working to understand and support campus emergency management at a national level. The DRU Network, formed in 2003, fills an existing gap in communication. The email list facilitates resource sharing among emergency management peers at IHEs, allowing for discussions and providing a means to access knowledge and experience. The NCCPS was formed in 2013 through a grant from the U.S. Department of Justice, Bureau of Justice Assistance. This organization was first conceptualized after the 2004 National Summit on Campus Public Safety, which highlighted the need for a centralized location for campus public safety resources and led to its creation.[3]

Methods

This report provides a general overview of campus emergency management, including background on the NCCPS and other campus emergency management organizations, and a further examination of the risks campuses face and the resources available to assist them. The report derives its findings and recommendations from the following sources:

- **Campus emergency management needs assessment survey**. The CSC developed and administered an online survey to emergency managers at U.S. campuses. We received 611 responses to the survey.

- **Campus emergency management program case studies**. The CSC conducted case studies of well-established EMPs at ten IHEs around the country. These institutions spanned a variety of geographical locations and backgrounds: small and large state schools, private schools, a community college, and schools in urban and rural environments.

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[3] National Center for Campus Public Safety, "About Us" (http://www.nccpsafety.org/about/mission-and-history/)

- **Advisory committee input**. The CSC received guidance from a 12-member advisory committee of practitioners and representatives of professional associations in the field of campus emergency management. The advisory committee's primary role was to provide insight and input throughout the project.

- **Disaster Resilient Universities Oregon Summit**. The CSC hosted a summit in which information was collected on emergency management needs in Oregon for a robust case study of higher education emergency management needs at the state level. More than 80 representatives from IHEs throughout Oregon participated.

The intended audience for this report includes all practitioners in the campus public safety field as well as policy makers at the national, state, local, and institutional level.

Organization of this report

The remainder of this report is organized as follows:

Chapter 2: Overview of Emergency Management at Institutions of Higher Education describes risks and issues for campus EMPs.

Chapter 3: Results of the Higher Education Emergency Management Needs Assessment Survey organizes survey responses into five themes.

Chapter 4: Findings and Recommendations presents findings from the report and recommendations to address them.

This report also includes two appendices:

Appendix A: Resources

Appendix B: National Higher Education Emergency Management Needs Assessment Survey

Instrument

Chapter 2: Overview of Emergency Management at Institutions of Higher Education

Institutions of higher education (IHEs) are complex and diverse entities. To provide context for the needs assessment, this chapter describes the role of campus EMPs, common risks and issues faced by IHEs, and an overview of organizations that seek to provide support, education, and a voice for campus emergency management.

Campus Emergencies and Emergency Management

Emergencies on campuses can take numerous forms: acts of violence, natural disasters, epidemics, cyber-attacks, and accidental system failures are just some of the categories into which threats fall. High-profile examples that have shifted the conversation in the past decade include Hurricane Katrina in 2005, which devastated Tulane University and scattered its personnel, and the Virginia Tech shooting in 2007, which resulted in 33 deaths.

EMPs at IHEs have expanded in response to these threats. In the wake of Katrina in 2005, Tulane developed a renewal plan that the university's board approved later that year. In the year after Virginia Tech, a survey of U.S. campuses found that 88% of respondents had revised or were revising their emergency plans.[4] Additionally, a 2015 campus safety survey conducted by Margolis Healy concluded, "Emergency management remains a critical component of campus safety and while we've seen extensive improvement in this area since the first campus safety survey we conducted in 2010, we've learned there is still work to be done."[5]

In short, multiple factors make campus emergency management a complex, multifaceted, and challenging puzzle. The U.S. Department of Education's *Action Guide for Emergency Management at Institutions of Higher Education* describes the diverse and complex nature of these challenges: large geographic areas, ever-changing populations, varied and, at times, blurred lines of governance, open access, near-round-the-clock activity, and integrated facilities such as hospitals, research institutions, sports stadiums, and performing arts centers.[6]

Overview of Emergency Management Issues on Campuses

Emergency management is about creating strategies for what to do *before*, *during,* and *after* an emergency. EMPs create and implement plans to prevent or reduce the effects of natural or human-caused hazards. EMPs are tasked with creating plans specific to their IHEs and the populations they serve (broadly – students, faculty, staff, and visitors). Like other entities, emergency management at IHEs is much more than planning for natural disasters; programs must comply with state and federal laws and regulations as well as university guidelines. IHEs, however, are among the most regulated organizations in the U.S. This complex regulatory structure combined with the populations IHEs serve make them unique among organizations with EMPs.

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[4] Gray, Robin Hattersley, "Virginia Tech 1 Year Later: How Campuses Have Responded," Campus Safety, March/April 2008. Page 18-28.

[5] Margolis Healy, "Campus Safety Survey," 2015. Page 1.

[6] http://files.eric.ed.gov/fulltext/ED504389.pdf

The steps in the cycle of emergency management are preparedness, response, recovery, and mitigation (figure 2-1).[7] This cycle repeats itself as emergency events occur, and IHEs are constantly learning from experiences to prepare for the next event.

The disaster cycle applies to all risks and hazards and IHEs must be prepared for all risk and hazards. As the DRU Network explains, EMPs are expected to "mitigate against, prepare for, respond to, continue operations during, and recover from natural disasters, acts of terrorism, or other human-caused crises or disasters."[8] The most common hazard classification is that developed by the National Fire Protection Agency (NFPA). The NFPA classifies risks into seven categories:

- Geologic Hazards
- Meteorological Hazards
- Biological Hazards
- Accidental Human-Caused Events
- Intentional Human-Caused Events
- Technology-Caused Events
- Other Hazards

Figure 2-1: The Emergency Management Cycle

Table 2-1 provides more detail about the seven categories of hazards.

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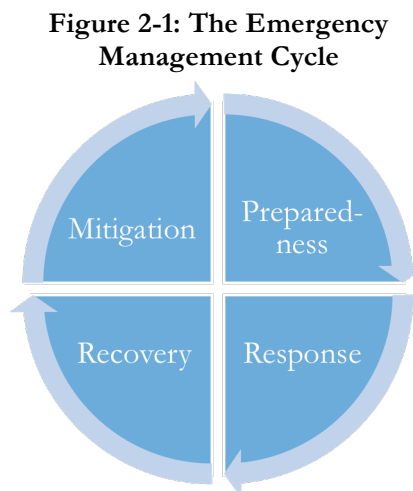
[7] FEMA, Animals in Disasters: The Four Stages of Emergency Management, Module A, Unit 3, Page 3.

[8] Disaster Resilient University Network, http://safety.uoregon.edu/content/disaster-resilient-universities.

Table 2-1. Summary of Risks and Hazards

Type of Hazard	Description	Potential Risk to IHEs
Geologic hazards	Earthquakes, tsunamis, volcanic eruptions, and landslides or subsidence.	Dependent on IHE's location. Can cause structure damage, loss of life, and can leave portions of campus stranded. IHEs also must take into account the number of students who live off campus, and who will come to campus for aid or support in these situations. For some institutions, community members may come to the campus for additional services.
Meteorological hazards	All hazards caused by weather emergencies, such as, flooding, hurricanes, lightning strikes, drought, snow, and ice.	Can cause structure damage, loss of life, and can leave portions of campus inaccessible or require campus closures. Similar to geologic hazards, campuses must be prepared for off campus students and community members who may come to campus for additional aid and support.
Biological hazards	Food-borne illness, pandemic disease, and infections/communicable diseases.	IHEs are at greater risk for biological hazards than the general public, due to the "college lifestyle." These hazards can lead to a CDC reported outbreak and potential death. Students are encouraged (or required) to receive immunizations before moving into campus housing; they should also to attend any vaccination clinics that may be held after an outbreak occurs.
Accidental human-caused events	Chemical spills, explosions, fire, nuclear spills, etc.	IHEs are at higher risk than other organizations due to their research facilities and labs, which are prone to chemical spills. It is important for institutions to know what labs or facilities are nearby. Nuclear or chemical spills may require campus evacuation.
Intentional human-caused events	Labor strikes, harassment, active shooter, lost person, disinformation, discrimination, bomb threats, terrorism, war, and arson.	Active shooter is the most commonly reported hazard in the media, and it is a common concern for students and parents. Institutions must be prepared for media communications, and campus communications. The should also have threat assessment programs.
Technology-caused incidents	Computer hacking, identity theft, foreign attempts to purloin property, and malicious social media postings.	The number of staff, students, faculty, and researchers associated with IHEs makes data security challenging. Faculty and students can be all over the world. In addition, institutions must protect intellectual property and research, particularly in fields such as biosciences, engineering, and computer technology. Faculty and students are at risk for online bullying and harassment through social media. This may involve students targeting other students, as well as third parties harassing athletes or other university affiliates.
Other hazards	Hazards such as supply-chain interruptions.	IHEs must be prepared for anything. This could include a disruption in supplies, such as food deliveries for dorms or for supplies for labs and research facilities.

Campus Emergency Management Program Resources

Many organizations provide resources to campus EMPs, typically in the form of technical assistance through research, training, and written materials. Federal agencies, nonprofits, and professional associations host these programs. The primary sponsors of this survey are all program resources for IHEs. These include the NCCPS, DRU Network, and IAEM-UCC.

This section provides a brief overview of the three sponsor organizations and the five additional organizations represented on the project advisory committee. This is not a complete list of existing organizations, nor is it intended to be.

National Center for Campus Public Safety[9]

The National Center for Campus Public Safety (NCCPS) was established in 2013 with a grant from the U.S. Department of Justice, Bureau of Justice Assistance. Through a competitive bidding process, a cooperative agreement and subsequent funding were awarded to Margolis Healy, a national consulting firm specializing in campus safety. Margolis Healy was charged with establishing and leading the NCCPS.

The NCCPS's vision is "safer and stronger campus communities," and its mission is to "provide useful resources and information to support safer campus communities." NCCPS consults with subject matter experts to address critical issues in campus safety. It also provides resources, training, and technical assistance to campus public safety and emergency management organizations and officials.

The NCCPS funded the National Higher Education Emergency Management Needs Assessment project.

Disaster Resilient Universities® Network[10]

The Disaster Resilient Universities (DRU) Network was created in 2003 as a way to connect campus emergency managers and share information. The DRU Network platform is an email list (commonly called a listserv). The mission of the DRU Network is "to facilitate open communication, discussion, and resource sharing among university/college emergency management practitioners charged with making our campuses more disaster resilient." The University of Oregon EMP hosts the DRU listserv. It currently has over 1,600 members from more than 750 institutions.

This network is a simple resource that facilitates communication, collaboration, and coordination among universities around the world, with the goal of helping campuses to mitigate against, prepare for, respond to, and recover from various disasters and crises.

International Association of Emergency Managers – Universities and Colleges Caucus[11]

The International Association of Emergency Managers – Universities and Colleges Caucus (IAEM-UCC) gives emergency managers from IHEs a national voice to ensure government and industry officials address their needs. IAEM-UCC has two purposes:

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[9] http://www.nccpsafety.org/
[10] http://safety.uoregon.edu/content/disaster-resilient-universities
[11] http://www.iaem.com/page.cfm?p=groups/us-caucuses/universities-colleges&lvl=2

1. To represent emergency management issues surrounding college and university campuses; and

2. To give emergency managers from IHEs a national and international voice to ensure government and industry officials address their needs.

All members of IAEM, including those not involved specifically in campus emergency management, are eligible to be part of the IAEM-UCC. Only emergency management practitioners (people whose primary roles are to administer emergency preparedness and management functions at their institutions) are eligible to hold office. The caucus uses Basecamp, an online collaboration tool, to share information and advance the goals of the caucus. All IAEM-UCC members have access to Basecamp, which includes the UCC repository. The UCC repository is a place where practitioners can share documents such as response plans, exercise plans, job descriptions, and after-action reports.

Campus Safety, Health, and Environmental Management Association[12]

The mission of the Campus Safety, Health, and Environmental Management Association (CSHEMA) is to "support and to educate campus-based EHS (environmental health and safety) professionals to empower and to improve the EHS profession in campus environments." Through mentorship opportunities, networking, and skill development, CSHEMA promotes the importance of the EHS field and its importance on higher-education campuses.

CSHEMA is an institution-based independent organization made up of 1,000 EHS professionals across the United States. Association members elect the board of trustees. CSHEMA also has a series of administrative and technical standing committees. Members can participate in trainings, networking opportunities, conferences, and can provide scholarships to students pursuing a degree in the field of safety.

International Association of Campus Law Enforcement Administrators[13]

The International Association of Campus Law Enforcement Administrators (IACLEA) advances public safety for IHEs by providing educational resources, advocacy, and professional development services for people working in campus public safety. IACLEA is the leading voice for the campus public safety community.[14]

IACLEA has more than 2,700 members representing over 1,100 colleges and universities across the world. Membership is open to campuses with both sworn and non-sworn campuses, individual campus safety directors and staff, criminal justice faculty members, chiefs of police, law enforcement contractors, and individuals who support professionalism in campus law enforcement. The organization offers professional development opportunities, conferences, scholarships, and networking opportunities.

University Risk Management and Insurance Association[15]

The University Risk Management and Insurance Association (URMIA) is an international non-profit educational association serving colleges and universities. According to the URMIA website, the organization's

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[12] http://www.cshema.org/
[13] http://www.iaclea.org/
[14] http://www.iaclea.org/visitors/about/
[15] http://my.urmia.org/home

core purpose is to promote the advancement and application of effective risk management principles and practices in IHEs. Its mission is to advance the discipline of risk management in higher education.

Membership includes thousands of professionals at more than 600 IHEs and 100 companies supporting those institutions. URMIA hosts its annual fall conference, as well as regional spring conferences that are open to both members and non-members. Members have access to webinars, a career center, study groups, discounts to partner events, and networking opportunities.[16] Many URMIA events and resources hosted by URMIA relate to the emergency-management discipline.

International Association of Chiefs of Police

The International Association of Chiefs of Police (IACP) serves as the professional voice of police chiefs. It also hosts the IACP University and College Police Section (IACP-UC), which is made up of campus law enforcement officials. Following is ICAP's mission: "The IACP is dedicated to advancing the law enforcement profession through advocacy, outreach, education, and programs."

The IACP-UC meets annually during the IACP conference. Members are sworn campus public safety officers. The group helps with legislative advocacy and discusses the specific and unique situations that arise on IHE campuses. Members can attend trainings and have a voice in the continuation of their profession and field.

Historically Black Colleges and Universities – Law Enforcement Executives and Administrators[17]

The Historically Black Colleges and Universities–Law Enforcement Executives and Administrators (HBCU-LEEA) works to protect and secure all HBCUs. HBCU-LEEA meets annually and is working to include all 105 HBCUs in their organization. The group works collaboratively with local, state, and federal organizations as well as other organizations, such as IACLEA.

Members of HBCU-LEEA have access to specific training opportunities, networking, and conference attendance. HBCU-LEEA also works with the Clery Center to ensure Clery Compliance on all HCBU campuses.

Regulatory Compliance and Legal Framework

IHEs are required to follow government policies and regulations; however, very few of these are related to emergency management. As a 2006 report to the U.S. Commission on the Future of Higher Education concluded, "There may already be more federal regulation of higher education than in most other industries."[18] The paucity of federal guidance is both an opportunity and a problem. Given the already heavy regulatory burden upon IHEs, practitioners do not carry reporting obligations, for example. However, the lack of cohesive clarity about program expectations leaves schools fumbling somewhat blindly toward a general worthy aim.

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[16] http://www.iacp.org/
[17] http://hbcu-leea.org/
[18] http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/parker.pdf

The organizations described in the previous section provide resources for campus emergency management programs and to some degree offer clues as to standards of practice for campus emergency managers. Other than the limited references to emergency management in the Occupational Health and Safety Act and the Clery Act, there is no national standardization across EMPs at IHEs nor do any mandatory certification requirements exist for IHE emergency management programs.

Chapter 3: Results of the Higher Education Emergency Management Needs Assessment Survey

This chapter provides a detailed discussion of the results of the National Higher Education Emergency Management Program Needs Survey. The survey was the primary tool that the Community Service Center (CSC) research team used to identify and evaluate programmatic needs; it provides perspectives from professionals engaged in emergency management on campuses throughout the U.S. This chapter describes survey development and administration methods, characteristics of survey respondents, and key themes identified in the survey results.

Survey Development and Administration

The target population for the Higher Education Emergency Management Needs Assessment Survey was emergency managers and professionals in related positions at IHEs with primary operations in the U.S. Because no sample frame (e.g., a comprehensive list) exists of campus emergency managers and related staff, the research team used a targeted sampling approach. This sampling method encouraged multiple responses from individual campuses. Email distribution lists from professional associations were the primary method for survey dissemination.

The survey questions fit into four categories: (1) trends in EMPs, (2) needs of EMPs, (3) opinions on technical assistance and resources, and (4) characteristics of respondents' institutions. The trends category asked respondents to assess a variety of criteria over the past five years, as well as challenges their programs face. The needs category asked respondents to rate the needs of their program for different emergencies and program capabilities. The questions about resources and assistance focused on availability, access to, and variety of assistance. The respondent characteristics section provided demographic information on the respondents' IHEs, such as location, size, and degrees offered. A copy of the survey instrument is included in appendix B.

CSC administered the survey in February and March 2016. CSC coordinated with the project sponsors and Advisory Committee to distribute the survey. Members of various professional organizations distributed an invitation to participate in the study via email. The survey solicitation was sent to the following organizations' mailing lists:

- Disaster Resilient Universities (DRU) Network
- Campus Safety, Health, and Environmental Management Association (CSHEMA)
- International Association of Campus Law Enforcement Administrators (IACLEA)
- National Center for Campus Public Safety (NCCPS)
- University Risk Management and Insurance Association (URMIA)
- International Association of Chiefs of Police (IACP)–University & College ,
- Texas Association of College and University Police Administrators
- International Association for Emergency Managers–Universities and Colleges Caucus (IAEM-UCC)

The survey distribution methods do not allow an exact number of how many individuals received the survey solicitation, though CSC estimates several thousand higher education emergency management professionals received the survey solicitation.

CSC received 380 complete survey responses and 231 partial responses. The survey instrument allowed respondents to partially fill out the survey and to skip questions. The survey was not designed as a random-sample survey, so multiple responses from single institutions were encouraged.[19]

A key concern of organizations that conduct surveys is statistical validity. Due to the targeted (non-random) sampling methodology, the results should not be interpreted to be representative of the entire population of campus emergency managers. Rather, they represent the views of individuals who responded to the survey. CSC does not see this as a limitation—the intent was to gather input on higher education emergency management needs from as many stakeholders as possible. In short, the primary goal of the survey was to understand the range and extent of needs for campus EMPs. The number of responses and themes that emerged during survey analysis suggest the survey achieved this goal.

Characteristics of Survey Respondents

To understand who responded, the survey included a series of questions about respondents and their institutions. Map 3-1 shows the location of survey respondents. Almost all states are represented in the sample.

Map 3-1. Location of Survey Respondents
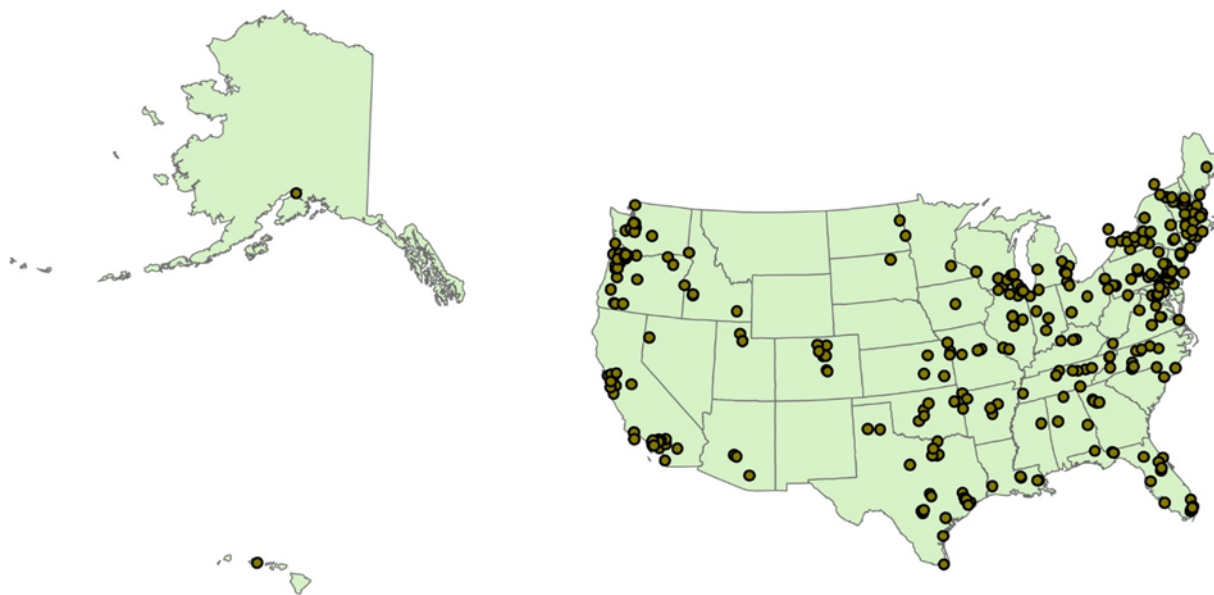
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

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[19] Multiple responses from the same individual were not encouraged. The survey protocol was set so that individuals could only respond once from a single computer.

Staff at IHEs from 45 states responded. The highest number of respondents was from Oregon (38, or 10% of respondents who reported IHE location) and California (32, or 9% of respondents who reported IHE location). No institutions responded from Wyoming, Nebraska, West Virginia, Montana, or New Mexico.

Respondents were from institutions of varying sizes (figure 3-1). The respondent distribution mirrors the general distribution of institution size in the U.S., with the largest number of responses (112, or 29%) coming from institutions of between 5,000 and 14,999 students.

Figure 3-1. Total enrollment at responding IHEs (386 responses)

To provide a more complete idea of the total number of people at an institution, and thus the total number of people served by an EMP, the survey also asked about the number of faculty and staff at the institution (figure 3-2). Of the 383 total respondents, 32% reported over 3,000 employees and 25% reported between 1,000 and 3,000 employees.
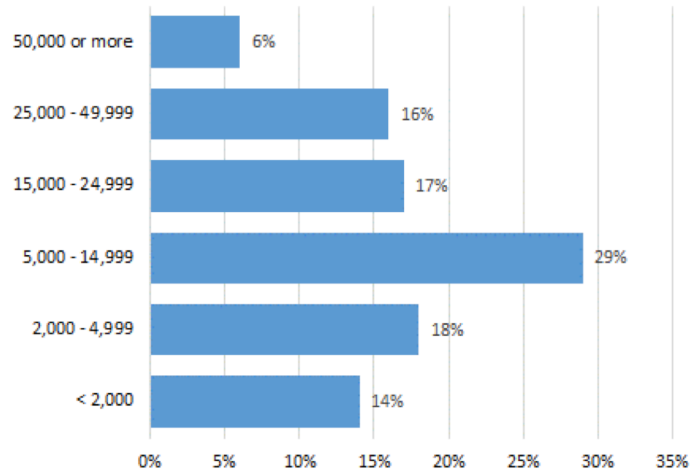
Figure 3-2. Total staff and faculty, including at branch campuses (383 responses)
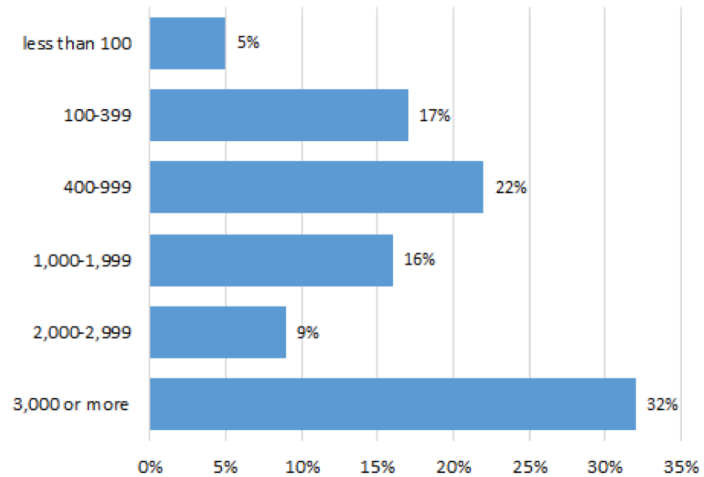
In addition to student, faculty, and staff numbers, the survey collected information about responding institutions. About 64% of 384 respondents indicated their institutions were public; 36% said their institutions were private. Seventy-seven percent characterized their institutions as a residential campus; the other 23% listed their campuses as non-residential. For the residential IHEs, an average of 39% for their students lived on campus.

Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Other questions asked about the type of education and services the institutions offered. Figure 3-3 shows that more than half (53%) of respondents indicated the highest degree their institutions award is a doctoral degree. Master's degrees were the highest awarded for about 20%, and about 25% indicated they offer bachelor's or associate degrees as the highest degree.
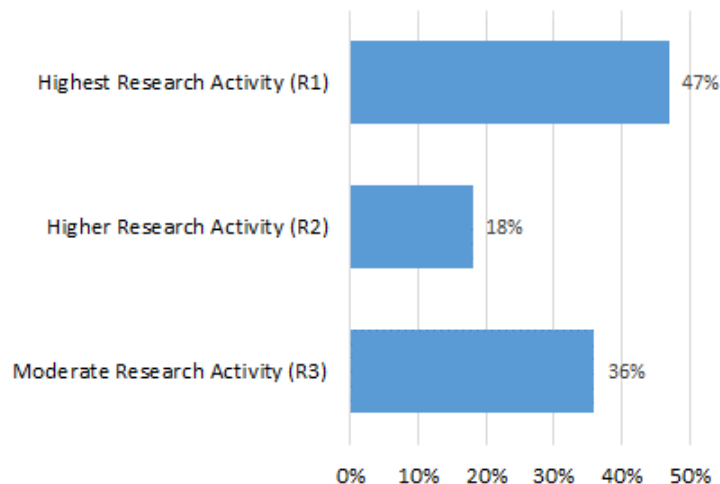
Figure 3-3. Highest degree awarded by responding institution (393 responses)
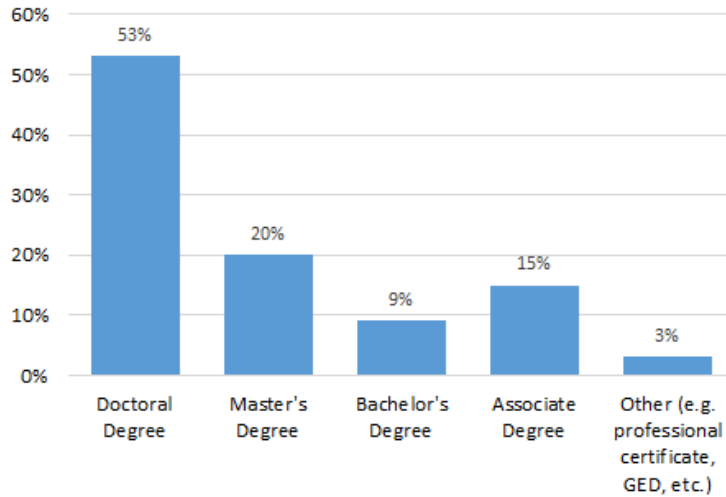
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Figure 3-4 shows that 47% of respondents work at institutions with an R1 research rating (highest research activity), while 18% have an R2 rating (higher research activity), and 36% have an R3 rating (moderate research activity). This question was only asked of respondents who said their institutions offered doctoral degrees; the categories correspond to the Carnegie Classification of Institutions of Higher Education.

Figure 3-4. Level of research activity by responding institutions (193 responses)

Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Additionally, 22% of 385 respondents indicated their institutions have medical centers (teaching hospitals).

The survey also asked respondents where (e.g., what department) the emergency management function resided on their campuses. Respondents were allowed to choose more than one department from a list provided. The most frequent selection was public safety, with 200 responses (51%), followed by police at 115 responses, environmental health & safety at 91 responses, and facilities/operations at 84 responses. Thirty-four responses (9%) indicated standalone emergency management and/or continuity departments. Finally, the survey asked respondents their specific titles and how long they had served in their current role. Of 389 responses, 11% indicated they had been in their roles less than a year, 22% said one to two years, 19% said three to four years, 26% said five to nine years, and 22% said 10 or more years.

Survey Findings

The remainder of the survey analysis is organized five key themes related to programmatic need: (1) institutional engagement; (2) training and exercises; (3) plans and operational continuity; (4) staffing and resources; and (5) partnerships and assistance. Each theme includes supporting data from those questions where the theme emerged.

Theme I: Institutional Engagement

This theme appeared in questions about how various populations and IHE areas interacted with and perceived emergency management.

One question asked respondents how much they agreed with the statement, "My institution's leadership (e.g., institution's administration) is committed to its emergency management program." Figure 3-5 shows that nearly two-thirds of the 435 responses were either "Agree" (43%) or "Strongly agree" (22%). These were followed by "Neither agree nor disagree" at 21%, "Disagree" at 13%, and "Strongly disagree" at 2%.

Figure 3-5. Level of respondent agreement to the statement "My institution's leadership is committed to its emergency management program." (435 responses)
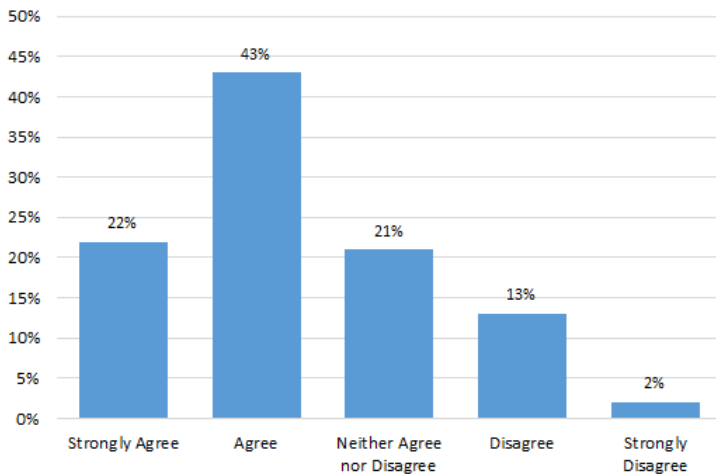
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

A follow-up question asked what form that commitment takes. Respondents were allowed to select more than one of the provided choices. "Annual Exercises" and "Executive Committee" were the most commonly selected options (figure 3-6). These were followed by "Letter of Support," "Other," and "Adequate Resources." Responses listed under "Other Type of Support" included campus structure, meetings, committees, tabletops, training, participation, resources, and verbal commitment. Of the 127 "Other" responses, 24% stated that leadership commitment takes the form of resources, ranging from funding to staff. Seven percent of "Other" responses said leadership is not committed to emergency management.

Figure 3-6. Form of institutional commitment (395 responses)
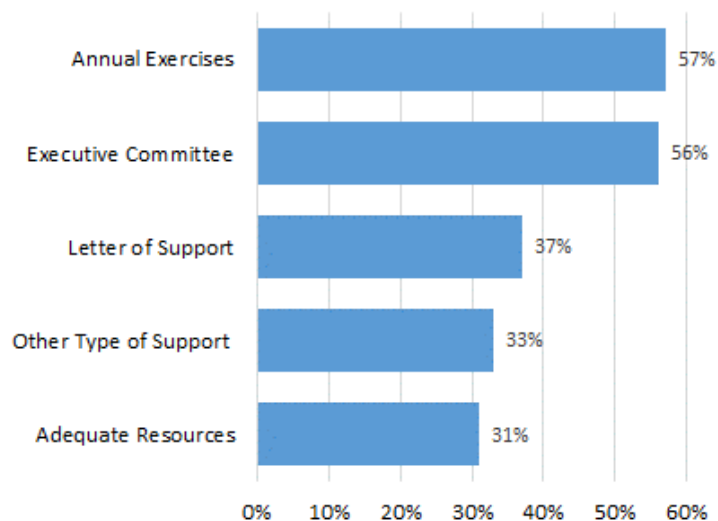
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Related to engagement, it is encouraging to observe that, notwithstanding the resource limitations identified elsewhere in this report, the majority of survey respondents indicated that the level of emergency preparedness increased at their institutions over the past five years, with 84% saying it had either increased or greatly increased (figure 3-7).

To solicit uncategorized input, the survey asked respondents to list the top three challenges facing their institutions' EMPs. This open-ended question received 101 responses for a total of 296 answers (some responses did not list three answers). Of those answers, 89 (30%) related to some form of commitment or buy-in from various populations at the institution: 19 spoke of general buy-in, 46 expressed need for buy-in from executive leadership, 17 mentioned buy-in from faculty or staff, and 7 identified buy-in from students. Responses in this category ranged from writing in the phrase "buy-in" to other descriptions such as "apathy" or a "that's-never-going-to-happen-here" mentality.

**Figure 3-7. Level of respondent agreement with the statement
"Over the past five years, the overall level of emergency
preparedness at my institution has…" (611 responses)**
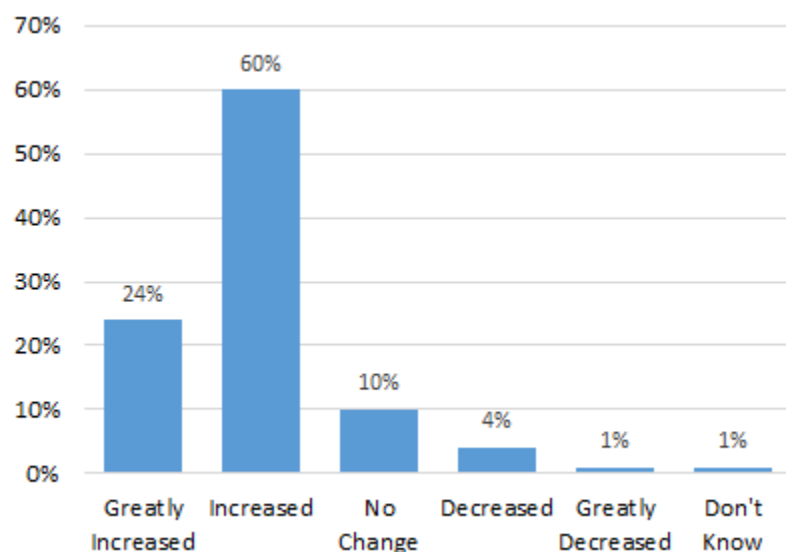
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

An additional question asked what, if anything, institutions needed to improve leadership commitment to their EMP. This question received 100 responses. The responses belonged to one or more for the following categories or subcategories:

- **Resources:** Answers in this category fell into three subcategories: funding, staffing, and equipment. This category received 28 total responses: 17 for funding, 6 for staffing, 3 for equipment, and 2 that mentioned resources generally but did not fit one of the subcategories.

- **Awareness:** Answers in this category fell into two subcategories: education and training. "Education" answers referred to a general awareness of emergency management needs, and "training" referred to participation in drills and exercises. This category received 48 total responses: 18 for education and 30 for training.

- **Support:** Answers in this category fell into three subcategories: internal, external, and plans and policy. This category received 60 total responses: 45 for internal, 3 for external, and 12 for plans and policy.

- **Assigned roles/empowerment:** Answers in this category generally mentioned prioritization of emergency management in personnel decisions by institution leadership. This category received six responses.

- **Nothing:** Answers in this category indicated that the leadership commitment was not in need of improvement. This category received five responses.

Note that some responses matched more than one category, so the total number of all responses from all of the categories is more than the 100 total responses.

Another asked if respondents thought a training program with a standardized curriculum designed for senior campus administrators would be beneficial (figure 3-8). Eighty-six percent of 385 respondents either strongly agreed or agreed with the statement.

**Figure 3-8. Level of respondent agreement with the statement
"A training program with a standardized curriculum specifically
for higher education senior administrators responsible for
oversight would be beneficial." (385 responses)**
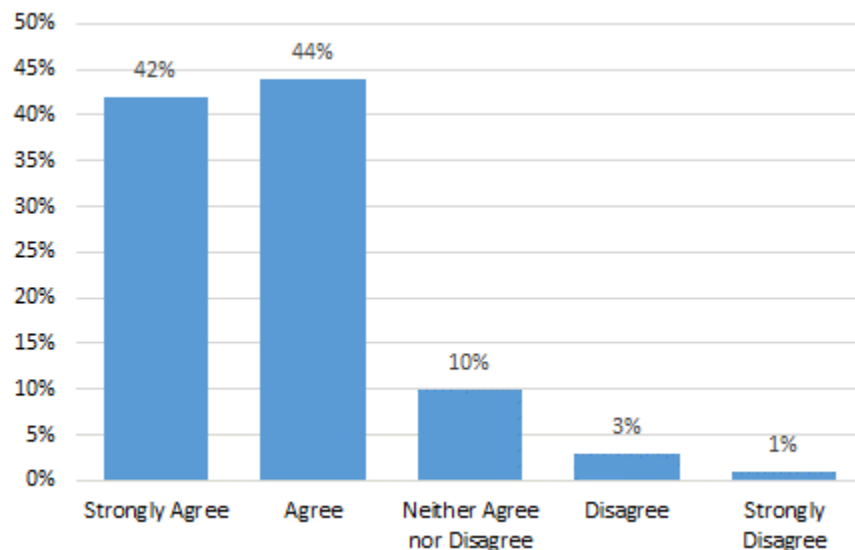
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Another set of questions touched on engagement among students, faculty, and staff. Two asked if respondents' EMPs had public education or awareness programs for students, faculty, staff. For students, 59% said their EMP had public education or awareness programs, and 69% reported programs for faculty and staff. As a follow-up, the survey asked respondents to write in what they thought was needed to improve these programs. The question specific to students received 104 responses, 21 of which mentioned better commitment or buy-in from students, faculty, and leadership. The same question about the program for faculty and staff received 100 responses, 20 of which mentioned some form of commitment or buy-in. Additionally, 32 responses for improving the awareness program for faculty and staff mentioned training of some type.

Key Findings

- **Respondents recognize the importance of emergency management on campuses**. Sixty-five percent of respondents either agree or strongly agree with the statement, "My institution's leadership (e.g. institution's administration) is committed to its emergency management program." Additionally, 84% of respondents say emergency preparedness has increased at their institution over the past five years.

- **IHEs need strategies that better engage leaders, students and faculty**. In a question about the greatest challenges they faced, 30% of the responses mentioned the importance of engagement from leadership, students, and faculty. Moreover, some open-ended responses linked engagement as a potential way to help increase resources.

- **IHEs need training programs that target executive leadership.** More than 80% of respondents agreed that a training program for senior leadership would help get leaders more engaged. This supports the idea that IHE leaders need more context for understanding the role of EMPs at their IHEs. Many respondents also believe these programs could benefit the faculty and staff.

Theme II: Training and Exercises

The survey results indicate a need for training and exercises for emergency managers, IHE senior managers and administrators, and campus communities at large.

One question asked respondents to identified their perceived level of need in 14 different categories. As figure 3-9 shows, funding is a major issue. The second highest need is training for IHE leaders, followed by a need for training for EMP staff. Exercises and planning had similar percentages of respondents and form a second tier of need.

Figure 3-9. Major need or critical need by type (440 responses)
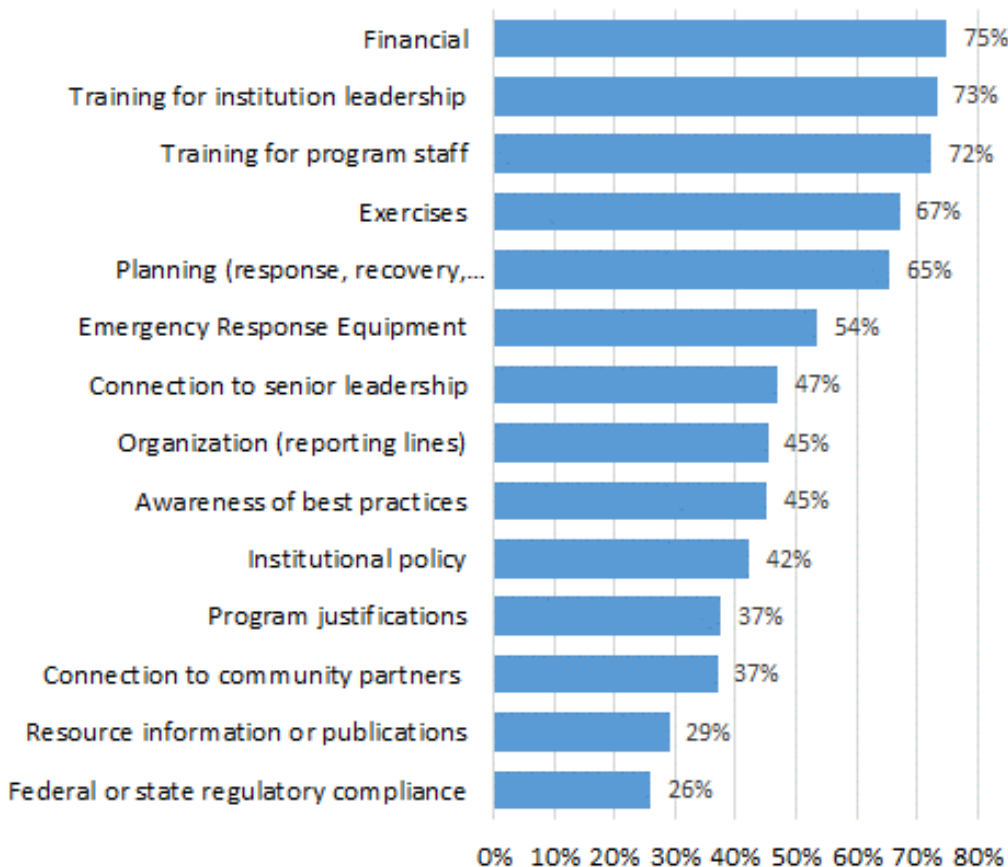
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

The survey asked about public engagement or awareness programs for students, faculty, and staff (figure 3-10). Additionally, follow-up questions asked what needs existed, if any, to improve each of those programs, with 32 of the 100 responses mentioning faculty and staff training.

Figure 3-10. Presence of public awareness programs

Program	Yes	No	Don't Know	n
Does your emergency management program have a public education or awareness program for students?	59%	38%	3%	395
Does your emergency management program have a public education or awareness program for faculty and staff?	69%	28%	3%	399

Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Another question asked respondents what EMPs or projects they thought their institutions should be working on. More than 40% of the responses related to plans or training. To identify themes, CSC grouped the responses into like categories (figure 3-11). About 22% of all responses related to plans, including specific plans and the general need to plan training or exercises. About 22% of all responses related to training, not only for emergency management staff, but also for faculty, staff, students, university law enforcement, and administration. Slightly over 19% of the responses related to training mentioned a specific need to train all members of the community. About a quarter of these training related responses mentioned the specific need for additional exercises.

Figure 3-11. Emergency management projects or programs respondents think their institution should be working on (194 responses)
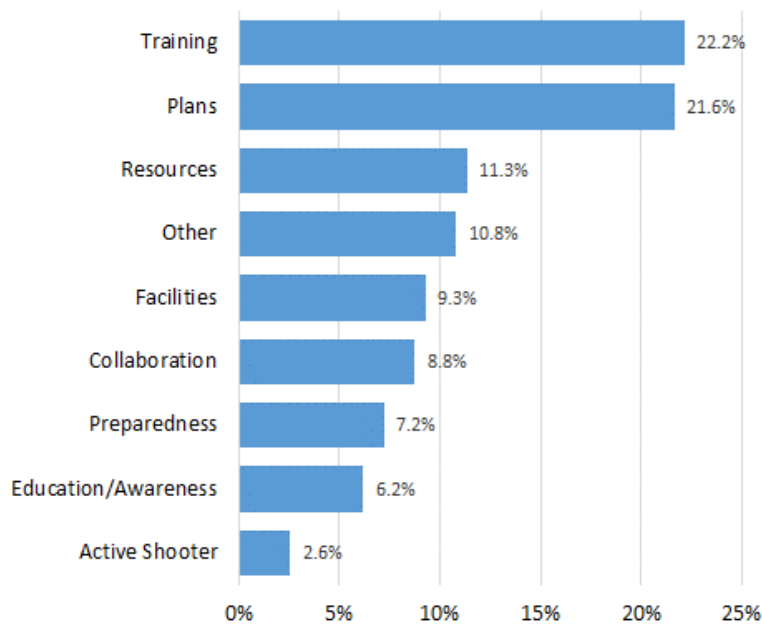
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Another open-ended question asked what, if anything, respondents needed in order to improve incident management. This question generated 100 responses, with the most common focusing on training and exercises (39 responses), staffing (17 responses), and organization (11 responses). Other responses fell into the following categories: time, cooperation, plans/programs, leadership, commitment, budget, engagement, communication, equipment, facility, and compliance.

The survey also asked respondents' opinions on what were the top EMPs or projects their institutions were working on—current projects, as opposed to needed projects as are listed in figure 3-11. Although planning was the most frequently mentioned current project, the training and exercises category received a number of responses. Seventeen percent of respondents reported current projects related to campus training, emergency management staff training, or exercise development, and 16% of respondents reported working on preparing for natural hazards, human behavioral crises, mitigation, or creating emergency/incident management teams.

Another training-related question asked respondents to indicate needs associated with different hazards. Respondents indicated that all risk areas (geological, meteorological, biological, accidental human-caused, intentional human-caused, and technology human-caused) need planning, training and exercises, and awareness of best practices more than any other resource. Figure 3-12 shows that more than half the respondents indicated they need training assistance for all types of hazards with the exception of meteorological hazards, which was near 50%, and geological hazards, which do not affect every campus.

Figure 3-12. Training needs by type of hazard (420 responses)
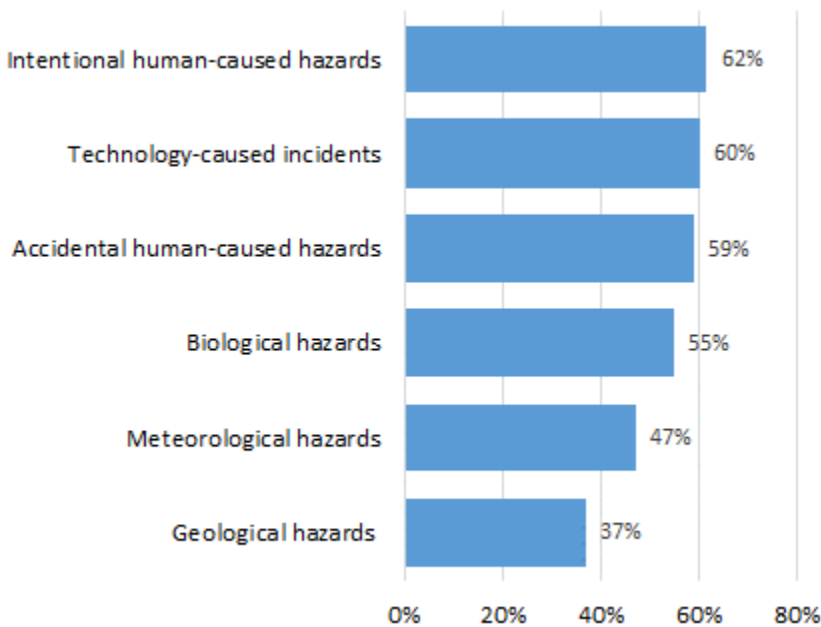
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Key findings

- **IHEs need training and exercises that target institutional leadership**. This shows broad consensus in the need for more training and exercising, equally for people working in emergency management as well as other members of the campus community.

- **A significant need exists around training and exercises targeting a range of audiences at IHEs**. Many respondents felt their IHEs should provide more training, suggesting they see training as important for increasing emergency management effectiveness.

Theme III: Plans and Operational Continuity

The survey responses suggest a need for technical assistance around plans that address all stages of emergency management. Continuity of operations plans emerged as the most pressing planning need.

Although the intent of the survey was not to evaluate EMPs, the survey asked whether respondents were cognizant of a range of plans related to emergency management (figure 3-13). Most respondents indicated that their institutions' EMP has an emergency operations plan (83%), a hazard identification and risk assessment plan (65%), a crisis communication plan (64%), a strategic plan (53%), and a natural hazard mitigation plan (50%). Few institutions represented by respondents have business continuity plans (35%), continuity of operations plans (35%), and recovery plans (31%).

Figure 3-13. Existence of plans among responding institutions

Type of Plan	Yes	No	In progress	Don't know	n
Emergency Operations/Response Plan (EOP)	83%	1%	14%	1%	427
Hazard Identification and Risk Assessment	65%	11%	21%	3%	421
Crisis Communication Plan	64%	12%	20%	4%	428
Strategic Plan	53%	23%	21%	3%	410
Natural Hazard Mitigation Plan	50%	27%	16%	7%	425
Training and Exercising Plan	45%	26%	25%	3%	426
Business Continuity Plan	36%	24%	33%	7%	427
Continuity of Operations Plan	35%	26%	34%	5%	423
Recovery Plan	31%	32%	30%	6%	425

Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016 Note: n = number of respondents

Many of the more than 100 respondents noted they are working on plan-related projects (figure 3-14). Thirty-six percent mentioned a need to update plans, and 8% wrote about creating plans. Eighteen percent mentioned a need to have or update continuity plans.

Figure 3-14. Top three emergency management projects or programs
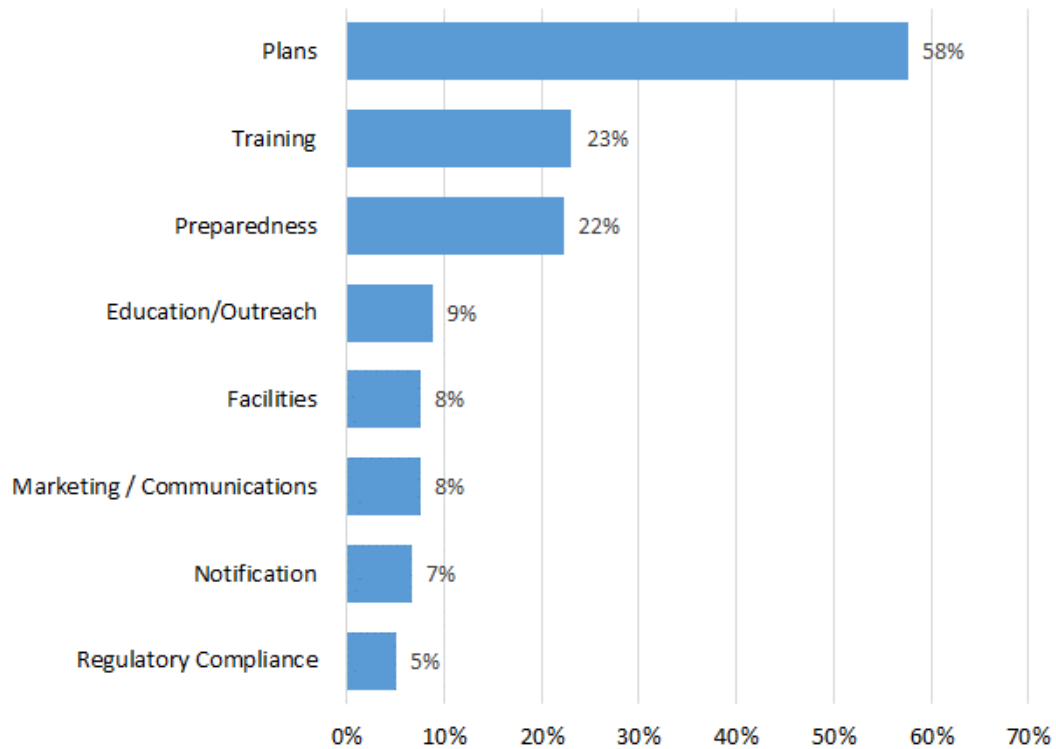
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Additionally, many responses about IHEs' top three needs touched on planning. Seven percent of respondents discussed plan-related needs, for instance. Fifty percent of the responses related to plans noted a need to improve current plans, 35% have no plans, and 15% are concerned about compliance.

The survey asked respondents to identify types of resources or assistance that would benefit their emergency management programs. Figure 3-15 shows that nearly two-thirds of respondents indicated that training and exercises would help across the spectrum of risk. About 50% of respondents indicated that planning would be beneficial. Best practices and sample plans also received more than 40% of responses, indicating a benefit for the three listed risk areas.

Figure 3-15. Types of resources or assistance that would benefit respondents' emergency management program in managing specific risk areas

Need	Natural Hazards	Human-Related Hazards	Technology-Caused Incidents	n
Planning	48%	49%	56%	420
Connection to Senior Leadership	25%	29%	31%	420
Training & Exercises	52%	63%	63%	420
Resource Information or Publications	33%	32%	36%	420
Policy	25%	30%	36%	420
Awareness of Best Practices / Sample Plans	42%	42%	46%	420
Financial Support	35%	39%	41%	420
Does not apply	13%	4%	4%	420

Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

With respect to improving plans, respondents reported that connection to leadership and additional training were the greatest needs (figure 3-16). These needs exist across all types of plans, but there is a particular need in continuity plans, strategic plans, and recovery plans.

Figure 3-16. Percent of respondents who identified connection to leadership as a need for improving specific plans
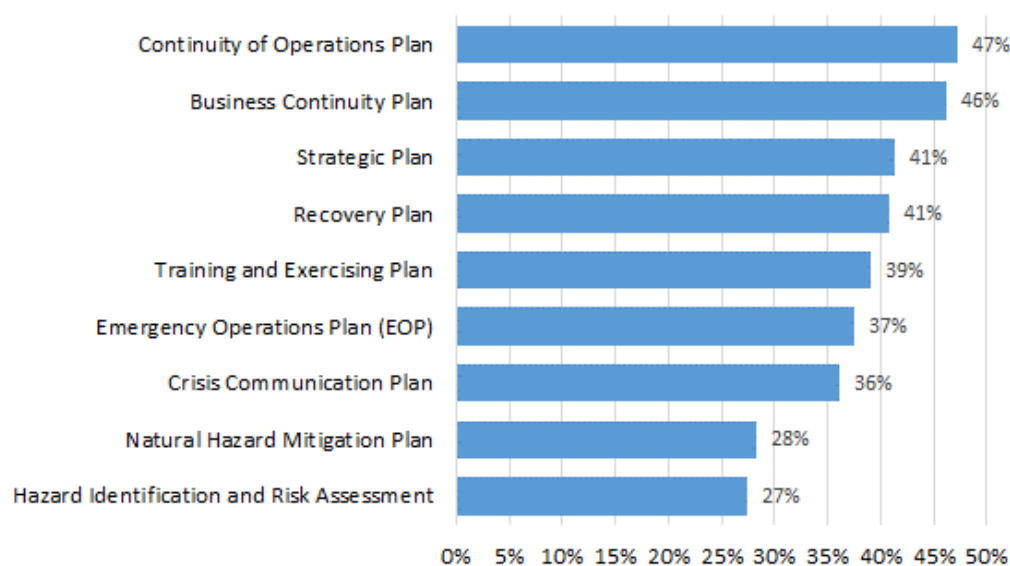
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Key findings

- **Fewer resources are going to business continuity, continuity of operations, and recovery plans than to emergency operations or emergency response plans**. Eighty-three percent of IHEs reported having an emergency response plan; 35% reported having a continuity of operations plan.

- **Planning helps IHEs manage disruptions**. Roughly half of respondents indicated planning helps IHEs manage disruptions resulting from natural hazards (48%), human-related hazards (49%), and technology-caused hazards (56%). These percentages were generally higher than all categories except for training, indicating perceived benefits of planning.

- **Respondents identified a need to update existing plans**. Of the respondents reporting their top projects, 41% mentioned plans. Of those responses, 36% mentioned a need to update plans, while only 8% talked about creating plans, indicating a perception of a larger or more pressing need to work on existing plans as opposed to adding new ones.

Theme IV: Staffing and Resources

Staffing for EMPs came up in a variety of survey responses, both as a need and also when describing trends in EMPs over time.

One question asked about the number of full-time employees in respondents' EMPs (figure 3-17). The median number of full-time employees dedicated to emergency management at institutions was one. Approximately one-third of responses reported having no full-time employees, another one-third have one full-time employee, and the remaining third have more than one full-time employee.

Figure 3-17. Dedicated full-time employees in emergency management (376 responses)
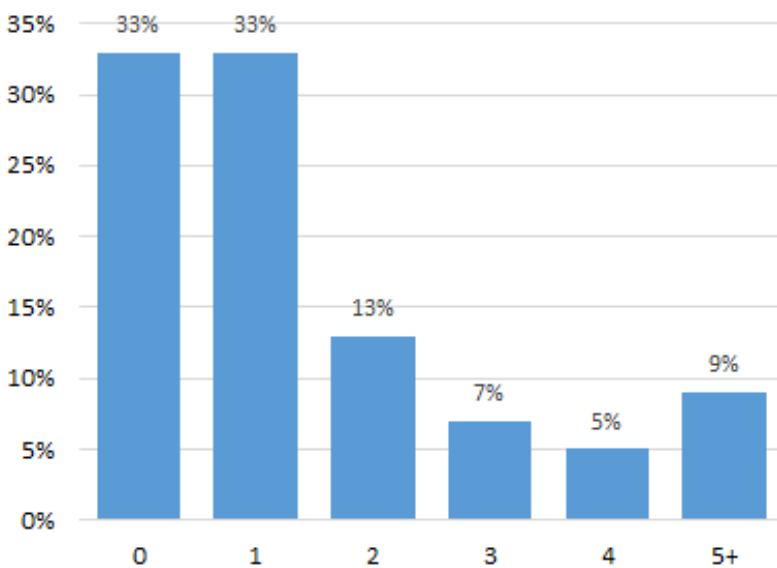
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

The number of emergency management employees was slightly higher, however, for IHEs offering a bachelor's degree or higher. Figure 3-18 shows that 42% of EMPs at responding two-year institutions have no full-time employees, compared to 31% at responding four-year institutions.

Figure 3-18. Number of full-time dedicated employees at institutions by highest degree awarded (376 responses)
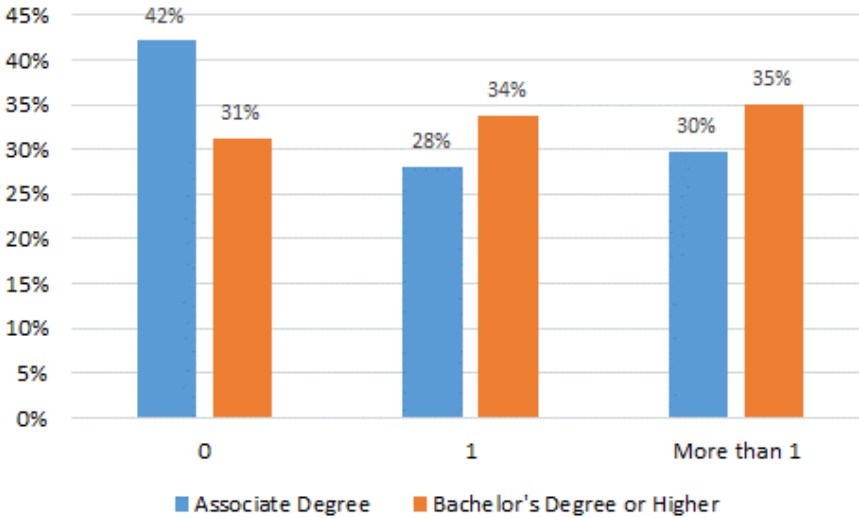
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

The survey also asked about changes in emergency management staffing levels over the past five years. Figure 3-19 shows that 53% of respondents reported no change in staffing over the past five years, 37% reported increased staffing, and only 9% reported decreased staffing.

Figure 3-19. Change in emergency management staffing over the past five years (601 responses)
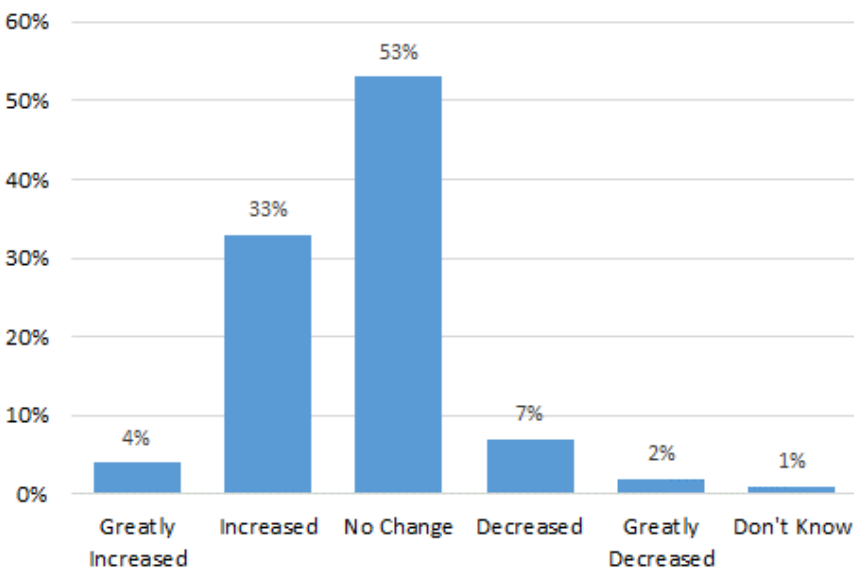
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Forty-seven percent of respondents indicated they did not have adequate staffing for incident management. A separate question asked whether respondents believed they had adequate facilities for incident management, and 74% responded "yes." In short, staffing appears to be a greater need than facilities for incident management. Moreover, in an open-ended question, 17% of respondents identified staffing as a needed area of improvement for incident management.

The need for additional staff in EMPs emerged as a dominant theme throughout the survey.

- One open-ended question asked, "Based on your professional opinion, what are the top three challenges facing your institution's emergency management program?" Staffing was tied with support from leadership as the top specific challenge faced by institutions (with 16% of responses).

- The survey asked, "If there are other resources your institution needs to improve these plans, please describe them…" This open-ended question generated 70 responses. The largest single category of need identified was increased staffing, with 21 responses.

Finally, staffing came up in the questions about improving public awareness or education programs for students, faculty, and staff. Twenty-one percent reported staffing as a need in order to improve student awareness programs and 16% reported staffing as a need in order to improve faculty awareness programs.

Key findings

- **Many IHEs don't have a single full-time employee dedicated to emergency management.** Two-thirds of respondents indicated zero or one full-time employees dedicated to emergency management. Among responding two-year institutions, the percent of respondents with zero dedicated full-time employees was even higher (42%). Staffing in emergency management programs is thin.

- **Emergency management staffing is steady or increasing at most IHEs**. Fifty-three percent of respondents reported no change in staffing over the past five years, 37% said it had increased, and 9% said it had decreased. Staffing is likely increasing at more IHEs than it is decreasing, and the survey results show a relationship between increased staffing and increased preparedness. However, even IHEs that have lost staff or have had no staffing increases say they are often more prepared than they were five years ago.

- **Increasing staff often means better planning, more education and awareness campus-wide, better incident management, and better preparation for specific hazards**. With respect to need for more staffing, responses indicated benefits to increased staffing for improving plans (30% of responses cited this as a benefit), education and awareness (21% indicated staffing for student programs and 16% for faculty awareness programs), and incident management (17%).

Theme V: Partnerships and Assistance

This theme addresses the various resources for EMPs among IHEs. These include existing resources as well as potential partnerships.

The survey asked respondents to rank a number of statements about assisting other IHEs, either through mentoring or during emergencies or special events, as well as educational or certification opportunities for campus leadership and campus emergency managers (figure 3-20). Of 386 total responses, 21% strongly agreed that they would be willing to participate in a mentorship program among institutions, 43% agreed, 32% neither agreed nor disagreed, and 4% disagreed or strongly disagreed. Respondents also said they see value in connecting with other institutions for planning or response (37% strongly agreed, and 54% agreed).

Figure 3-20 Respondent perspectives on mentorship and certification programs

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	n
My institution would be willing to participate in a mentorship program between institutions	21%	43%	32%	3%	1%	386
When my institution experiences or is planning for an emergency situation or special event, it would benefit from being connected to another campus that has experienced a similar incident or event	37%	54%	9%	0%	1%	385
A certification program with a standardized curriculum specifically for higher education emergency managers would be beneficial	39%	38%	17%	4%	3%	386
A training program with a standardized curriculum specifically for higher education senior administrators responsible for oversight would be beneficial	42%	44%	10%	3%	1%	385

Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Respondents indicated that they saw value in a certification program specifically for higher education emergency managers. About 77% agreed or strongly agreed that such a program would be beneficial. About 77% agreed or strongly agreed that such a program would be beneficial. About 86% of respondents support a training program with standardized curriculum targeting senior administration.

The survey also asked about cooperation among different groups in addressing emergency needs at IHEs. One question dealt with cooperation among professional associations, one with cooperation among federal partners, and one with cooperation among state and local agencies (figure 3-21). Respondents indicated a lower level of cooperation with federal partners: only 32% responded that federal cooperation was good or very good, compared with 57% for professional associations and 52% for local and state agencies.

Figure 3-21. The current level of cooperation between federal agencies, state and local government agencies, and professional associations in addressing campus emergency management needs (380 responses)
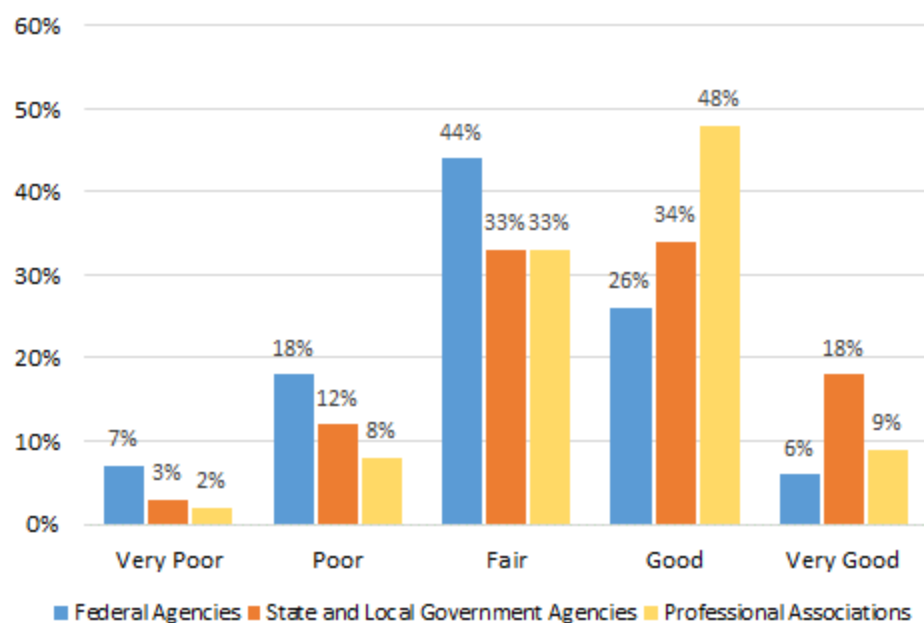
Source: National Higher Education Emergency Management Program Survey, University of Oregon, 2016

Key Findings

- **IHEs want to help each other, and virtually all respondents feel that more connections benefit their planning and response efforts.** Sixty-four percent of respondents agreed or strongly agreed that they would participate in a mentorship program for IHEs. Additionally, 91% of respondents either agreed or strongly agreed that connecting with other universities with similar experiences would be beneficial for planning for and responding to events.

- **IHEs say they get more cooperation from professional associations and state and local agencies than from the federal government.** Partnerships among professional associations (57%) and among state and local agencies (52%) received more respondents rating their cooperation level at good or very good than did federal partners (32%).

Chapter 4: Findings and Recommendations

This chapter presents a series of findings and recommendations derived from our research. More specifically, the findings and recommendations are based on the national survey, interviews with practitioners across the country, and facilitated discussions at a statewide summit for emergency managers. The Advisory Committee played a key role in crafting and vetting the findings and recommendations.

Findings

The CSC research team developed 10 findings from the survey, interviews, case studies, and input from the project advisory committee.

1. **Commitment from campus leadership drives overall improvement of emergency management programs.**

To emergency management practitioners, the phrase "institutional commitment" generally means support from institutional leadership. During the interviews, most of the discussion focused on senior leadership, although some of it also focused on other areas of campus, such as faculty and staff. In discussing institutional commitment through this lens, it's important to note that the majority of practitioners feel their leaders are committed. In the national survey, 65% of respondents agreed or strongly agreed that leadership at their institution is committed to emergency management. That commitment can take a variety of forms: attending annual exercises, providing resources and executive committees, and helping communicate the importance of emergency management to other parts of an institution.

"Institutional commitment can come in a variety of ways. Certainly there's financial support. But that's not the be all end all. Policies that reinforce the importance of emergency planning ... continuity planning … are also important."

An additional dimension relates to resources. Although leaders may be committed, they may not have adequate resources (primarily financial capacity) to provide to emergency management. This situation came up repeatedly in interviews. The extent of the issue also shows in the responses to an open-ended question about the top three challenges emergency management programs face. Thirty percent of the responses to this question mentioned institutional commitment, and of those, 51% specifically said leadership commitment was a challenge. This suggests commitment is nuanced—leaders may be committed, but developing and maintaining that commitment is challenging.

The survey data supports these findings in several other ways. First, results show that roughly half of respondents believe that a connection to senior leadership leads to improving multiple types of plans, particularly continuity and recovery plans. Several other survey results further highlight the importance of leadership commitment. For instance, the survey asked whether a training program with a standardized curriculum specifically for IHE senior administrators who oversee emergency management programs would be beneficial. Eighty-six percent of respondents agreed or strongly agreed, indicating the importance of educated and involved leadership.

The importance of leadership committed to emergency management also came up repeatedly in interviews with campus emergency management practitioners. Interviewees noted that it can help garner commitment

from other areas of the institution, for example. Also, there may be no regulation or requirement for a department to build a business continuity plan, so one way to see that it gets done, an interviewee said, is for

"(You) can develop a program, but without senior administration buy-in, it is an academic exercise without commitment."

leadership to understand the importance. Additionally, interviewees said leadership commitment was important for getting people to attend exercises. In fact, one emergency manager said people show up to trainings because they know the vice chancellor will be there and it's a chance to interact with that person. In another example, interviewees noted that leadership commitment can improve faculty buy-in on ideas to improve emergency management, such as including information in course syllabi.

2. Instilling awareness on campus among students, faculty, and staff is an ongoing cycle that requires active engagement with emergency preparedness.

The survey asked several questions about improving emergency management commitment and awareness at their institutions. This included open-ended questions about what institutions needed to improve leadership commitment, what institutions needed to improve their outreach to students, and what institutions needed to improve their outreach to faculty and staff. For improving leadership commitment, 48% of responses mentioned awareness. These responses fell into two groups: education and training. The answers about improving outreach to faculty and staff and outreach to students included similar responses. For faculty and staff, 43% of responses mentioned marketing or outreach, and 32% mentioned training. For students, 40% mentioned marketing or outreach.

Further reiterating the importance of engagement, a majority of respondents indicated that their institutions have a public education or awareness programs for students, (59%) and for faculty and staff (69%).

Discussions during interviews supported these points. Some institutions' EMP staff participate in orientation, where they encourage new students and their parents to self-prepare for an incident. Other institutions have placed statements on course syllabi, informing readers about what to do in an incident. Several interviewees noted that emergency preparation is normative at K-12 schools because of regular exercises and communications campaigns. For instance, most K-12 students know to "stop, drop, and roll" in case of fire or to shelter under a table during an earthquake. The same level of situation awareness and emergency preparedness needs to be instilled on IHE campuses.

Interviewees also spoke of the importance of engaging students where they are—reaching out during orientation or at residence halls, or having an emergency management presence on social media. Additionally, some mentioned the importance of reaching out to parents as a means of connecting with students.

3. Emergency management at institutions of higher education is largely reactive instead of proactive, requiring an emergency or the appearance of a threat before it receives attention.

This comment emerged repeatedly throughout the course of the project, starting with the initial advisory committee meeting. During the Oregon DRU summit, discussion participants talked about the unfortunate reality that in many instances an event needs to occur before an institution becomes engaged in improving its EMP. One participant said that when EMPs do their jobs correctly, they often go unnoticed.

As a result, the EMP at an institution that has experienced four major events occur on its campus likely has very high institutional commitment because the events demonstrated the importance of the program. IHEs that have not had incidents often reported a lack of commitment from the institution, because the community does not understand the role the program plays on the campus. Comments from interviews support this finding.

Survey results also support this finding. When asked about their top three challenges, of the responses that mentioned awareness, multiple respondents characterized their campuses' mind-set as "that will never happen here" or something similar. Additionally, 66% of survey respondents indicated that their institution's EMP has one or fewer dedicated full-time employees. Interviewees who mentioned a need for additional staff generally focused on the need for additional staff to address issues before they happened, including helping with awareness and preparedness or working to create or improve specific plans.

4. Current emergency management staffing levels at institutions of higher education are inadequate.

While survey respondents generally indicated that the level of emergency preparedness had increased over the past five years (60%), 53% of respondents indicated that the staffing levels for their institution's EMPs have not changed. For the majority of respondents (66%), this means 0 or 1 full-time staff members are dedicated to emergency management. Another survey question asked respondents whether they had adequate staffing for incident management. Forty-seven percent of respondents said no.

"If you think about that from an emergency management standpoint, one full-time person is not enough. Instead of prevention, we're putting out fires"

Discussing this in stakeholder interviews, some interviewees said their staffing levels were adequate, but others said they needed additional staff to ensure plans are regularly updated, staff are trained, and campus communities are educated.

Most discussion groups at the Oregon DRU summit agreed that although needs and resources vary among two- and four-year institutions, having a dedicated emergency manager on campus is an important step. IHEs that have no dedicated, full-time, emergency management employees lack this resource.

Additionally, discussions at the Oregon DRU summit highlighted that although staffing levels may have remained largely the same, workloads have increased. Summit attendees characterized the additional responsibilities as "unfunded mandates."

5. Emergency planning efforts at IHEs are more focused on response than continuity or recovery.

In the survey, roughly one-third of respondents stated their institutions had a business continuity plan (36%), continuity of operations plan (35%), or a recovery plan (31%) in place. By contrast, 83% of respondents indicated that their institution has an emergency operations/response plan.

Additionally, an open-ended question asked respondents to name the top three EMPs or projects on which their EMP is working. Fifty-eight percent of the responses mentioned plans, and of those responses, the most common type of plan mentioned was continuity.

In interviews, practitioners mentioned similar needs with regard to general planning and continuity specifically. Interviewees who indicated they needed additional staff generally focused on needing staff for planning- and continuity-related tasks.

This sentiment was confirmed during the DRU Oregon Summit, in which many participants seemed unable to identify or understand recovery as a theme, especially as a standalone from continuity planning. It was clear in those conversations that emergency management programs place less emphasis on recovery than on response.

6. Training opportunities for emergency management personnel are valuable and should be encouraged.

The survey asked practitioners to identify needs in specific areas of their EMPs. Seventy-two percent of survey respondents identified training for program staff as a major or a critical need. In addition, the survey asked respondents what they needed to improve specific plans. More than half of respondents identified training as a need to improve emergency operations/response plans, business continuity plans, continuity of operations plans, training and exercising plans, and crisis communications plans.

7. Training opportunities to help acquaint the many areas of the campus community with emergency management are valuable and should be encouraged.

The survey also asked what, if anything, IHEs need to improve their public education or awareness programs for faculty and staff. Thirty-two percent of respondents mentioned training for the campus community. Moreover, 59% of survey respondents reported having a public education or awareness program for students. About one-third of respondents (31%) targeted a need to expand marketing and outreach to students.

The survey also asked practitioners whether they had a training program for faculty and staff; sixty-nine percent of those surveyed said yes. In conjunction with the responses to student outreach, 32% of respondents reported a need to increase outreach to faculty and staff. Experts interviewed as part of the research generally agreed that training for the campus community increases awareness on campus.

8. Full-scale exercises are beneficial but require many resources including staff, funding, time, and institutional engagement; tabletop exercises are more feasible.

In an interview, one stakeholder characterized it as follows: "Too many full-scale exercises put a strain on emergency management staff members, who are already stretched thin and at risk of burnout. Tabletops are good to bring attention to an issue with a minimum of prep work." Another interviewee, whose institution averages two tabletop exercises a year, noted that IHEs can "never have enough training—but the barrier is getting everyone to the table. The money is there, but time is lacking."

In interviews, practitioners mentioned financial and time costs, conflicting commitments, and overall lack of time as barriers to full-scale exercises.

9. Local resources such as government agencies or other IHEs create a valuable network and a supplement that helps with incident response capacity.

Regional collaboration often takes the form of mentorship and/or support agreements between IHEs. Ninety-one percent of respondents agreed that when their institutions experience or plan for an emergency incident or special event, they would benefit from being connected to other campuses that have experienced a similar incident or event. Sixty-four percent of respondents agreed that their institution would be willing to

participate in a mentorship program between institutions. Practitioners who were interviewed provided strong support for the implementation of collaboration between schools. Some emergency managers discussed the value of collaboration with other schools in the region. The Southern California Higher Education Management Agreement (SCHEMA) is an example of IHEs working together to combine training and resources in the case of an emergency incident.

10. Collaboration among regional partners can help address several issues, including plans, response, and the disparity of resources among different types of institutions in a state or region.

In interviews, emergency managers described collaboration with local planning commissions, city governments, and emergency management offices as invaluable connections due to their greater resources and access to information from the state. In one interview, an emergency manager from a small public university stressed the importance of being connected to the county sheriff and local law enforcement, the regional public health agency, and community organizations like the Rotary Club, for example. They discussed the value of personal relationships and collaborative emergency response planning, as well as a desire for more formalized regional plans with state support.

When asked about current needs for connection to community partners, 62% of respondents indicated no need or minor need. While other needs may be more critical, several stakeholders and focus group participants expressed the value of regional and local collaboration in meeting needs.

Recommendations

The Advisory Committee, with support from the University of Oregon research team, developed the following recommendations. The recommendations are based on the previously discussed findings, in addition to the survey data and interviews with emergency managers around the U.S.

I. Re-fund the U.S. Department of Education's Emergency Management for Higher Education (EMHE) grant program.[20]

The EMHE program supported IHEs to develop and improve EMPs for all hazards and stages of the emergency cycle. The U.S. Department of Education describes the program this way:

> *The Emergency Management for Higher Education (EMHE) grant program supports institutions of higher education (IHEs) projects designed to develop, or review and improve, and fully integrate campus-based all-hazards emergency management planning efforts. A program funded under this absolute priority must use the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery).*

The EMHE grant program provided over $7 million annually between 2008 and 2010. IHEs used these grants to develop, renew, and improve their emergency management departments. Congress defunded the grant program in 2011.

Funding appeared as a need in all categories identified in the survey. Funding opportunities would provide improved institutional buy-in, increase the number of training opportunities, provide incentive to improve planning, and could be used to hire dedicated emergency management staff. Currently, there are not enough

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[20] http://www2.ed.gov/programs/emergencyhighed/index.html

funding opportunities for emergency management, and many in the field consider new requirements unfunded mandates that IHEs cannot meet. By refunding the EMHE program, emergency management could grow, improve, and most important, better protect our life, property, and the missions of their IHEs.

II. Establish an emergency management curriculum and training program targeting IHE executive leadership.

This recommendation broadly addresses the need for more engagement among executive leadership (e.g., presidents, chancellors, provosts, vice presidents, etc.). This program would increase engagement, understanding, and knowledge among leaders who oversee emergency management programs at IHEs. It would also increase understanding of the need for robust emergency management programs—with an emphasis on continuity and recovery. This understanding should lead to better leadership engagement with emergency management programs at IHEs.

Few training opportunities exist for this level of administrator, and those that do can be impractical for campuses with limited resources. The recommendation is to develop information that can be embedded into conferences and connected to relevant professional associations. The programs could also provide different levels of training ranging from a ½ day or full day to multiple days.

We recommend that the NCCPS partner with appropriate agencies and associations to develop and coordinate this program. We further recommend that the NCCPS consider holding regional trainings to pilot the program, participate in conferences that engage IHE leadership, and have the training available for individualized trainings on campuses.

Institutions with strong institutional commitment are campuses that have experienced emergencies. This is likely the case because campus leaders at those IHEs have seen the emergency management teams in action and thus have more knowledge of the department; in turn, they are more likely to provide support. By establishing a curriculum specifically for IHE administrators, emergency management programs can demonstrate their importance and role prior to an incident on campus.

III. Establish an ad-hoc working group focused on communication and resource coordination between campus emergency management officials and federal agency representatives.

The survey responses show that many emergency managers do not know how to access training and funding opportunities, best practices, or compliance frameworks. By establishing a working group that includes representatives from IHE campus emergency management organizations, the Department of Education, the Federal Emergency Management Agency (FEMA), and others, emergency management professionals can more effectively share ideas about new legislation, regulations, and education policy.

We recommend the NCCPS convene this working group, help determine which organizations should be represented, and create a purpose statement. We also recommend the NCCPS coordinate and hold a seat on the working group. This working group would serve as a collaborative board with representation from the organizations already in place.

IV. Encourage designation of an IHE emergency management coordinator at the state, regional, or national level.

Campuses regularly suffer from a lack of technical assistance and funding resources, as well as insufficient coordination among public, private, and two- and four-year campuses. Campuses face similar issues, so having a central clearinghouse—a role that is consistent with the mission of the National Center for Campus Public Safety—can relieve some of the burden. A center could offer training, best practice development, plan templates, etc.

The intent of the coordinators writ large would be to advance campus safety and resilience initiatives in states or regions. In Oregon, for example, there is a need for statewide coordination, training standards, and prudent resource allocation, in order to improve campus safety and resilience at all IHEs in Oregon; empaneling a coordinator to help guide these efforts would meet this need.

The intent of this recommendation is also to establish liaisons at the state or regional level to leverage limited resources and provide technical assistance, training coordination, and access to information on best practices. As an already established national center, the NCCPS could provide oversight for the coordinators and house the database for technical assistance, training information, and data collection.

By creating a state or regional position, campus officials could collaboratively attend and host trainings, receive technical support, and increase coordination in the case of a campus emergency. Campuses face similar issues, and a centralized system would decrease the challenges campus officials face given that staffing has not increased with responsibility at many IHEs. Moreover, comments from interviewees and the survey suggests that EMPs are taking on a broader range of responsibilities on campuses. A centralized system would remove some of that burden, allowing current IHE staff to expand their resources on their own campuses.

The role of a state or regional coordinator would help identify resource needs and to enable a coordinated strategy across the higher education system for public and private institutions. Bringing the campuses together to analyze promising practices and protocols that can be shared across all IHEs to maintain public safety, and prevent, prepare for, and effectively manage future response and recovery efforts for campus-wide crises or emergencies.

V. Establish an ad hoc working group to develop a program-maturity model for institutions' EMPs.

Staffing and organizational structure emerged as key issues and needs in the survey. We recommend that the professional associations affiliated with campus emergency management—IAEM-UCC, CSHEMA, URMIA, IACLEA, and NCCPS — establish an ad hoc working group to help develop a program-maturity model for emergency management and business continuity that accounts for staffing and organizational guidelines. The program-maturity model would work much like the Education Advisory Board (EAB) model for other campus departments, such as purchasing and contracting. Campuses further along in the maturity model could train less developed departments and could serve as resources for training, drills, and response.

In addition, this maturity model would help to guide developing departments. Based on survey responses and interviews with emergency managers, the emergency management department's organizational proximity to high-level administrators plays an important role in the department's legitimacy in the institution. If developing programs can follow a best practices model, they are more efficient in establishing their role in the institution.

Recommended Best Practices for IHE Emergency Management Programs

The following recommendations are specific steps IHE emergency management departments can implement without depending on national or regional changes. These recommendations are based on best practices, survey data, and direct interviews with emergency mangers around the country.

- **After-action reports.** After an incident, develop an after-action report that goes beyond the emergency management realm—look at how this incident affects all aspects of the institution and document corrective actions aimed at improving response for future incidents. In addition, after-action reports should include an evaluation of campus prevention and mitigation strategies as it pertains to the incident at hand.

- **Leverage resources through on-campus partnerships**. Develop relationships with campus partners to provide additional routes to distribute information and/or training.

- **Assign an emergency management point person.** Put emergency management duties in in at least one person's job description, increasing to additional personnel relative to the size and complexity of the institution. Explore opportunities to utilize students, retirees, volunteers, etc. to supplement emergency management staff.

- **Develop and implement an 'in house' training and exercise program**. Training and exercises should be a core element of every EMP.

- **Participate in large-scale exercises**. Look for opportunities to participate in state, regional, or other large-scale exercises. Large-scale exercises should be in addition to small-scale "in house" exercises which are essential for any EMP.

- **Engage local partners**. Invite local partners for regular tours/engagement with campus. In addition, when working on plans for specific scenarios that may involve a broader response (such as active shooter), partner with local agencies.

- **Develop an institutional policy that requires continuity and recovery planning**. Work with campus administrators and policymakers to prioritize and require continuity and recovery planning, in addition to response planning. When new positions open or job descriptions change for academic and administrative department heads, include continuity planning in the job descriptions.

- **Foster a culture of preparedness**. Create partnerships on campus that raise the profile of preparedness.

  - Empower business office managers and other staff to be part of the culture of preparedness and take ownership of their department's planning.

  - Identify campus partners and develop relationships to form a community of safety and create opportunities to raise awareness.

  - Add preparedness language to syllabi, and encourage faculty to review it during the first day of classes, as well as throughout the semester as opportunities arise.

  - Add preparedness training to new employee and new student orientations.

- **Adopt and comply with national standards**. Both the Emergency Management Accreditation Program (EMAP) and National Fire Protection Association (NFPA) have promulgated voluntary national standards for IHE EMPs. EMAP offers accreditation for EMPs. Officials should complete the EMAP self-assessment and consider becoming a certified program. NFPA 1600 provides programmatic guidelines. Officials should review the NFPA 1600 and implement it to the extent practicable. Another very serviceable "standard" is FEMA's High Quality Emergency Operations Plans for Higher Education. Further, the IAEM-UCC has published an amalgam of 13 public and private standards, organized by common themes.

- **Learn from peer institutions and explore shared-service models**. Regard incidents at other IHEs as "teachable moments" to encourage preparation and connection with other institutions. Explore expanding the NCCPS library and developing a set of case studies.

- **Make preparedness a part of your institution's mission**. Include language about safety in your institution's mission statement.

- **Participate in the National Intercollegiate Mutual Aid Agreement (NIMAA)**. Also, where suitable, develop such regional mutual aid agreements as may be useful in supplementing NIMAA for response, training, and planning.

Appendix A: Resources

The appendix lists selected resources for IHEs (table A-1). The list is not comprehensive, nor is it intended to be. These resources are intended to provide a starting point for individuals or organizations interested in learning more about campus emergency management programs and risk issues that are important and unique to IHEs. The NCCPS (http://www.nccpsafety.org/) hosts a clearinghouse of information (http://www.nccpsafety.org/resources/library/).

The resources are all related to emergency management in some way, but this list organizes them into multiple categories: resources for emergency managers, resources for students, resources for counselors, federal resources, sexual violence prevention resources, and resources for specific emergencies. Some resources may be relevant to more than one category. In such cases, they are placed under the most relevant category.

Table A-1: Resource List

Resource	Description
Resources for emergency managers	
Advanced Law Enforcement Rapid Response Training (ALERRT)	Active shooter response training for first responders. The curriculum and courses, developed in a partnership between Texas State University; the San Marcos, Texas, Police Department; and the Hays County Sheriff's Office, has become the standard for the FBI and numerous states and municipal law-enforcement agencies across the nation. http://alerrt.org/
Association of Threat Assessment Professionals (ATAP)	Nonprofit focused on protecting people from stalking, harassment and threat situations. Resources include a selection of threat-assessment tools. Also has a program to certify individuals as threat managers. www.atapworldwide.org/
American College Health Association (ACHA)	A national organization comprising 800 IHEs and more than 2,800 individual college health care professionals. Provides guidelines, recommendations and positions on a variety of health topics, including emergency planning guidelines. www.acha.org/
American Council on Education (ACE)	Association representing the presidents of degree-granting institutions. More than 1,700 member institutions. Provides advocacy and research, and website features content on security and crisis management. www.acenet.edu/Pages/default.aspx
CampusClarity	Online training for faculty and staff on regulatory compliance: Title IX, Campus SaVE Act, FERPA, Clery Act, and AB 1825. home.campusclarity.com/
Campus Fire Safety	Training, education and consultation on preventing fires and loss of life on campuses, including a national conference and expo. www.campusfiresafety.com/
Campus Firewatch	Provides campus fire-safety resources for professionals to use to educate students, including videos, a podcast, and a tip-a-day program. www.campus-firewatch.com/

Resource	Description
Campus Safety, Health, and Environmental Management Association (CSHEMA)	Organization that provides support and education to campus environmental health and safety professionals, ranging from disposal of hazardous materials, handling of chemicals, interpretation of federal regulations and ensuring safe working environments. www.cshema.org/
Center for Campus Fire Safety	Nonprofit that serves as a clearinghouse of information for reducing loss of life to fires on campuses and in student housing. Provides training in fire safety education and crowd management. www.campusfiresafety.org/
Clery Center for Security On Campus	The Clery Center is a national campus safety organization dedicated to working with campuses to create safe environments that promote compassion and respect. http://clerycenter.org
Commission on Accreditation for Law Enforcement Agencies (CALEA)	Organization focused on improving public safety services by maintaining a body of standards and establishing and administering an accreditation process. www.calea.org
Disaster Resilient Universities® (DRU) Network	The mission of the DRU Network is to facilitate open communication, discussion, and resource-sharing among IHE emergency management practitioners. The DRU Network provides a simple resource that increases communication, coordination, and collaboration between universities around the world that can be used to increase campus emergency mitigation, preparedness, response, and recovery. http://safety.uoregon.edu/content/disaster-resilient-universities
International Association of Campus Law Enforcement Administrators (IACLEA)	IACLEA advances public safety for educational institutions by providing educational resources, advocacy, and professional development services. Nationally, IACLEA has 2,718 members representing over 1,100 colleges and universities across the world. http://www.iaclea.org/
International Association of Emergency Managers (IAEM) - Universities and Colleges Caucus (UCC)	IAEM is a leading international nonprofit emergency management organization. The UCC branch is dedicated to promoting the "Principles of Emergency Management" and representing professionals whose goals are saving lives and protecting property and the environment during emergencies and disasters on IHE campuses. http://www.iaem.com/page.cfm?p=groups/us-caucuses/universities-colleges&lvl=2 Note in particular the Crosswalk of Standards posted at: http://www.frameworked.org/crosswalk/
Law Enforcement Cyber Center (LECC)	The Law Enforcement Cyber Center (LECC) is designed to assist police chiefs, sheriffs, commanders, patrol officers, digital forensic investigators, detectives, and prosecutors who are investigating and preventing crimes that involve technology. The LECC also directs visitors to strategic partners who provide training, technical assistance, and access to critical information. http://www.iacpcybercenter.org/

Resource	Description
National Center for Campus Public Safety (NCCPS)	NCCPS partners with a collection of leading public safety organizations, colleges, and universities, and consults with subject matter experts to address critical issues in campus safety. NCCPS provides training and technical assistance to campus public safety and emergency management organizations and officials. NCCPS also has a growing online library providing an essential clearinghouse of information and resources. NCCPS continues to expand outreach through a free webinar series, Campus Public Safety Online. http://nccpsafety.org
National Crime Prevention Council (NCPC)	NCPC's mission is to help people keep themselves, their families, and their communities safe from crime. To achieve this, NCPC produces tools that communities can use to learn crime-prevention strategies, engage community members, and coordinate with local agencies. These tools include publications, campus programs, local and national trainings, and public service announcements. http://www.ncpc.org/
National Intercollegiate Mutual Aid Agreement (NIMAA)	A mutual agreement signed by dozens of institutions of higher education across the country designed to establish public mutual aid in the event of campus emergencies. http://www.iaem.com/page.cfm?p=groups/us-caucuses/universities-colleges&lvl=2 https://olis.leg.state.or.us/liz/2015I1/Downloads/CommitteeMeetingDocument/81985
Public Entity Risk Institute (PERI)	A nonprofit organization that serves as a resource for the enhancement of risk management practices at institutions of higher education. http://www.primacentral.org/peri/
REMS (Readiness and Emergency Management for Schools)	REMS works with community partners to support schools, school districts, and institutions of higher education (IHEs) in the development of high-quality emergency operations plans (EOPs) and comprehensive emergency management planning efforts. http://rems.ed.gov/
TEEX (Texas A&M Engineering Extension Service)	Deploys emergency responders to disasters and holds training related to preparedness and response in College Station, TX. TEEX is home to the National Emergency Response and Rescue Training Center. https://teex.org/Pages/services/emergency-preparedness-program.aspx
University Risk Management and Insurance Association (URMIA)	URMIA is an international nonprofit educational association serving colleges and universities. URMIA's core purpose is to promote the advancement and application of effective risk management principles and practices in IHEs. URMIA's membership includes professionals at more than 600 IHEs and 100 companies. http://www.urmia.org/home (Note that the resources here are mostly behind a membership firewall.)
Resources for students	
Center for Anti-Violence Education (CAE)	Comprehensive violence prevention programs for individuals and organizations with a focus on women, girls and LGBTQ communities and the needs of survivors. http://caeny.org/

Resource	Description
Mental Health America (MHA)	MHA aims to encourage mental health, prevent mental disorders and advocate, educate and serve all Americans on mental and substance use conditions. http://www.mentalhealthamerica.net
MentalHealth.gov	MentalHealth.gov provides access to U.S. government mental health and mental health problems information. MentalHealth.gov aims to educate and guide the general public, health and emergency preparedness professionals, policymakers, government and business leaders, school systems, and local communities. http://www.mentalhealth.gov/
Resources for counselors	
American College Counseling Association (ACCA)	Voluntary organization made up of mental health professionals. Primarily focused on professional development, but website provides resources for counselors, as well. http://www.collegecounseling.org/
Association for University and College Counseling Center Directors (AUCCCD)	Professional association of counseling directors. Provides research, advocacy, education and training to members and the public. http://www.aucccd.org/
CIT International	Nonprofit that works to aid in the understanding, development and implementation of crisis-intervention teams and to promote effective partnerships between law enforcement, mental health care providers and communities. http://www.citinternational.org
Federal resources	
Bureau of Justice Assistance (BJA)	Government organization that provides evidence-based models, policies, training and technical assistance. http://www.bja.gov
U.S. Department of Homeland Security Office of Academic Engagement (OAE)	The U.S. Department of Homeland Security maintains relationships with members of the academic community and directly engages with school administrators, faculty, and students on a range of issues. OAE focuses on six areas: academic research and faculty exchange, campus resilience, cybersecurity, homeland security academic programs, international students, and student and recent graduate recruitment. https://www.dhs.gov/academic-engagement-overview
Emergency Management Institute (EMI)	Federal organization that works to improve emergency management competencies of U.S. officials at all levels of government to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of disasters and emergencies. https://training.fema.gov/emi.aspx
Federal Emergency Management Agency (FEMA)	FEMA aims to provide support to citizens and first responders as they prepare for, respond to, and recover from disasters. http://fema.gov
Resources for sexual violence prevention	

Resource	Description
1 is 2 Many	White House initiative and task force aimed at protecting students from sexual assault. Charged with sharing best practices along with increasing transparency, enforcement, and public awareness. http://www.whitehouse.gov/1is2many
AEquitas	Organization aimed at improving justice in sexual violence cases. Supports prosecutors and allied professionals with legal research, case consultation, training events and webinars, and published articles. http://www.aequitasresource.org/
Office on Violence Against Women (OVW)	Part of the U.S. Department of Justice; aims to provide federal leadership in developing the national capacity to reduce violence against women and administer justice for and strengthen services to victims of domestic violence, dating violence, sexual assault, and stalking. https://www.justice.gov/ovw
Prevention Innovations Research Center (PIRC)	Research center aimed at improving institutional policy, practice, and capacity for sexual and relationship violence and stalking prevention and response (prevention strategies, survivor support and services, and intervention) through research and evaluation. http://cola.unh.edu/prevention-innovations-research-center
Resources for specific emergencies	
Centers for Disease Control and Prevention (CDC)	Federal public health agency focused on protecting America from health, safety and security threats, both foreign and in the U.S. Whether diseases start at home or abroad, are chronic or acute, curable or preventable, human error or deliberate attack, CDC fights disease and supports communities and citizens to do the same. http://www.cdc.gov
National Hurricane Center	Part of the National Centers for Environmental Prediction located at Florida International University in Miami, Florida. The center is composed of several units, including the Hurricane Liaison Team, which supports hurricane response operations through the rapid exchange of information between the NHC, the National Weather Service, and the emergency management community. http://www.nhc.noaa.gov/

Appendix B: National Higher Education Emergency Management Survey Instrument

The National Higher Education Emergency Management Survey included 57 questions spanning a range of topics. The survey was administered using the Qualtrics online survey tool (http://www.qualtrics.org). This appendix includes a full copy of the survey instrument.

IHE Emergency Management Needs Assessment

Section 1: Introduction

This survey asks what is needed to improve the emergency management program at your institution of higher education. The survey should take about 20-30 minutes to complete. To ensure completeness and the best data possible, we ask that you complete the entire survey. The results of the survey will be used to address the needs of the higher education emergency management community, including identifying how resources from various organizations can be further coordinated to meet those needs. The National Center for Campus Public Safety, the Disaster Resilient Universities Network, and the International Association of Emergency Managers - Universities and Colleges Caucus are working with the University of Oregon's Community Service Center (CSC) on this survey. The Community Service Center will aggregate findings and create a report reflecting the results. Your responses will be anonymous. The report will be presented to congressional staff and leadership in June, and the final report will be made available to the higher education emergency management community via the National Center for Campus Public Safety.

If you have any questions or concerns, please contact CSC Director Bob Parker at rgp@uoregon.edu or 541-346-3801.

Section 2: Emergency Management Program Trends

The following questions ask about trends in emergency management at your institution.

Q2.2 Over the past five years, the overall level of emergency preparedness at my institution has:

○ Greatly Increased (1)
○ Increased (2)
○ No Change (3)
○ Decreased (4)
○ Greatly Decreased (5)
○ Don't Know (6)

Q2.3 Over the past five years, the budget for emergency management at my institution has:

○ Greatly Increased (1)
○ Increased (2)
○ No Change (3)
○ Decreased (4)
○ Greatly Decreased (5)
○ Don't Know (6)

Q2.4 Over the past five years, the number of staff responsible for the emergency management program at my institution has:

○ Greatly Increased (1)
○ Increased (2)
○ No Change (3)
○ Decreased (4)
○ Greatly Decreased (5)
○ Don't Know (6)

Q2.5 Based on your professional opinion, what are the top three challenges facing your institution's emergency management program?

1. (1)
2. (2)
3. (3)

Q2.6 Based on your professional opinion, what are the top three emergency management projects or programs your institution is working on?

1. (1)
2. (2)
3. (3)

Q2.7 Are there emergency management projects or programs you think your institution should be working on? Please describe below.

Section 3: Emergency Management Program Needs

The following questions ask about current needs of your institution's emergency management program. Categories from multiple professional standards are used as a baseline for questions.

Q3.2 Please indicate the extent of current need you think exists at your institution relating to overall emergency management program needs in each of the areas listed below.

	No Need (1)	Minor Need (2)	Major Need (3)	Critical Need (4)	Don't Know (5)
Planning (e.g. response, recovery, etc.) (1)	❍	❍	❍	❍	❍
Organization (e.g. reporting lines) (2)	❍	❍	❍	❍	❍
Connection to senior leadership (3)	❍	❍	❍	❍	❍
Connection to community partners (e.g. local law enforcement / local emergency managers) (4)	❍	❍	❍	❍	❍
Emergency Response Equipment (5)	❍	❍	❍	❍	❍
Training (for program staff) (6)	❍	❍	❍	❍	❍
Training (for institution leadership) (7)	❍	❍	❍	❍	❍
Exercises (8)	❍	❍	❍	❍	❍
Resource information or publications (9)	❍	❍	❍	❍	❍
Institutional policy (10)	❍	❍	❍	❍	❍
Awareness of best practices (11)	❍	❍	❍	❍	❍
Financial (12)	❍	❍	❍	❍	❍
Program justifications (13)	❍	❍	❍	❍	❍
Federal or state regulatory compliance (17)	❍	❍	❍	❍	❍
Other needs (please specify): (14)	❍	❍	❍	❍	❍
Other needs (please specify): (15)	❍	❍	❍	❍	❍
Other needs (please specify): (16)	❍	❍	❍	❍	❍

Q3.3 Please indicate your level of agreement or disagreement with the following statement: My institution's leadership (e.g. institution's administration) is committed to its emergency management program.

- ❍ Strongly Agree (1)
- ❍ Agree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Disagree (4)
- ❍ Strongly Disagree (5)

Q3.4 What form(s), if any, does your institution's leadership commitment take? (check all that apply)

- ❑ Letter of Support (1)
- ❑ Executive Committee (2)
- ❑ Annual Exercises (3)
- ❑ Adequate Resources (4)
- ❑ Other: (5) _____
- ❑ Other: (6) _____

Q3.5 What, if anything, does your institution need to improve leadership commitment to your emergency management program?

Q3.6 Does your institution's emergency management program have the following plans?

	Yes (1)	No (2)	In progress (3)	Don't know (4)
Strategic Plan (1)	○	○	○	○
Hazard Identification and Risk Assessment (2)	○	○	○	○
Emergency Operations/Response Plan (EOP) (3)	○	○	○	○
Business Continuity Plan (5)	○	○	○	○
Continuity of Operations Plan (6)	○	○	○	○
Natural Hazard Mitigation Plan (7)	○	○	○	○
Recovery Plan (8)	○	○	○	○
Training and Exercising Plan (9)	○	○	○	○
Crisis Communication Plan (10)	○	○	○	○
Other plans: (11)	○	○	○	○
Other plans: (12)	○	○	○	○

Q3.7 What, if anything, does your institution need to improve these plans? (Check all that apply)

	Planning (2)	Connection to senior leadership (9)	Training & Exercises (3)	Resource Information or Publications (4)	Policy (5)	Awareness of Best Practices / Sample Plans (6)	Financial Support (7)	Does not apply (8)
Strategic Plan (1)	❑	❑	❑	❑	❑	❑	❑	❑
Hazard Identification and Risk Assessment (2)	❑	❑	❑	❑	❑	❑	❑	❑
Emergency Operations/Response Plan (EOP) (3)	❑	❑	❑	❑	❑	❑	❑	❑
Business Continuity Plan (4)	❑	❑	❑	❑	❑	❑	❑	❑
Continuity of Operations Plan (5)	❑	❑	❑	❑	❑	❑	❑	❑
Natural Hazard Mitigation Plan (6)	❑	❑	❑	❑	❑	❑	❑	❑
Recovery Plan (7)	❑	❑	❑	❑	❑	❑	❑	❑
Training and Exercising Plan (8)	❑	❑	❑	❑	❑	❑	❑	❑
Crisis Communication Plan (9)	❑	❑	❑	❑	❑	❑	❑	❑
Other plans: (10)	❑	❑	❑	❑	❑	❑	❑	❑
Other plans: (11)	❑	❑	❑	❑	❑	❑	❑	❑

Q3.8 If there are other resources your institution needs to improve these plans, please describe them below.

Q3.9 Please indicate which type(s) of resources or assistance would benefit your emergency management program in managing specific risk areas. For examples, hover your cursor over the risks listed.

	Planning (2)	Connection to Senior Leadership (8)	Training & Exercises (3)	Resource Information or Publications (4)	Policy (5)	Awareness of Best Practices / Sample Plans (6)	Financial Support (7)	Does not apply (1)
Geological hazards (1)	❑	❑	❑	❑	❑	❑	❑	❑
Meteorological hazards (2)	❑	❑	❑	❑	❑	❑	❑	❑
Biological hazards (3)	❑	❑	❑	❑	❑	❑	❑	❑
Accidental human-caused hazards (4)	❑	❑	❑	❑	❑	❑	❑	❑
Intentional human-caused hazards (5)	❑	❑	❑	❑	❑	❑	❑	❑
Technology-caused incidents (7)	❑	❑	❑	❑	❑	❑	❑	❑
Other (please specify): (8)	❑	❑	❑	❑	❑	❑	❑	❑

Q3.10 If there are other resources or assistance your institution needs to better address these specific risk areas, please describe them below.

Q3.11 Does your institution have facilities to conduct emergency operations (e.g. emergency operations center)?

❍ Yes (1)
❍ No (2)
❍ Don't know (3)

Answer If Does your institution have facilities to conduct emergency operations (e.g. emergency operations... Yes Is Selected

Q3.12 What, if anything, do you need to improve these facilities?

Q3.13 Does your emergency management program have adequate staffing for incident management (e.g. incident management team, crisis response team)?

○ Yes (1)
○ No (2)
○ Don't Know (3)

Q3.14 What, if anything, do you need to improve incident management?

Q3.15 Does your emergency management program have a public education or awareness program for students?

○ Yes (1)
○ No (2)
○ Don't Know (3)

Answer If Does your emergency management program have a public education or awareness program for students? Yes Is Selected

Q3.16 What, if anything, do you need to improve your public education or awareness program for students?

Q3.17 Does your emergency management program have a public education or awareness program for faculty and staff?

○ Yes (1)
○ No (2)
○ Don't Know (3)

Answer If Does your emergency management program have a public education or awareness program for faculty a... Yes Is Selected

Q3.18 What, if anything, do you need to improve your public education or awareness program for faculty and staff?

Section 4. Technical Assistance and Resources

This section asks questions about access to and availability of resources at your institution. Resources include those at your institution, such as employees, and external resources provided by other institutions and organizations.

Q4.2 Are you aware of the resources available from the following organizations? Check all that apply.

	I am aware of this resource (1)	I was unaware of this resource (2)	I have visited this resource's website (3)	I have used this resource's materials or participated in this resource's programming (4)	I have not used this resource (5)
Clery Center for Security on Campus (2)	❏	❏	❏	❏	❏
Disaster Resilient Universities (DRU) Network (4)	❏	❏	❏	❏	❏
Emergency Management Institute (EMI) (1)	❏	❏	❏	❏	❏
Campus Safety, Health, and Environmental Management Association (CSHEMA) (3)	❏	❏	❏	❏	❏
International Association of Emergency Managers (IAEM) - Universities and Colleges Caucus (UCC) (6)	❏	❏	❏	❏	❏
The International Association of Campus Law Enforcement Administrators (IACLEA) (13)	❏	❏	❏	❏	❏
National Center for Campus Public Safety (NCCPS) (7)	❏	❏	❏	❏	❏
National Domestic Preparedness Consortium (8)	❏	❏	❏	❏	❏
National Center for Spectator Sports Safety and Security (NCS4) (9)	❏	❏	❏	❏	❏
National Weather Service (NWS) (12)	❏	❏	❏	❏	❏
Ready.gov (14)	❏	❏	❏	❏	❏
Readiness and Emergency Management for Schools (REMS) (15)	❏	❏	❏	❏	❏
Texas A&M Engineering Extension Service (TEEX) (17)	❏	❏	❏	❏	❏
University Risk Management and Insurance Association (URMIA) (18)	❏	❏	❏	❏	❏

Q4.3 Are there additional resources that you utilize? Please list them below.

Q4.4 Please rate the current level of cooperation between federal partners in addressing campus emergency management needs.

❍ Very Poor (1)
❍ Poor (2)
❍ Fair (3)
❍ Good (4)
❍ Very Good (5)

Q76 Please rate the current level of cooperation between state and local government agencies in addressing campus emergency management needs.

❍ Very Poor (1)
❍ Poor (2)
❍ Fair (3)
❍ Good (4)
❍ Very Good (5)

Q4.5 Please rate the current level of cooperation between professional associations in addressing campus emergency management needs.

❍ Very Poor (1)
❍ Poor (2)
❍ Fair (3)
❍ Good (4)
❍ Very Good (5)

Q4.6 How could coordination of resources between professional associations, state government, and federal government benefit your emergency management program? Please provide any specific recommendations.

Q4.7 Please indicate your level of agreement or disagreement with the following statement: My institution would be willing to participate in a mentorship program between institutions.

❍ Strongly Agree (1)
❍ Agree (2)
❍ Neither Agree nor Disagree (3)
❍ Disagree (4)
❍ Strongly Disagree (5)

Q4.8 Please indicate your level of agreement or disagreement with the following statement: When my institution experiences or is planning for an emergency situation or special event, it would benefit from being connected to another campus that has experienced a similar incident or event.

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

Q4.9 Please indicate your level of agreement or disagreement with the following statement: A certification program with a standardized curriculum specifically for higher education emergency managers would be beneficial. (e.g. International Association of Emergency Managers Certified Emergency Manager)

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

Q78 Please indicate your level of agreement or disagreement with the following statement: A training program with a standardized curriculum specifically for higher education senior administrators responsible for oversight would be beneficial.

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

Q4.10 Please provide any comments related to either a professional certification program for higher education emergency managers or a training program for senior administrators.

Section 5. Institution/Respondent Characteristics

This final section of the survey asks about your institution and your role at your institution, followed by an opportunity for additional comments. We ask that you complete this section in its entirety. Your responses will be kept anonymous.

Q5.2 Within which department does the emergency management function reside at your institution? Check all that apply.

- ❑ Standalone Emergency Management and/or Continuity (1)
- ❑ Risk Management (2)
- ❑ Enterprise Risk Management (3)
- ❑ Public Safety (4)
- ❑ Police (5)
- ❑ Environmental Health & Safety (6)
- ❑ Academic Affairs/Provost (7)
- ❑ Office of Student Life/Affairs (8)
- ❑ Facilities/Operations (13)
- ❑ International/Study Abroad (9)
- ❑ Administration (Chancellor or President's Office) (10)
- ❑ Business Office (11)
- ❑ Don't know (14)
- ❑ Other: (12) _____

Q5.3 What is your position title?

Q5.4 How long have you served in your current role?

- ○ Less than 1 year (1)
- ○ 1-2 years (2)
- ○ 3-4 years (3)
- ○ 5-9 years (4)
- ○ 10 or more years (5)

Q5.5 What is the student enrollment (undergraduate and graduate) of your entire institution, including branch campuses?

- ○ < 2,000 (1)
- ○ 2,000 - 4,999 (2)
- ○ 5,000 - 14,999 (3)
- ○ 15,000 - 24,999 (4)
- ○ 25,000 - 49,999 (5)
- ○ 50,000 or more (6)

Q5.6 How many total staff and faculty are employed by your institution, including branch campuses?

○ (1)
○ 100-399 (2)
○ 400-999 (3)
○ 1,000-1,999 (4)
○ 2,000-2,999 (5)
○ 3,000 or more (6)

Q5.7 How many dedicated full-time employees does your institution's emergency management program employ?

○ 0 (1)
○ 1 (2)
○ 2 (3)
○ 3 (4)
○ 4 (5)
○ 5 (6)
○ 6 (7)
○ 7 (8)
○ 8 (9)
○ 9 (10)
○ 10 (11)
○ 11 (12)
○ 12 (13)
○ 13 (14)
○ 14 (15)
○ 15 (16)
○ 16 (17)
○ 17 (18)
○ 18 (19)
○ 19 (20)
○ 20 or more (21)

Q5.8 How many full-time equivalent (FTE) employees work in your institution's emergency management program? For example, if there are three staff members who each devote 20 hours a week to emergency management, then the FTE is 1.5.

_____ Number of full-time equivalent employees (1)

Q5.9 Is your institution considered a public or private institution?

○ Public (1)
○ Private (2)

Q5.10 Is your institution a residential campus?

○ Yes (1)
○ No (2)

Q5.11 What % of students live on campus?

_____ % of Students (1)

Q5.12 What is the highest degree awarded by your institution?

○ Associate Degree (1)
○ Bachelor's Degree (2)
○ Master's Degree (3)
○ Doctoral Degree (4)
○ Other (e.g. professional certificate, GED, etc.) (5)

Answer If What is the highest degree awarded by your institution? Doctoral Degree Is Selected

Q5.13 What level of research activity does your institution hold? (Look up your institution's classification. When you look up your institution's profile, its research level will be listed under the "Basic" classification. For instance: Basic: Doctoral Universities: Highest Research Activity.)

○ Moderate Research Activity (R3) (1)
○ Higher Research Activity (R2) (2)
○ Highest Research Activity (R1) (3)

Q5.14 Does your institution have a medical center (teaching hospital)?

○ Yes (1)
○ No (2)
○ Don't know (3)

Q5.15 Institution Name: (Your answer to this question will make for a better final report. Again, data will be aggregated and your responses will be kept anonymous.)

Q5.16 In what state is your institution headquartered?

○ Alabama (1)
○ Alaska (2)
○ Arizona (3)
○ Arkansas (4)
○ California (5)
○ Colorado (6)
○ Connecticut (7)
○ Delaware (8)
○ District of Columbia (9)
○ Florida (10)
○ Georgia (11)
○ Hawaii (12)
○ Idaho (13)
○ Illinois (14)
○ Indiana (15)
○ Iowa (16)
○ Kansas (17)
○ Kentucky (18)
○ Louisiana (19)
○ Maine (20)
○ Maryland (21)
○ Massachusetts (22)
○ Michigan (23)
○ Minnesota (24)
○ Mississippi (25)
○ Missouri (26)
○ Montana (27)
○ Nebraska (28)
○ Nevada (29)
○ New Hampshire (30)
○ New Jersey (31)
○ New Mexico (32)
○ New York (33)
○ North Carolina (34)
○ North Dakota (35)
○ Ohio (36)
○ Oklahoma (37)
○ Oregon (38)
○ Pennsylvania (39)
○ Rhode Island (40)

○ South Carolina (41)
○ South Dakota (42)
○ Tennessee (43)
○ Texas (44)
○ Utah (45)
○ Vermont (46)
○ Virginia (47)
○ Washington (48)
○ West Virginia (49)
○ Wisconsin (50)
○ Wyoming (51)

Q5.17 Are you willing to be contacted after the survey with additional questions? (If you provide the name of your institution, we can provide you the results of this survey.)

○ Yes (1)
○ No (2)

Answer If Are you willing to be contacted after the survey with additional questions? (If you provide the n... Yes Is Selected

Q5.18 Please provide your name and email address.

Name: (1)
Email: (2)

Q5.19 Do you have any other thoughts or comments you would like to share?

Section 6. You're almost done.

To finish the survey, please click the "Submit Results" button. If you have any questions or concerns, contact CSC Director Bob Parker at rgp@uoregon.edu or 541-346-3801. Thank you for your participation.