2014 Higher Education Emergency Management Survey

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Foreword

The 2014 Higher Education Emergency Management Survey would not have been possible without the assistance of many people. First and foremost, we want to thank the 134 institutions that participated in the survey. Without their participation, there would be no way to provide practitioners and higher education leaders general information and trends involving post-secondary emergency management.

This effort is a combination of effort between several people. The actual survey tool was originally written by Dennis Sullivan and was reviewed and edited by several higher education emergency managers. Once the data was collected, Alex Perry transformed the data collected from the survey tool into this report. Both Alex and Dennis worked on the editing of the report, but outside assistance was solicited as a peer review. Mark Bagby, Emergency Manager at Washington University St. Louis and David Bujak, Emergency Manager at Florida State University participated in this process to make this report as strong and as meaningful as possible. Special thanks to Mark and David for their assistance and especially to Alex who did the “heavy lifting” to get this report finalized.

This document refers to previous surveys of higher education emergency management programs since 2008. These other surveys are available from Dennis K. Sullivan at the University of Louisville.

Please feel free to use this information, but remember that the reason for this survey is to share knowledge among the higher education emergency management community. Please continue your efforts to share your experience and knowledge with your fellow practitioners.

“Good luck happens when preparedness meets opportunity.” (Bret Harte)

Methodology

The 2014 Higher Education Emergency Management Survey was administered to gather data and trends regarding emergency management in higher education. This survey was developed using questions that were part of previous surveys in order to identify any trends. The survey also included new questions that were submitted by several higher education emergency managers interested in collecting data regarding a specific topic. Once the draft survey was completed, it was then reviewed by several emergency managers who had participated in reviewing previous surveys. After adjusting the survey with their input, it was complete and ready to be placed into a suitable data collection tool, SurveyMonkey.

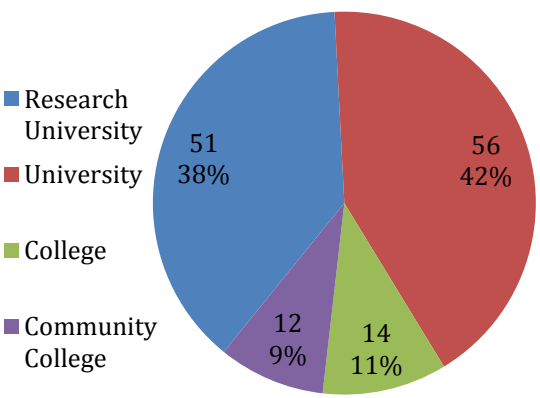
The survey was opened and data collection commenced on March 4, 2014 and closed on April 1, 2014. The survey was distributed via the Disaster Resilient University (DRU) listserv, Campus Safety Health and Environmental Management Association (CSHEMA) Forum, International Association of Campus Law Enforcement Administrators (IACLEA) web page, and various emails to higher education groups. One hundred thirty four institutions participated in the survey. To protect the privacy of participants, no information will be provided in the survey report that identifies specific institutions.

Demographics

Ninety (67.2%) respondents identified themselves as public institutions, with the remaining 44 (32.8%) classifying themselves as private institutions. One hundred twenty-nine institutions were located in the United States (US), with the remaining five hailing from Canada. The 129 US institutions represented 31 states and the five Canadian institutions depicted two territories. This is less diverse than the respondents to the 2008 Survey, in which 141 respondents represented 35 states, but is more diverse than the 2011 Survey in which 28 states were represented. The number of Canadian territories represented in the 2014 Survey decreased since 2011 and 2008, where 10 schools represented five territories in each previous survey.

Type of Institution

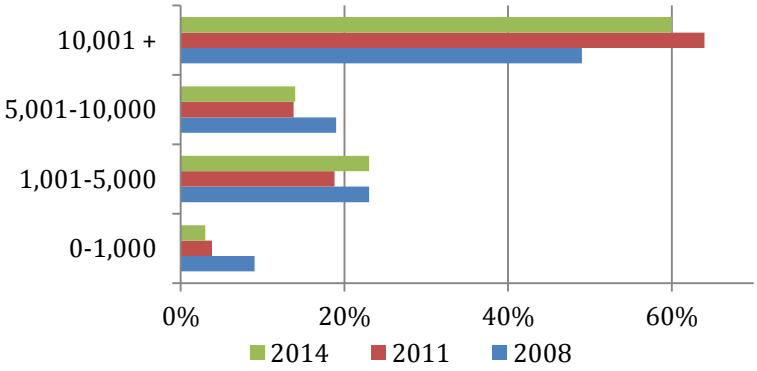
(Figure 1)



The 134 respondents were asked to identify their institution via four categories: Research University; University; College; and Community College. This question was designed to establish a criterion regarding the size of respondent institutions. The majority of respondents (80%) were classified as either a University or Research University. This is commensurate with the results of the 2011 Survey where 41% of respondents were Universities and

34% identified as Research Universities. The 2008 Survey did not collect data to identify the type of institution being represented.

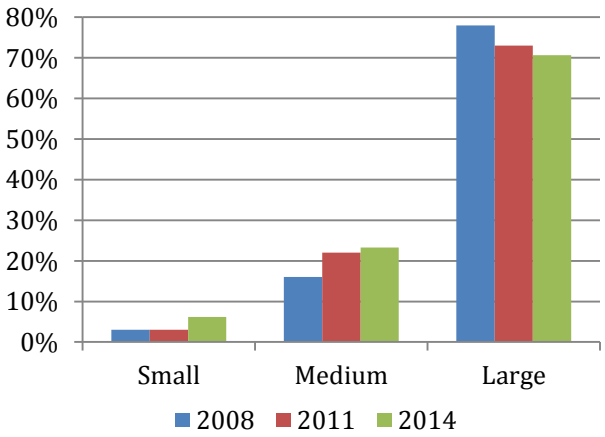
School Size by Student Population
(Figure 2)



The type of institution tends to be directly related to the size of the student population. A unique aspect of emergency management in higher education is the fact that a majority of institutions operate residence halls (86.6% in 2014 and 88.1% in 2011) regardless of the size of the student population. The larger the student population, the more likely the institution is a University.

The current trend shows that the smaller the institution, the lower the participation rate. This indicates that smaller institutions may not have a dedicated emergency management staff, or their responsible person does not participate in professional groups associated with emergency management. Therefore, the survey results are clearly skewed to reflect the overwhelming percentage of larger institutions (greater than 10,001 students).

School Size by Number of Buildings
(Figure 3)



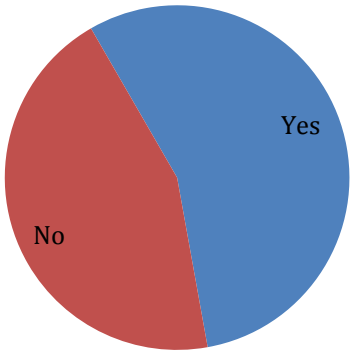
Student population is not the only determining factor regarding the size of the institution. Other characteristics such as amount of research being conducted, campus size, and the number of buildings influence certain elements of emergency management programs. Small (using student population as the determining factor) institutions' emergency management programs seem to be more directed at protecting research than students, however. Therefore, the decision was made in the 2008 Survey to identify size by other criteria. To determine the distribution by school size, the 2008 Department of Education emergency management grant application criterion was used. The Department of Education designated school size by the number of buildings in order to determine award size. Similarly, this criterion was used to determine the distribution of schools size for this survey. The majority of participants, as evaluated by this criterion, are, again, large institutions. This has become a trend since the 2008 Survey, as shown in Figure 3.

University Size under Dept. of Education Criteria (Table 1)	
Small	1 – 10 Buildings
Medium	11 – 40 Buildings
Large	> 40 Buildings

Professional Schools at Institution

(Weighted Average of 2011 &2014)

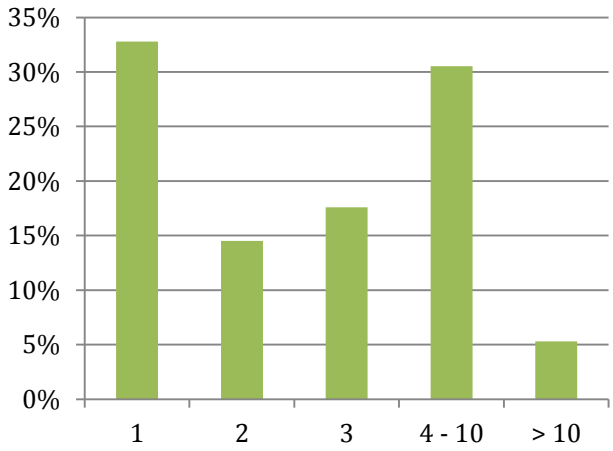
(Figure 4)



Additional criteria regarding the size of participating institutions have been utilized since the 2011 Survey to further characterize institutions. The first criterion establishes the presence of a professional school (Medical, Dental, Engineering, and/or Veterinary) at the institution. It is assumed that only larger schools will have the resources and demand for additional professional schools at their respective institutions. A slight majority of respondents indicated that a professional school exists at their institution (52% in 2014 and 59% in 2011). Data shows that that additional "size" criteria may be able to reduce the skewedness of the sample population. A limitation of this criterion must be mentioned, however. It was assumed that those respondents that "skipped" this question did not have a professional school, while those that answered had at least one. It would benefit the data of this survey if an 'Answer Choice' of "None" were to be added to subsequent surveys.

Number of Campuses Operated

(Figure 5)



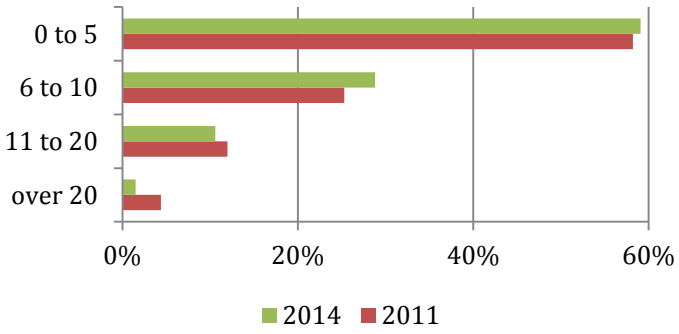
A novel criterion introduced in the 2014 Survey asked respondents "How many campuses does your institution operate?" This is an important question, as the more geographically spread out an emergency manager's operations, the more resources and coordination will be needed. As shown in Figure 5, the survey respondents run a wide gamut of campus counts. A benchmark should be created to understand how many operating campuses should classify institutions as "small", "medium", or "large". This question should also be split into two questions to obtain more accurate data. One question should delineate between main campuses and satellite campuses, while the other should specify how many additional facilities an institution operates.

A number of small and mid-sized schools have expansive emergency management programs that rival some of their larger counterparts, but those schools didn't participate in significant numbers. The marketing of the survey needs to be revisited in future years to increase the participation of small and middle-sized institutions. The same holds true for community colleges. In Kentucky alone, there are 16 community colleges — that is more than the number of community colleges that participated nationwide.

Program Basics

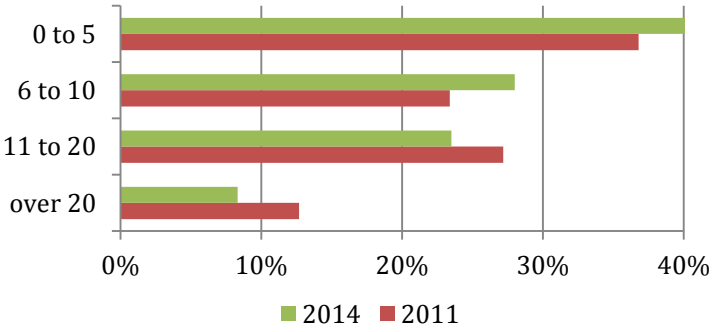
Emergency management in higher education is as diverse as the institutions themselves. Some colleges and universities use an existing position and add additional duties to a person who has no formal or practical emergency management experience. This practice may be done to reduce payroll costs for an institution. In other examples, some institutions employ a full-time employee whom is a Certified Emergency Manager by IAEM. Each college or university also chooses where to place their emergency management staff. Some institutions have established stand-alone offices, while others place staff within existing departments or agencies. The intent of the 2014 Survey was for the person responsible for emergency management or planning to complete it. An overwhelming majority of participants (96.2%) adhered to this objective.

Years In Current Position
(Figure 6)



While a large majority of respondents indicated that they were responsible for emergency management or planning at their institution, almost two thirds (59.1%) had been in their current position for five years or less. This percentage is stable from the 2011 data set, which indicates that some institutions are hiring new employees to handle emergency management.

Years At Current Institution
(Figure 7)



An alternative hypothesis is that many institutions are either establishing emergency management roles for current employees, or are relocating the offices of emergency management and planning. As Figures 6 and 7 show, a significant number of employees have been at their current institution for over ten years, but only a few respondents have been in their current position for over ten years. Therefore, it can be inferred that this segment of respondents may have been reassigned to cover emergency management responsibilities.

The data also shows that emergency management is continuing to expand within higher education since 42.4% of 2014 respondents had 3 years or less of experience. This is almost a ten percent increase over the 2011 Survey where 34.8% of respondents had three years or less of experience.

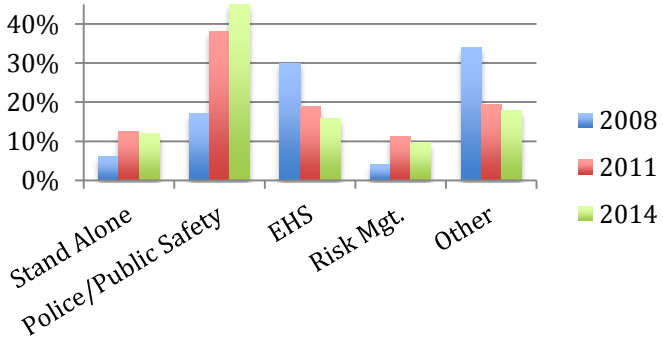
The number of schools developing or augmenting their emergency management programs is expected to continually increase over the next few years. The Higher Education Opportunity Act of 2008 will require schools to increase their efforts in emergency planning, exercises and drills. Additionally, schools will have to increase their efforts due to public concerns if more human-caused or natural disasters occur. The counter argument is that since higher education institutions' emergency management programs do not produce tangible benefits, they may be viewed as "easy" budget reductions or cuts in the current weak economy to help preserve other programs. This may not be feasible, though, as Emergency Management is a necessary cost of doing business.

In addition to the question regarding the years of experience, the respondents were queried regarding professional certification or development. More than one third (36.6%) of the respondents have obtained their certification as an emergency manager from the International Association of Emergency Managers or their state agency/association. This is an increase of 15% from the 2011 Survey. While most of the individuals in higher education emergency management roles are less experienced, this data shows that professionalization is increasing. Also, a significant number of respondents indicated that they are either waiting for approval for their Certificate, or are in the process of fulfilling requirements. Therefore, the percentage of Certified respondents should continue to increase in subsequent surveys.

Emergency Management units do not have a traditional placement within the structure of the university. In some cases, emergency management is placed within existing units; in other cases an institution elects to create a separate unit responsible solely for emergency management.

Where Does Emergency Management Reside?

(Figure 8)

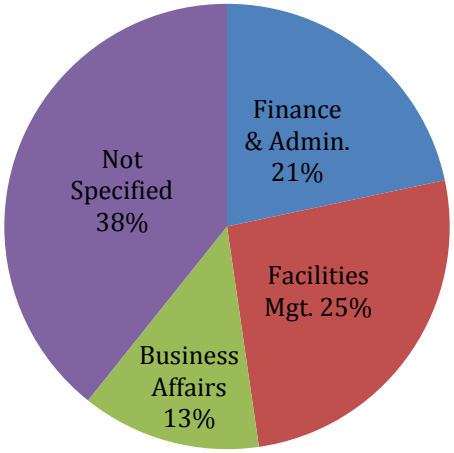


Respondents were asked to identify the location of their Emergency Management Office. The 2008 Survey results indicated that the majority of emergency management units were located within Environmental Health and Safety. The 2011 Survey demonstrated an increase in the number of emergency management units housed within Police/Public Safety. The number of institutions with stand-alone units also increased, but not as significantly as those assigned to a Police/Public Safety Department. The 2014 Survey found that emergency management being housed in either the institution's police department or the public safety agency remained the most stable of all options. There was a very slight reduction in the percentage of stand-alone emergency management agencies from 2011 to 2014. This may be due to a sampling error where different practitioners have responded. Alternatively, this

reduction may be due to the aforementioned budget cutting affecting higher education emergency management.

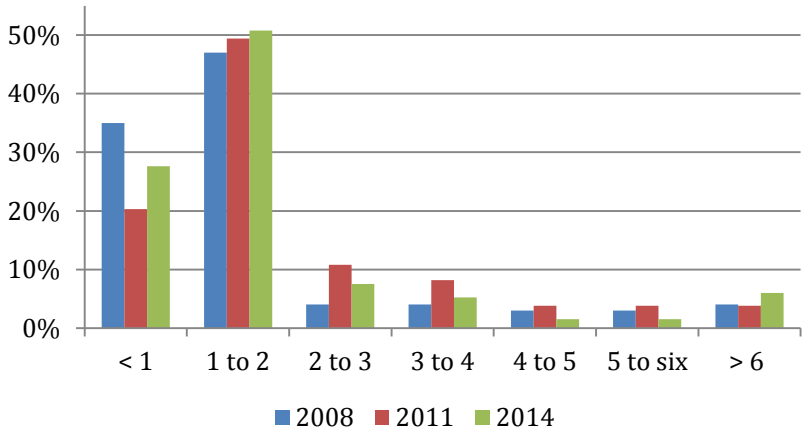
The location of emergency management within the institution's organization seems to have stabilized. As emergency management becomes more prominent in higher education, it may settle into either the police department or public safety agency. This is not an uncommon phenomenon. City and state governments have historically located emergency management for the convenience of the locale. State governments had generally done the same thing until post 9/11. After 9/11 a majority of the states created an Office of Homeland Security and, following the federal model, the states have placed emergency management within that organization.

Highest Reported "Other" Locations
(Figure 9)



While the number of stand-alone offices increased between 2008 and 2011, there is not enough data to confirm if this trend will remain stable. Additionally, the number of emergency management in different areas has only decreased slightly (1.5%) since 2011. This may mean that institutions are becoming complacent with their current norm. As the memories of Hurricane Katrina (2005), Virginia Tech (2007), and Northern Illinois (2008) fade from the minds of administrators, and the public in general, institutions of higher education may not see the need to continually restructure. It may take another focusing event to elicit a substantial restructuring seen between 2008 and 2011.

Full Time Equivalents Assigned to Emergency Management
(Figure 10)

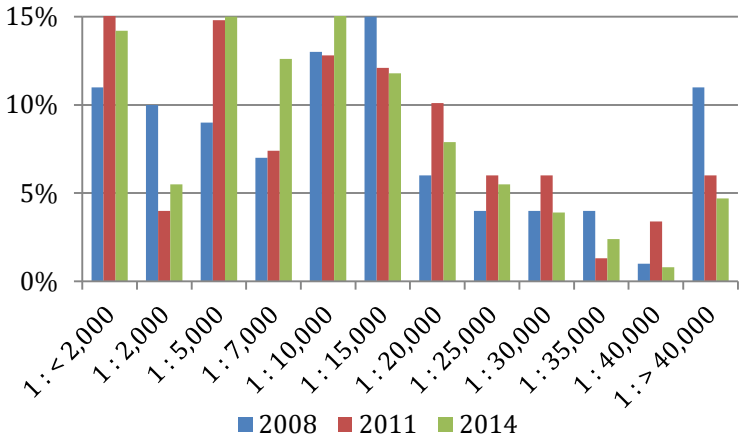


Respondents were asked to estimate the Full Time Equivalents (FTE) working in emergency management. The respondents were asked to exclude emergency responders (police, fire or EMS workers) and interns (unpaid) from the number of FTE's. Respondents were asked to provide the numbers of professional and support staff, and any graduate assistants (paid). The number of schools with less than one FTE has increased by over seven percent since 2011, which indicates that institutions may be

decreasing their commitment to emergency management. This is also true for every category except those reporting 1-2 FTE and greater than 6 FTE. It is interesting to note, however, that the 2014 respondents have claimed that their respective institutions have increased the number of emergency management FTE's during the past year by five percent more than the 2011 respondents, with "Decreased" remaining constant over the years. The data may show a sampling error, which may indicate that staffing has not actually decreased.

Ratio of FTE to Students

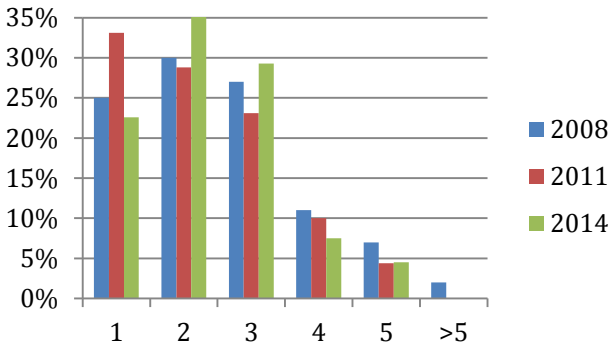
(Figure 11)



The ratio of EM FTEs to the number of students is also important in evaluating the trends in emergency management staffing. The ratio of FTEs to students seems to be reducing overall. Larger schools appear to be hiring or reassigning staff to perform emergency management responsibilities. This slight decrease in 1: <2K could be contributed to the fact that this survey does not receive many respondents from smaller schools. In the future, more must be done in order to receive feedback from all population sizes and types of schools. The number of respondents reporting ratios less than 1:7K is continuing to increase at a large (5%) rate. Hopefully the trend will continue to demonstrate more staffing in emergency management, but future surveys need to track this ratio. Hopefully, a model can be developed from the trend data to reach a consensus on the appropriate staffing ratio for higher education in the future.

Levels of Supervision

(Figure 12)

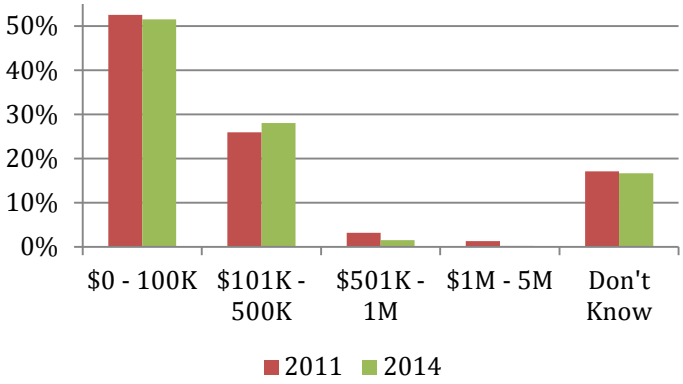


Ready access to key decision makers on a day-to-day basis is important to any emergency management program. During an actual disaster, the person responsible for emergency management usually has direct contact with the president, provost or chancellor of their respective institutions. On normal operating days, however, emergency managers tend to not have as much access. This is to be expected in large, complex bureaucratic organizations found in higher education. Emergency managers will be more efficient and effective if they are familiar with decision makers. Therefore, the increase of levels of supervision since 2011 may hinder emergency management in higher education. The

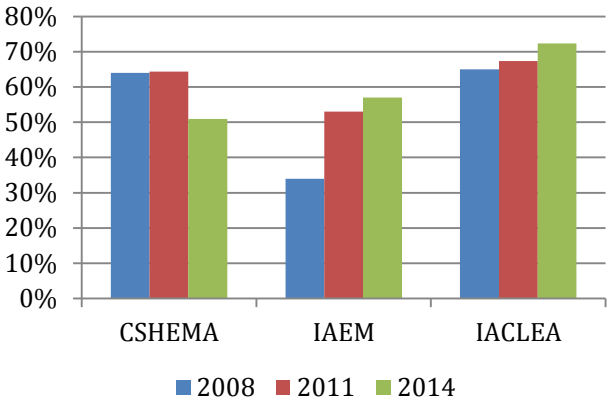
percentage of respondents' with one level of supervision has fallen over ten percent. The good news, however, is that there are less instances of levels of supervision greater than four. This trend should be monitored in future years to assess the impact of the separation between emergency managers and key decision makers.

Financial support is important to the success of any emergency management program. The 2011 Survey asked respondents to provide information regarding their annual budget for the first time, as this question was not asked during the 2008 Survey. The budget information request included the total budget, including salaries, but not including fringe benefits. As shown in Figure 13, the two results from the 2011 and 2014 Surveys were quite similar, with the majority of the schools in both surveys operating on a total budget of $100,000 or less. This makes sense because the number of FTE emergency management staff has remained stagnant between the time of the 2011 and 2014 Surveys.

Emergency Management Budgets
(Figure 13)



Professional Organizations
(Figure 14)



In order to determine in which professional organizations emergency management personnel are members, the 2008, 2011, and 2014 Surveys asked questions about professional affiliations. While respondents can belong to more than one organization, the responses indicate that emergency manager membership in Campus Safety Health and Environmental Management Association (CSHEMA) has dropped and membership in the International Association of Emergency Managers and the International Association of Campus Law Enforcement Agencies has increased. This may be the result of the increase in police and public safety units absorbing the emergency management responsibilities.

PROGRAM COMPONENTS

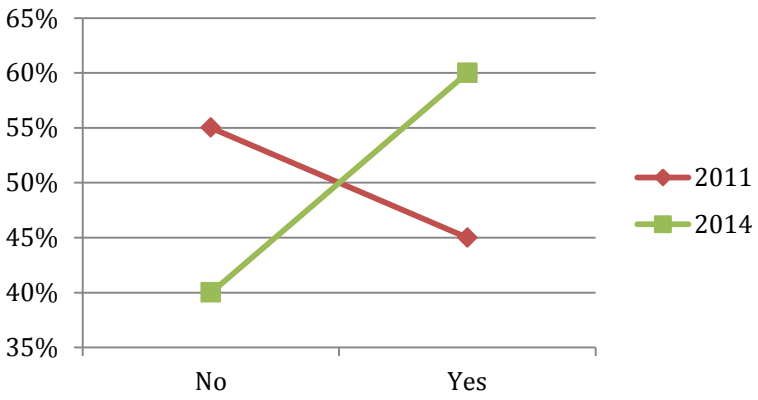
When outsiders, administrators, and students look at emergency management, the focus tends to be strictly on response. Other components, such as planning, mitigation, and obtaining grants

are just as important and usually encompass an emergency manager's regular day-to-day operations. Planning within a higher education institution cannot be done in a vacuum and requires participation on many levels across the institution. Eighty one (60%) respondents have formal planning committees at the institution that are similar in scope to the planning committee outlined in the National Fire Protection Association Standard 1600 or the Canadian Standards Association Standard z-1600. This number is down three percent from the 2011 Survey, which may indicate a decline in top-level support of emergency management.

At the request of a Disaster Resistant University Listserv member, questions were added to the survey to determine if the planning committee at an institution had a representative from the institution's Disability Resources Center or similar disability advocate group in the 2011 Survey. In the 2014 Survey, only 66 (49%) schools indicated that they include their disability group in their planning group. Five schools did not answer this question, which suggests that those institutions do not have a formal committee. The other 68 (51%) schools indicated they did not include a disability advocate. These numbers are only slightly improved from the 2011 Survey where 46% of school included a disability representative. These data show that, while the inclusion of disability advocates is increasing, the rate is extremely slow.

Disability Needs Considered in EOP

(Figure 15)



The Higher Education Opportunity Act (HEOA) of 2008 requires institutions to consider special needs of students with disabilities. In 2011, however, only 45% of respondents indicated that it was included. The 2014 Survey data shows that higher education is making significant effort to advocate for the needs of the disability constituents in their emergency planning efforts. This is commensurate with the Federal Emergency Management Agency's goals. Over 60% of respondents indicated that a disability needs have been included in planning, which is an increase of almost 15%. The future trend data should indicate that even more schools are including disability considerations in their planning efforts.

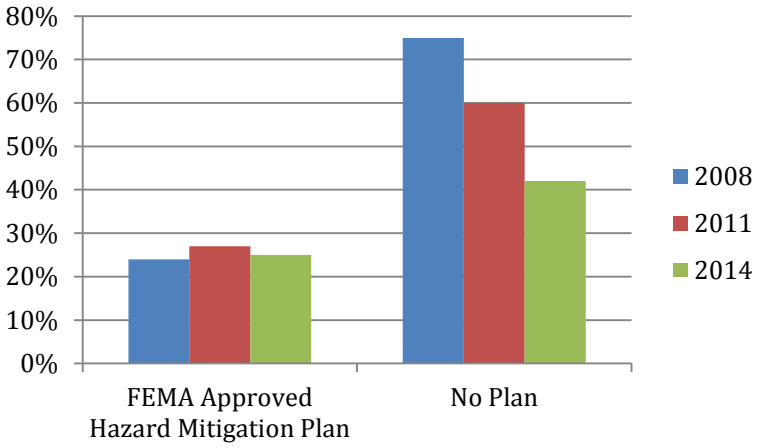
Evacuation is a very real part of emergency management. Therefore, the 2014 Survey queried participants on the existence of a campus-wide evacuation plan. This process requires a large amount of planning, resources, and coordination. Sixty percent of respondents indicated that a campus-wide evacuation plan exists at their institution. This data should be reviewed in subsequent surveys to establish a trend. Obviously, the more campuses that are prepared for an evacuation, the more efficient and effective the process will be.

A significant aspect of evacuations and emergencies in general, is reunification. The 2014 Survey introduced this important question. Only half of respondents indicated that their institution has such a plan. This is disconcerting, as a large majority of responding institutions have residence halls, which means that many students are living away from home. Therefore, many students will not be familiar with their surroundings if forced to evacuate. Also, many parents will be very eager to reunite with their children as soon as possible, and it is the institution's responsibility to maintain the safety and whereabouts of their populations. While reunification is important for all institutions, some counterexamples are worth noting. First, community and technical colleges have a majority of students that are from the local area. Thus, these students will know the surrounding area quite well. Additionally, students in graduate schools typically fend for themselves. Future data should be collected and analyzed regarding the trending of this statistic.

Crisis communication goes along with reunification and is an important part of any Emergency Operations Plan (EOP). The 2011 Survey queried participants on whether they had a "stand-alone" Crisis Communications Plan or if they have the components of a Crisis Communications Plan embedded in their EOP. Eighty percent of the schools indicated that they did have a plan in both the 2011 and 2014 Surveys. The 2008 Survey did not inquire about crisis communications.

Hazard Mitigation Plan

(Figure 16)

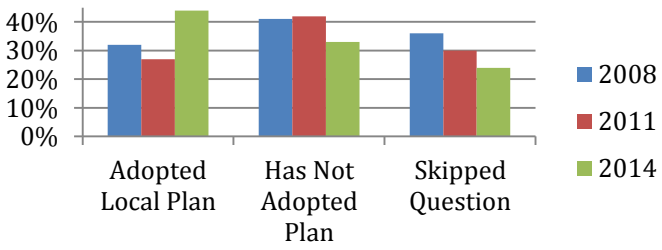


In order to obtain some federal grants, institutions must either have their own FEMA approved Hazard Mitigation Plan or adopt the local community's plan. Canadian institutions skipped this question since their funding system for emergency management grants differs from the U.S. system.

The slight decrease in 2014 institutions having FEMA Approved Hazard Mitigation Plans may indicate a sampling error. The 2014 percentage is still higher than the 2008 levels, which is encouraging and indicates that schools are still attempting to position themselves to obtain state and federal grants to supplement their internal emergency planning and mitigation programs.

Adopting Community Plans

(Figure 17)



Schools that indicated that they did not have a plan were then asked if they had adopted their local government's Hazard Mitigation Plan. By adopting

their local community plan, they may become eligible for grants without developing their own plan. The number of schools that have adopted their local plan is 17% higher than in 2011, which may indicate that many institutions are beginning to rely on their local communities to become eligible for receiving grants. Interestingly, more respondents are providing an answer to this question. This may be the driving force behind the increase in local plan adoptions.

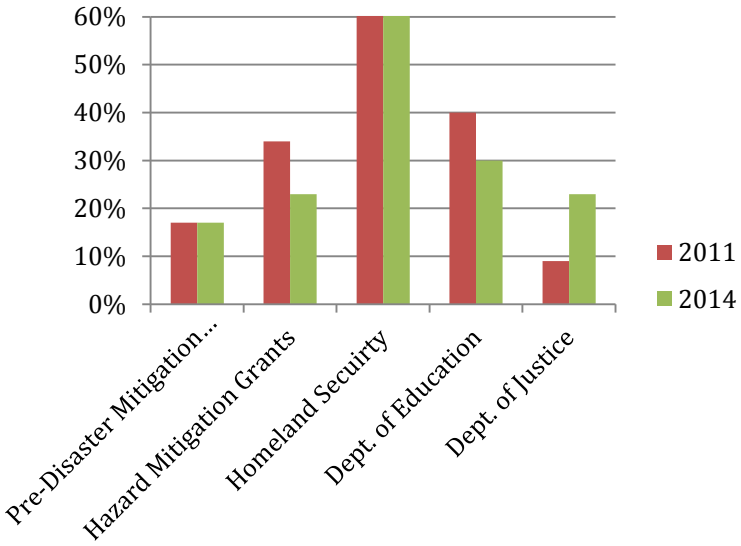
Institutions throughout the United States and Canada have been going through a tough economic time since the first 2008 Survey was conducted. Emergency Management programs are subject to budget reductions, just like any other program. In order to supplement the funds that are available within the institution, schools are attempting to obtain outside funding from numerous sources.

Typical emergency management grant funding sources included the following:

- FEMA Pre-Disaster Mitigation Grants
- FEMA Hazard Mitigation Grant Program
- Homeland Security Department (i.e., Critical Infrastructure Protection Plan)
- Department of Education (i.e., Emergency Management in Higher Education)
- Department of Justice (i.e., Supplemental Policing Grants)

Grant Applications

(Figure 18)



In 2014, 30 of 134 (22%) respondents indicated that they had applied for grants. This is about the same percentage from the 2011 Survey. In hard economic times, one would expect to see a rise in grant applications, but the number remained stagnant over three years. This is not for lack of trying for some institutions, however. Many schools that applied for one grant also applied for others. The number of schools that received grants dropped in 2014. In 2011, 17% respondents indicated that they had received grants, but in 2014 the number decreased to 14% of institutions.

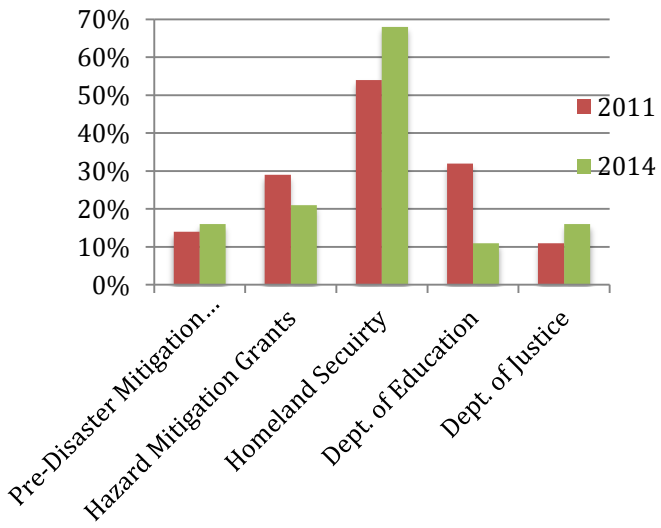
Both of the Figures (18 and 19) regarding grants include the types of grants either applied for or received and several schools received multiple grants. The grant level has seemed to decrease since 2011 and the 2008 Survey did not query this statistic. There was a redistribution of awarding sources as well. In all years the major source of federal funding was from Homeland Security, which increased in 2014. The funding levels from Department of Education fell while

funds flowing from the Department of Justice increased. This may be due to the reorganization of emergency management into the Public Safety departments within their institutions. While there were no questions used to try and determine the drop in funding, it appears that due to the increase of major college incidents, emergency and dangerous situations are perhaps becoming the norm. Additionally, since the economy has still not recovered fully, grants are not being funded as in previous years. And while stimulus grants were plentiful for colleges and universities, emergency planning was not considered as a tool to stimulate the economy. Even mitigation grants that involved building projects were not funded widely via the federal government's stimulus funding efforts.

Eighteen schools reported the total grants received by their institution. The highest amount rewarded was $1.5 million to a large public research university, and the low was $2,000 to a large public university. This is different from the 2011 Survey in which, a smaller school received smaller funds. This data shows that the size of the school does not necessarily correlate with the size of grants received. The total amount of grants awarded to responding institutions in 2014 was $4,152,800. This is $5,043,200 (45%) less than funding awarded in 2011.

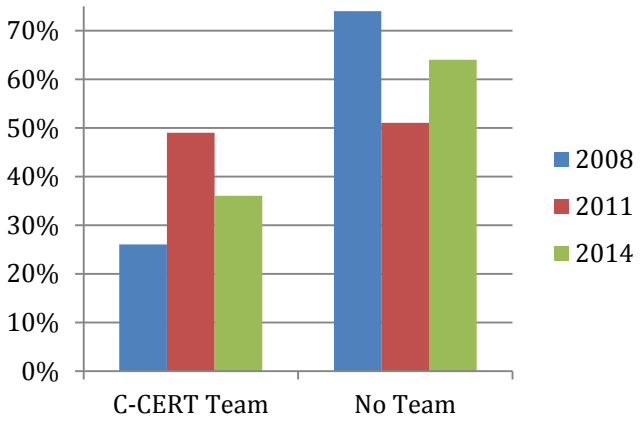
Grants Awarded

(Figure 19)



Campus-Community Emergency Response Team

(Figure 20)



Campus-Community Emergency Response Teams (C-CERT) provide supplemental emergency responders who are minimally trained but provide effective assistance during major disasters or planned events. The number of C-CERT programs increased in 2011. Most likely this was due to the minimal funding required to implement and maintain a C-CERT team and the successful train-the-trainer program presented nationally by the School of Criminal Justice at Michigan State University under a federal grant. The program included 14 training sessions and included more than 700 participants. As can be seen

in Figure 20, however, the levels of C-CERTs have fallen from 2011 by 13%. The 2014 Survey indicates that C-CERT numbers are still higher than in 2008, which was before the national program was introduced. This may mean that, although the program was administered years ago, lessons learned are not fading quickly. Hopefully, another such program will be administered in the future to increase the number of effective C-CERT assistance programs to assist higher education institutions with their emergency responses.

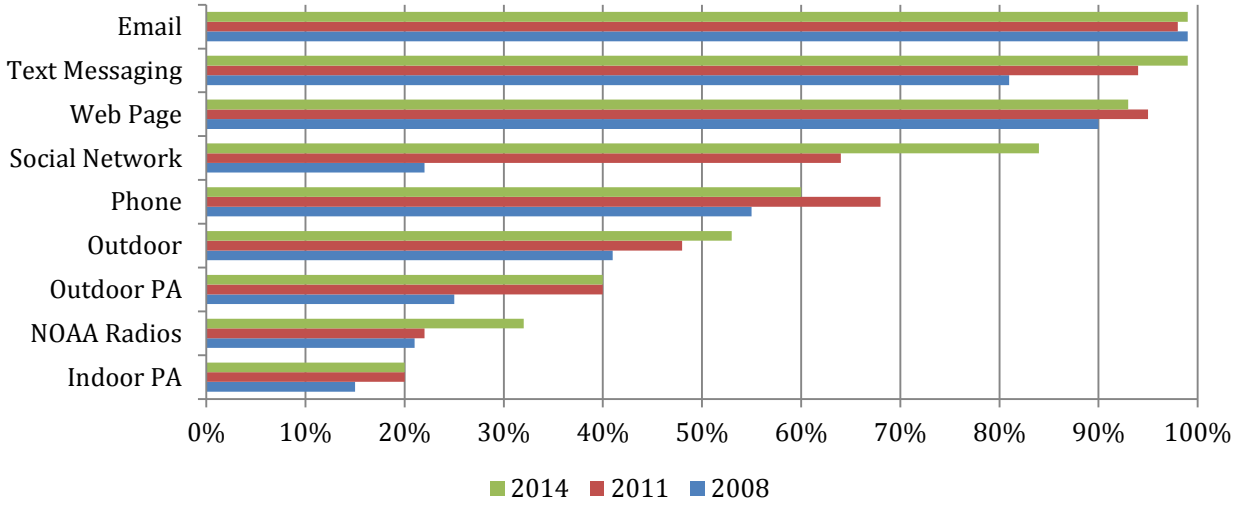
EMERGENCY NOTIFICATION AND DISSEMINATION

In order to identify trends in the modalities used to communicate emergency information at colleges and universities, several questions from previous studies were posed again to allow for data comparison. The three systems used more than any others were email, web pages and text messaging. This has been the trend since 2008. The number of responding schools using text messaging has increased since 2008, when 81% of respondents had a text messaging option, to 94% in 2011, to 99% of responding schools having this ability. Email has remained stable with about 99% of the schools in 2008, 2011, and 2014 utilizing that capability. There was a minimal increase from 90% to 95% in schools using their web page for emergency announcements from 2008 to 2014.

Social networking use has been the most rapidly increasing modality since the survey's introduction in 2008. In 2008, only 22% of respondents utilized this method. This number has increased by almost 400% in 2014, where 82% of respondents indicated that they utilized this capability. Emergency Management has been responsive to the evolution of communications in the college setting and has taken advantage of students' use of Facebook, Twitter and other social networks by creating their own pages and encouraging students to "follow" their updates.

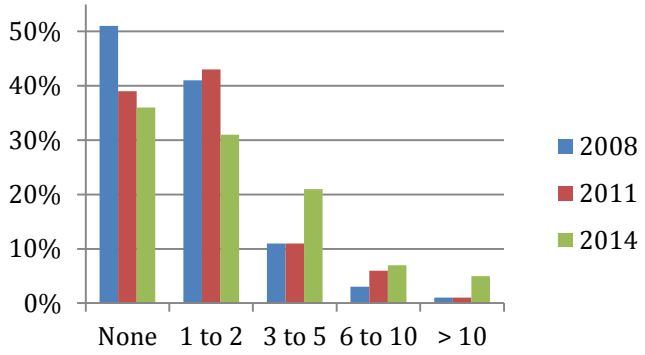
Methods of Notification

(Figure 21)



Overall, it appears that colleges and universities are continuing to increase their notification and dissemination capabilities. This is extremely important, as the Higher Education Opportunity Act of 2008 requires that higher education institutions give "timely warning" of threats to the safety of students or employees.

Activation of Emergency Notification Systems
(Figure 22)



The use of emergency notification tools has also seen an increase in the number of times they are used. During the 2008 Survey more than 50% of the schools had not used their emergency notification system in the previous calendar year. In 2011 only 39% indicated that they had not used their system the previous calendar year. The 2014 Survey revealed that this decreasing trend is continuing, as only 36% of respondents indicated that their institution has not used their emergency notification system in the previous calendar year. This change is most likely due to two factors: 1) schools are becoming more comfortable in activating their system and 2) institutions have decreased the level of emergency that warrants an emergency notification. For example, an institution may now activate their emergency notification system for a lightning strike within eight miles, which would not have occurred in 2008. Also, under the guidance of HEOA (2008), things such as tornado warnings were added to the list of what constitutes an activation, which has directly increased the use of alert systems. A future survey should attempt to identify the number of campus emergencies and additional criteria that constitutes an emergency worthy of activating emergency notification system.

In 2011, a question to determine the primary notification group was added to the survey. Over 64% of the schools responding in 2011 indicated that their Campus Police/Public Safety/Security Office had the primary responsibility for activation of the emergency notification system. In 2014, this number slightly increased to 68%. This is natural since most emergencies are initially reported and responded to by the institution's police/public safety organization and they would have the information to make the initial notification for a bona fide emergency. A constant trend between 2011 and 2014 is that after Public Safety, the units making emergency notifications drop off markedly with Public Information groups and Emergency Management being the next two units responsible for system activation. The percentage of emergency management groups responsible for activating notification systems increased by eight percent between 2011 and 2014. This may indicate that emergency managers are increasing their areas of responsibility and visibility within their institutions.

The 2011 Survey introduced questions to obtain information about blue light phones, otherwise known as emergency phones. These phones are placed around campus and with the push of a button the caller is immediately connected with the campus police or public safety office. Eighty-

seven percent of respondents acknowledged that they did have emergency phones in 2011. This number fell by two percent in 2014, with 85% of respondents reporting. The number of phones reported by college and university respondents ranged from one to more than 400. Sixty percent of respondents said they tracked the usage of their emergency phones.

Considering the incomplete data that was acquired through this section of the survey, it appears that while emergency phones are present and visible, they are not being used to report crimes or other emergencies. Further survey questions should inquire as to the effectiveness of blue light phones. It should be determined if these phones are worth the annual upkeep and maintenance costs.

TRAINING AND EXERCISES

Based on the Higher Education Opportunity Act requirements, the 2011 Survey introduced several questions to establish a baseline regarding training and exercising in higher education settings. In 2011, 86% of respondents indicated that they conducted some sort of exercise. This number increased by 5% in 2014 with 86% of respondents indicating that they conducted an exercise.

Under the current Homeland Security Exercise and Evaluation Program model, there are seven components of training and exercise programs:

- Seminars
- Workshops
- Tabletops
- Games
- Drills
- Functional Exercises
- Full-Scale Exercises

Previously, the Federal Emergency Management Agency Model only included four components:

- Orientation
- Tabletop
- Functional
- Full-Scale Exercises

The 2011 and 2014 Surveys posed a question regarding the type of exercises conducted using the old FEMA model since most schools have not yet advanced to using the new Homeland Security/FEMA model. It also included an "Emergency Notification Exercise" since that is a new requirement of the Higher Education Opportunity Act (HEOA). To comply with HEOA, 100% of the schools should have conducted an emergency notification exercise **and** 100% of the participants should have conducted either a tabletop, functional, or full-scale exercise. This was not the case, though.

Schools Conducting Exercises by Type

(Figure 23)

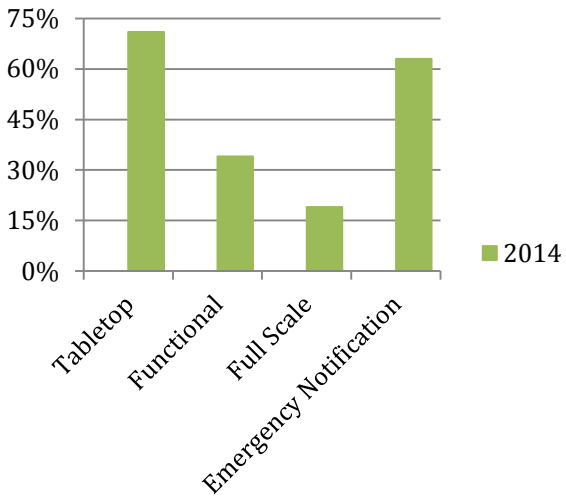
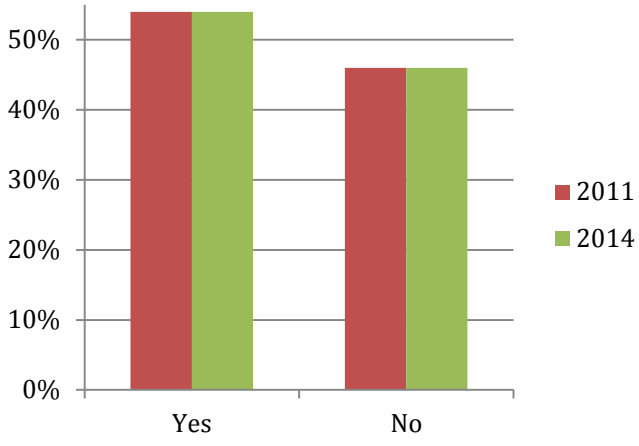


Figure 23 shows that schools conducted tabletop exercises, more than any other type, for both the 2011 and 2014 Surveys. There are two reasons for this high level of exercise. Firstly, Tabletop exercises are the easiest to conduct and they provide the basic foundation of an exercise program. Secondly, these exercises are relatively cheap to conduct when compared to others and take less time and resources to perform. Once the tabletop exercise is mastered, the program should advance to the functional and full-scale exercise. It is troubling that only 64% of respondents indicated that they conducted an emergency notification exercise as required by the HEOA. This number is down almost five percent from 67% in the 2011 Survey. Ideally, all 134 U.S. respondents should have conducted at least one emergency notification exercise in 2014 since reporting has been required for almost five years.

Senior Management Participation

(Figure 24)



In addition to actual exercises, participation of senior leadership is important in the training and preparedness required to manage a university emergency during and after a disaster. Senior management participation has remained the same since 2011. In each year, the senior management participation rate was slightly over half (56%). The fact that participation rates are stagnant and low indicates that higher-level management is not supporting emergency management sufficiently in an operational sense. This will pose problems when a major emergency occurs and high-level management is insistent on being part of the emergency response and recovery, but they have never or have minimally practiced with the

staff that will handle emergency operations and vice versa. Emergency managers at higher education institutions must look for ways of increasing senior management “buy-in” to increase the efficient and effective response to an emergency situation.

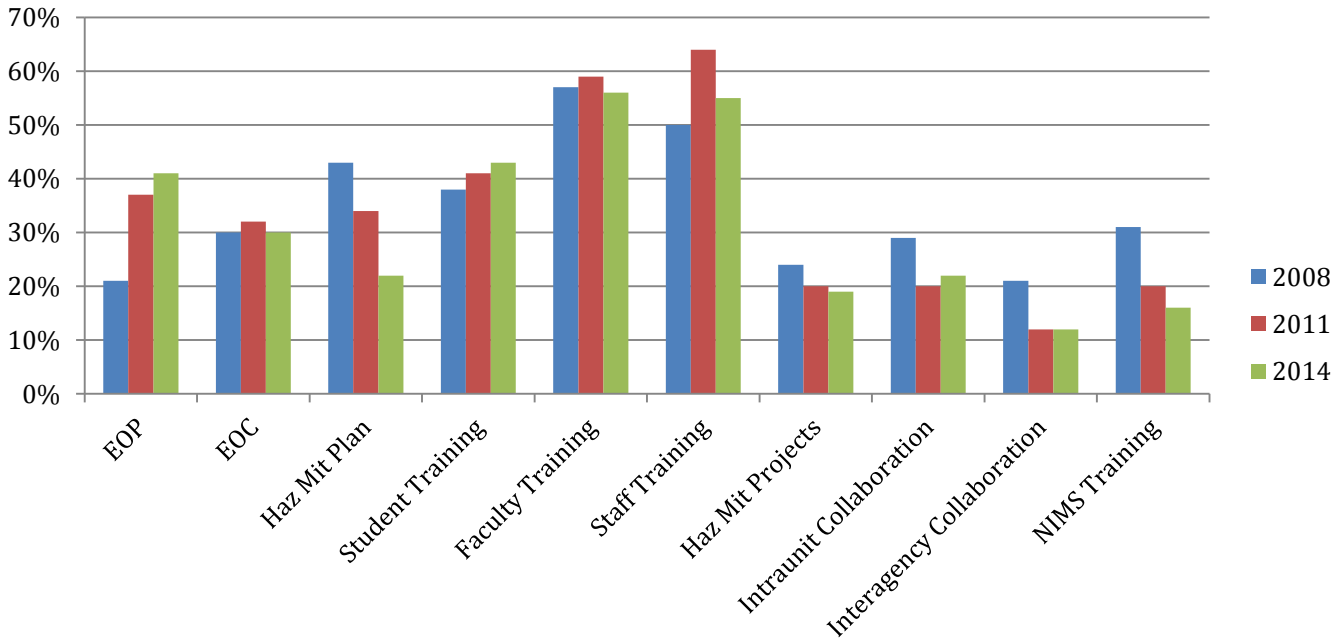
Management Support

Emergency managers need adequate support to manage a comprehensive emergency management program. The 2008, 2011, and 2014 Surveys tried to characterize the amount of support that is being afforded to emergency management. This is difficult because a large majority of respondents are emergency managers and could be prejudiced by the feeling that they are not receiving adequate support. This perception is important, however. If emergency managers do not feel supported, their morale may be decreased, which will reduce their effectiveness in preparing for, and in times of, an emergency.

The 2014 Survey, along with the 2008 and 2011 Surveys, asked the respondents if they had adequate resources to implement and maintain a comprehensive emergency management system. Thirty-four percent (34%) of the respondents felt that they had adequate resources, which differs slightly from 2011 and 2008 when 35% and 32%, respectively, felt they had enough resources. The narrow margin between the surveys is an indicator that there has not been significant increases in the emergency managers’ assessment of the resources allocated. This is important because higher education enrolment numbers may be affected if it perceived by the public that a school cannot ensure the safety of their students, faculty, and staff.

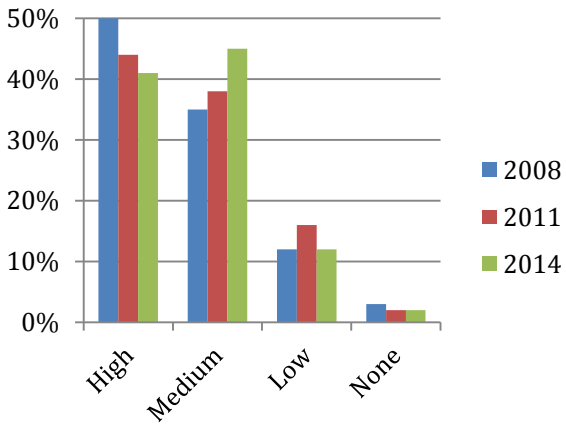
Emergency Management Areas Not Supported Due to Inadequate Resources

(Figure 25)



As emergency managers become savvy in the specialty of higher education, they have come to realize that the resources they need to support certain programs are lacking. Training for students, faculty and staff are lacking sufficient support and resources in the highest number of respondents. Since 2011, these percentages are dropping, however. The fact that the "Student Training" response rose slightly may indicate that schools are now increasingly focusing on training students in emergency responses. This is important because an emergency situation usually affects the student population first. By training students to respond to an emergency in an effective manner, lives may further be protected. Hopefully more resources will become available due to the training requirements of the HEOA. Subsequent surveys will indicate if higher education institutions are dedicating more resources to emergency management programs.

Levels of Support
(Figure 26)



Even though the survey indicates that emergency managers are not provided adequate resources, overall emergency managers indicate that they receive a great deal of support. This question was very subjective by design and intended to gauge the "gut" feelings of the emergency manager. The number of managers that feel the support was medium or high made up 85% of the respondents in 2008, 82% in 2011, and 86% in 2014. It is clear from Figure 26 that while the "High" category is falling, the "Medium" category is growing due to the decrease in "Low" and "None" perceptions.

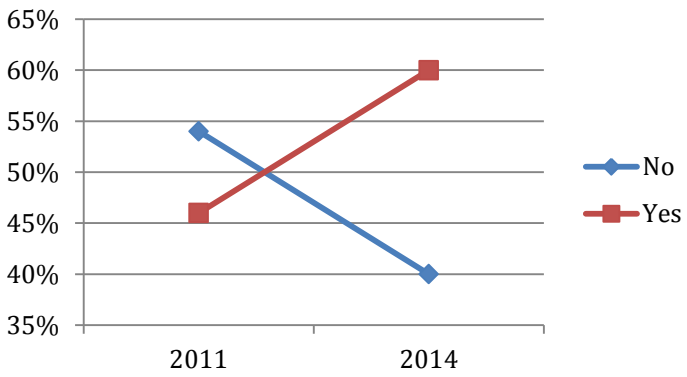
Incident Command System and Local Government

At the request of emergency managers who frequent the Disaster Resistant University Listserv, new questions were added to the 2011 Survey regarding the Incident Command System (ICS) of higher education institutions. In 2011, only 46% of respondents indicated that their institution uses their ICS on a regular basis for special events and emergencies. This percentage jumped fourteen percent to 60% in 2014. This is a promising trend, as ICS should be used as often as possible to remain prepared for major emergencies.

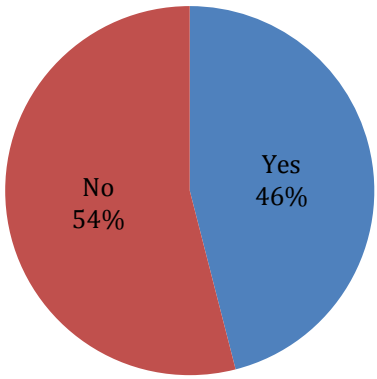
Two additional questions were requested to determine the collaboration/working relationship between higher education and local government emergency management. Results indicate that most colleges and universities have a working relationship with local government agencies, but only about 40% have a formal Memorandum of Understanding. This 40% response rate was equal in 2011 and 2014, indicating that schools have not attempted to formalize their

relationship with the local government. In future years, emergency managers should look to formalize this process in order to reduce confusion and false promises.

ICS Used On a Regular Basis
(Figure 27)



Memorandum of Understanding
(Figure 28)



Summary and Conclusions

A number of changes have occurred since this survey effort began in 2008. Higher Education Emergency Management offices throughout the nation have received an influx of support after a significant number of incidents that focused national attention on higher education and K-12 school safety. Colleges and universities saw the importance of being prepared to respond to emergencies. They also saw the need to recover quickly and to continue business and academic continuity of operations. Colleges and universities also realized the negative public relations of not being prepared for emergencies. Institutions have hired more staff and allocated additional resources to improve their emergency management programs.

Even though gains have been made, as reflected in the number of participants in this survey, the majority of post-secondary education institutions did not participate in this survey and that may indicate that some schools (especially small schools and community colleges) have either no emergency management program at all or one that is very small and may not be able to support the institution.

State and federal governments have also emphasized the need for colleges and universities to be prepared by passing and enforcing legislation (such as the Higher Education Opportunity

Act, conducting joint FBI and Department of Education audits of the Clery Act and other state specific regulations.) that placed greater requirements on institutions. With high visibility events occurring in all levels of education institutions, this scrutiny will continue into the foreseeable future.

Emergency management appears to be finding a home as part of public safety. This trend might have been influenced by the absorption of the Federal Emergency Management Agency into the Department of Homeland Security (DHS), but it is more likely that is the result of public safety units having more resources and staffing than other units that might be assigned this responsibility. The movement of Emergency Management into Public Safety might be reducing the professional level of Emergency Management Staff due to some patrol officers being assigned Emergency Management as an additional duty that they were not trained for prepared.

The number of full-time emergency management equivalencies and the reduction in the ratio of Emergency Management staff to students indicates that institutions are becoming more aware of the need to adequately staff emergency management programs. The trend indicates that there should be an Emergency Manager for each 5-7,000 students. If this trend continues institutions will be in a better position to have a comprehensive Emergency Management Program.

Finally, upper level support of Emergency Management programs seems to be generally medium to high, but there are a number of programs identified in the survey that require additional resources. Support is often lacking when institution leadership does not participate in training and exercises. Upper level management needs to understand that Emergency Management is a cost of doing business and without spending those funds on the front end, the cost during response and recovery will be incrementally.

Nationally, Emergency Management has evolved significantly from its creation in 1941 by Franklin Roosevelt (as Civil Defense), through its evolution into FEMA in 1973, through its cabinet level position in cabinet post in 1996 and now to it’s current position in the Department of Homeland Security. Higher Education Emergency Management will continue to evolve to change its mission to prepare, train, respond, recover and mitigate disasters.