

# National Seminar and Table Top Exercise for Institutions of Higher Education

Summary Report

December 18, 2014



FEMA

## EXERCISE OVERVIEW

<b>Exercise Name</b>	National Seminar and Tabletop Exercise for Institutions of Higher Education (NTTX IHE)
<b>Exercise Date</b>	October 23, 2014
<b>Scope</b>	This was a discussion-based exercise lasting approximately three hours.
<b>Mission Areas</b>	Response and Recovery
<b>Core Capabilities</b>	Planning, Operational Coordination, Intelligence and Information Sharing, Public Information and Warning, Public Health and Medical Services
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Identify common strengths and areas for improvement in IHEs' plans for maintaining continuity of operations, or reconstituting operations, under conditions of an infectious disease outbreak that potentially threatens an IHE's brand, infrastructure, instruction, campus services, and organized events.</li> <li>2. Examine plans, processes, and procedures for ensuring international students' ability to maintain immigration status while ensuring their health and safety.</li> <li>3. Assess plans, protocols, and procedures for IHEs to collaborate operationally with local, state, and federal authorities as well as non-profits and the private sector.</li> <li>4. Examine processes and tools for IHEs to share information, both internally and with external partners, to ensure timely and appropriate information reaches those who must act upon it.</li> <li>5. Assess capabilities to develop timely and appropriate messages for multiple IHE stakeholder communities (e.g., directly affected students, faculty, and staff; family members; the surrounding community).</li> <li>6. Review capabilities, limitations, and constraints for IHEs to provide and maintain health services under conditions of an infectious disease outbreak.</li> </ol>
<b>Threat/Hazard</b>	Infectious disease
<b>Scenario</b>	College campuses are affected by a novel strain of influenza.
<b>Sponsors</b>	Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA)/National Exercise Division (NED), DHS/Office of Academic Engagement (OAE)
<b>Participating Organizations</b>	Players are drawn from emergency planning teams and leadership groups at various IHEs in the New England region.
<b>Points of Contact</b>	Lauren Kielsmeier, DHS/OAE, 202-282-8162, <a href="mailto:lauren.kielsmeier@hq.dhs.gov">lauren.kielsmeier@hq.dhs.gov</a> Matt Lyttle, DHS/FEMA/NED, 202-786-9664, <a href="mailto:matthew.lyttle@fema.dhs.gov">matthew.lyttle@fema.dhs.gov</a>

## INTRODUCTION

On October 23, 2014, the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA)/National Exercise Division (NED) and the DHS Office of Academic Engagement (OAE) sponsored a National Tabletop Exercise for Institutions of Higher Education (NTTX IHE). This event was designed and made possible through extensive collaboration with local, state, and federal partners, as well as key participants from the University and College Caucus of the International Association of Emergency Managers, the International Association of Campus Law Enforcement Administrators, and the International Association of Chiefs of Police, University and College Police Section.

This report summarizes key discussion points from the exercise and provides recommendations for improving campus resilience.

### Format

The NTTX IHE was a tabletop exercise (TTX) that consisted of two 75-minute modules. The first module included discussion related to the response to an infectious disease outbreak on an IHE campus. In the second module, players discussed the recovery and reconstitution of normal operations following an outbreak. A facilitator led players through plenary discussions of issues raised by the scenario, alternating with player-led discussions at their own tables. At the end of each player-led discussion, the facilitator asked selected tables to a brief summary of their discussions. A separate 30-minute hotwash session followed the modules and concluded the exercise.

### Objectives

The following objectives were established for this exercise; each highlighted one of the Core Capabilities listed in the National Preparedness Goal:

1. **Planning (Continuity).** Identify common strengths and areas for improvement in IHEs' plans for maintaining continuity of operations, or reconstituting operations, under conditions of an infectious disease outbreak that potentially threatens an IHE's brand, infrastructure, instruction, campus services, and organized events.
2. **Planning (Administration of International Students).** Examine plans, processes, and procedures for ensuring international students' ability to maintain immigration status while ensuring their health and safety.
3. **Operational Coordination.** Assess plans, protocols, and procedures for IHEs to collaborate operationally with local, state, and federal authorities as well as non-profits and the private sector.
4. **Intelligence and Information Sharing.** Examine processes and tools for IHEs to share information, both internally and with external partners, to ensure timely and appropriate information reaches those who must act upon it.

## Outcomes

The NNTX IHE sought to achieve the following outcomes:

- To promote the White House *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* and
- To provide insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with an outbreak of an infectious disease.

## Organization of the Summary Report

The following section summarizes the participant discussions during the exercise and highlights key takeaways brought forth throughout the exercise. Appendix A lists the exercise participants, Appendix B summarizes the feedback received from participants, and Appendix C outlines the participant responses to the pre-and post-exercise survey.

## SUMMARY OF DISCUSSION

Approximately 105 participants from various emergency planning teams and leadership groups representing several IHEs in the New England region, as well as representatives from local, state, and federal departments and agencies that support campus resilience, participated in the National Seminar and Tabletop exercise for Institutions of Higher Education (see Appendix A for a list of participants). The National Seminar and Tabletop exercise was conducted at Northeastern University on October 23, 2014.

During the morning plenary session, participants received several briefings that provided a broader understanding of the White House *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* and the importance of testing and validating the capabilities outlined in plans. In addition, participants were introduced to the U.S. Department of Education's Readiness and Emergency Management for Schools Technical Assistance Center during this plenary session.<sup>1</sup> Participants also attended one of three panel sessions. The panel sessions addressed the following topics: International Students and Emergency Preparedness; Campus Violence; and Family Educational Rights and Privacy Act (FERPA) and Keeping Campuses Safe.

An afternoon tabletop exercise followed the morning plenary discussion. The tabletop exercise promoted the White House *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* and provide insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with an outbreak of an infectious disease.

The following is a summary of key discussion points from the tabletop exercise regarding campus resiliency in an outbreak of an infectious disease scenario.

**National guidance for how IHEs should respond to critical events, in particular an infectious disease outbreak is lacking.** Participants agreed that although many IHEs have different characteristics (i.e., size, location, public/private), they can use a response plan template for such an incident. The template response plan would provide IHEs of similar size and stature with generic guidance on planning, response, and recovery activities IHEs should consider in a number of different critical incidents. Participants noted that this template response plan should provide guidance on the thresholds and trigger point matrices (see page 5) for closing campuses and/or curtail campus operations, identify standards for the sharing of information with both internal and external stakeholders, identify how and when an IHE should begin collaborating with the appropriate emergency management agency, ascertain best practices to maintaining

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<sup>1</sup> For additional information on the resources available through the U.S. Department of Education's Readiness and Emergency Management for Schools Technical Assistance Center, please visit <http://rems.ed.gov/>.

continuity of operations, and provide recommended actions IHEs should consider as they move into the recovery process.

**Collaboration among school officials, public safety representatives, and emergency management agencies is essential to planning for, responding to, and recovering from an infectious disease outbreak.** Participants noted soon after a student's potential contraction of an infectious disease, their registrar's office would contact all pertinent departments, offices, and individuals, such as health services, international student office, travel agency, human resources, student affairs, overseas advisory council, public safety, and medical partners. Participants said that notifications would expand as the incident progressed and would potentially include neighboring IHEs and any affiliated university consortia. Notifications will ensure that all stakeholders that could be potentially affected will maintain situational awareness and will be involved in the response and recovery from such an incident.

**A trigger point matrix<sup>2</sup> can be a useful tool in assisting IHEs in identifying when to curtail certain IHE operations.** Participants noted that a trigger point matrix for this given scenario would be useful in assisting them in determining when to consider differing responses. Participants who currently use such a matrix—a modified version of the CDC trigger point matrix—noted that this tool assists them in determining their response based on the levels of absenteeism.

**Coordination with private sector organizations and agencies is essential to maintaining continuity of operations and ensuring the safety of the IHE community.** Although it was clear that some larger institutions had the resources available to them to respond to such an incident, others noted that they would quickly experience limitations and constraints on their ability to provide and maintain health services. In such cases, participants noted the importance of having pre-established memorandums of understanding with local private sector organizations and businesses to assist with the provision of shelter, food, custodial and facility needs, as well as medical needs. Participants also noted the importance of coordinating and sharing information among these partners and IHEs in real time as a number of response activities can have a ripple effect on the response operations across all stakeholders.

**Clear, concise, and timely messaging to the internal and external IHE community is important to ensure situational awareness, cooperation, and mitigation of potential rumors.** Participants agreed that clear, direct, and concise messaging to both the internal and external IHE community is an essential response and recovery element. Releasing information describing what these communities can do to protect themselves, such as social distancing and reporting symptoms, is an important factor in containing the infectious disease. Participants noted that they would employ various communications tools, to include social media, the IHE's website,

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<sup>2</sup> A trigger point matrix identifies the response activities according to the rates of absenteeism among students and faculty. The trigger point matrix, as described by the exercise participants, would recommend that campus officials consider closing the campus after a 20 percent absenteeism rate is reached.

emergency alert system, and email to relay information to the relevant communities. In addition, participants also noted that it is important for IHEs to consider incorporating the need for culturally sensitive messaging, specifically for the parents of immigrant students, into their strategic and/or communication plans.

**IHEs must continually assess the life safety concerns and continued support for all students, especially international students.** Participants agreed that an IHE's main priority throughout the response and recovery from the incident should be ensuring life safety and support for its students and community. This is especially important for international students because they do not always have the local support networks in place and the assistance needed during campus emergencies. Even in such situations, the IHE must assess how it will continue to house and feed its international student community. International students also face issues in maintaining immigration status during extended campus closures because of the requirements of their student visas. A number of participants also noted that in such incidents, there is potential that concerned families of these international students will travel to the U.S. from overseas to provide support.

**IHE officials should consider all potential alternatives to cancelling classes and/or closing the IHE in order to ensure continuity of operations.** Participants agreed on essential priorities during a response include health, public safety, and mass care. They would also activate their business continuity plans and assess any potential shortages of staff and resources. Participants also noted that they would limit large gatherings on campus, encourage individuals who are experiencing symptoms to self-isolate and request that their faculty deliver courses online or via conference call. Participants agreed that closing the school would affect those students who are not able to return home and who are restricted by the requirements of maintaining a specific student status. In addition, closing the IHE would cause other issues, such as the need to refund students for the period of the closure, and could potentially affect the institution's branding among current and prospective students.

## CONCLUSION AND NEXT STEPS

The National Seminar and Tabletop Exercise for Institutions of Higher Education is hoped to be the first in a series of regional and campus based exercises to test and promote campus resilience. The exercise was also designed to promote the White House *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* and provide insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with an outbreak of an infectious disease. The exercise achieved its objectives, and participant discussions highlighted the need for national guidance on how IHEs should plan for, respond to, and recover from such incidents. Participants noted the importance of clear, concise, and timely messaging to both the internal and external IHE community. Participant discussions also reiterated the importance of ensuring a continuity of operations and underlined the need to consider how IHE response actions, such as campus closures and virtual course delivery, would affect the international student community.

## **APPENDIX A: EXERCISE PARTICIPANTS**

The following is a list of participants for the National Seminar and Tabletop Exercise for Institutions of Higher Education.

National Seminar and Tabletop Exercise for Institutions of Higher Education | Sign-in Sheet

Last Name	First Name	Organization	State	Attended
Abramovitch	Steven	Massachusetts Maritime Academy	MA	X
Armstrong	Kendal	Massachusetts Maritime Academy	MA	X
Arnold	Richard	University of Massachusetts Boston	MA	X
Avellaneda	Carolina	Fisher College	MA	X
Balboni	Chad	Massachusetts Maritime Academy	MA	X
Barbin	Lisa	Wellesley College	MA	X
Becker	Ann	University of Massachusetts Amherst	MA	X
Begin	Gene	Babson College	MA	X
Blaguszewski	Edward	University of Massachusetts Amherst	MA	X
Bouffard	Maria Lavandier	Yale University	CT	X
Brault	Ingrid	U.S. Department of Education	DC	X
Briggs	Christiana	National Exercise Division Support Team	DC	X
Britto	Vanessa	Wellesley College	MA	X
Brown	Timothy	U.S Coast Guard Academy	CT	X
Burchard	Elizabeth	Middlebury College	VT	X
Campbell	Ellen	U.S. Department of Education	DC	X
Carcia	Erin	Babson College	MA	X
Carr	David	U.S. Department of Homeland Security / U.S. Coast Guard	DC	X
Carroll	Margaret	Framingham State University	MA	X
Caruolo	Michael	Salve Regina University	RI	X

National Seminar and Tabletop Exercise for Institutions of Higher Education | Sign-in Sheet

Last Name	First Name	Organization	State	Attended
Catlow	Lt. Col. Todd	Rhode Island State Police	RI	X
Cibulsky	Sue	U.S. Department of Health and Human Services / ASPR	DC	X
Clark	Leslie	U.S Coast Guard Academy	CT	X
Collins	Sean	Simmons College	MA	X
Cook	Melinda	Fisher College	MA	X
Cottrell	Anna	Simmons College	MA	X
Crafts	Deb	Fisher College	MA	X
Cyr	Ian	University of Massachusetts Amherst	MA	X
Dean	Paul	University of New Hampshire	NH	X
Deeb	Kate	Babson College	MA	X
DeSilva	John	Suffolk University	MA	X
Dickson	Rob	Harvard University	MA	X
Doerge	Wallis	U.S. Department of State	DC	X
Estabrook	Madeleine	Northeastern University	MA	X
Fairbanks	Warren	Framingham State University	MA	X
Farrell	Lou	U.S Department of Homeland Security / U.S. Immigration and Customs Enforcement	DC	X
Fitzgerald	Susan	Harvard University	MA	X
Ford	Paul	U.S. Department of Homeland Security / Federal Emergency Management Agency / Region I	MA	X
Fowler	Maureen	Framingham State University	MA	X
Garland	Scott	U.S. Department of Justice / U.S. Attorney's Office	MA	X

## National Seminar and Tabletop Exercise for Institutions of Higher Education | Sign-in Sheet

Last Name	First Name	Organization	State	Attended
Gilcoine	Nancy	U.S. Department of Homeland Security / U.S. Customs and Border Protection	DC	X
Grace-Bishop	Kathleen	University of New Hampshire	NH	X
Hall	Gail	Boston College	MA	X
Hambridge	Nicholas	Harvard University	MA	X
Hansen	Becca	National Exercise Division Support Team	DC	X
Harper	Jennifer	New Hampshire Department of Homeland Security and Emergency Management	NH	X
Heath	Gail	University of New Hampshire	NH	X
Hescock	Jeffrey	University of Massachusetts Amherst	MA	X
Howard	Suzanne	Wellesley College	MA	X
Isakov	Alexander	Emory University	GA	X
Jannoni	Mark	University of Massachusetts Boston	MA	X
Jaynes	John	Northeastern University	MA	X
Joyce-Brady	Jean	Suffolk University	MA	X
Jusseume	Dr. Scott	Boston College	MA	X
Kapcon	Todd	Northeastern University	MA	X
Kazmierczak	Jen	Middlebury College	VT	X
Kearns	David	Harvard University	MA	X
Keeling	Adam	Northeastern University	MA	X
Kerner	James	Massachusetts Maritime Academy	MA	X
Kesner	Paul	U.S. Department of Education	DC	X

National Seminar and Tabletop Exercise for Institutions of Higher Education | Sign-in Sheet

Last Name	First Name	Organization	State	Attended
Kevorkian	June	Boston Consortium for Higher Education	MA	X
Kielsmeier	Lauren	DHS / Office of Academic Engagement	DC	X
Kiklis	David	Babson College	MA	X
King	Denise	National Exercise Division Support Team	DC	X
Kruppa	Karen	Suffolk University	MA	X
Kuhlman	Ann	Yale University	CT	X
Lally	Shiela	Fisher College	MA	X
Lemmon	Marjorie	Yale University	CT	X
Lenox	Joe	University of Massachusetts Medical School (Worcester)	MA	X
Luippold	John	University of Massachusetts Medical School (Worcester)	MA	X
Lyons	Ellon	Fisher College	MA	X
Lyttle	Matt	National Exercise Division	DC	X
Macklin	Ted	National Exercise Division Support Team	DC	X
Maines	Wayne	University of Maine	ME	X
Mayers	Darryl	University of Massachusetts Boston	MA	X
Mazmaninan	Brian	Harvard University	MA	X
McElhenny	Michael	U.S. Department of Justice / Federal Bureau of Investigation	DC	X
McEnroe-Kent	Tara	Massachusetts Maritime Academy	MA	X
McLaughlin	Anne-Marie	University of Massachusetts Boston	MA	X
Montoni	Kimberly	University of Massachusetts Boston	MA	X

National Seminar and Tabletop Exercise for Institutions of Higher Education | Sign-in Sheet

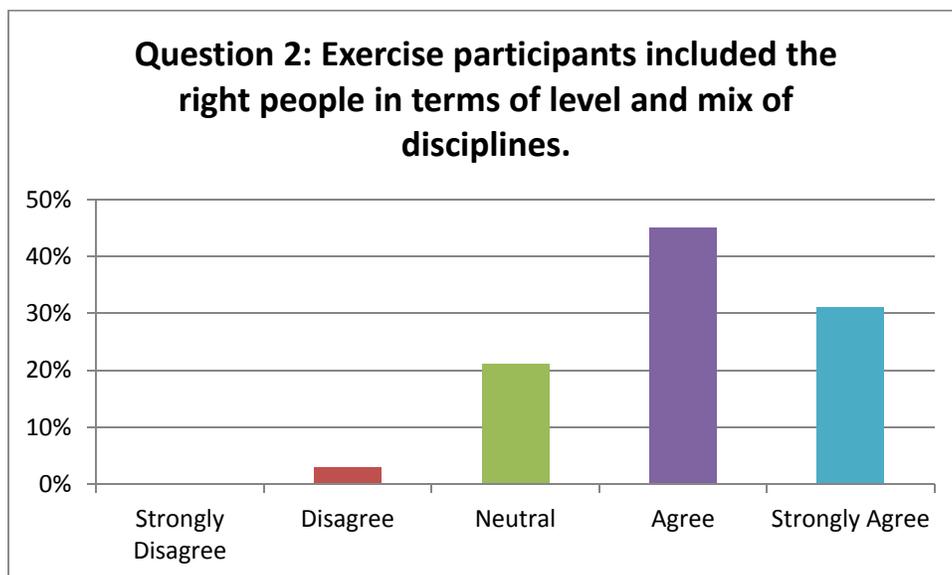
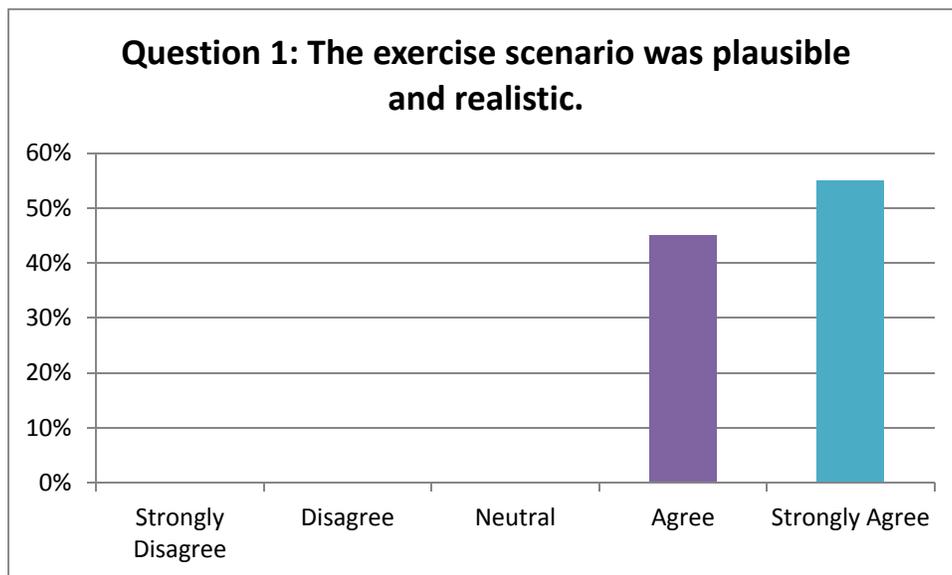
Last Name	First Name	Organization	State	Attended
Morey	Michelle	U.S. Department of Justice	DC	X
Oatman	Robert	U.S Coast Guard Academy	CT	X
Park	Tom	National Exercise Division Support Team	DC	X
Perkins	Melody	Middlebury College	VT	X
Plummer	Perry	New Hampshire Department of Homeland Security and Emergency Management	NH	X
Ransom	David	Massachusetts Maritime Academy	MA	X
Richmond	Al	U.S. Department of Homeland Security	MA	X
Safi	Khushal	Northeastern University	MA	X
Santiago	Lt. Chris	Boston College	MA	X
Santoro	John	Framingham State University	MA	X
Santry	Brian	Massachusetts Maritime Academy	MA	X
Scotti	Vito	Simmons College	MA	X
Slattery	Lt. Christopher	Massachusetts Maritime Academy	MA	X
Smith	David	Salve Regina University	RI	X
Snyder	Sharon	DHS / Office of Academic Engagement	DC	X
Sotolongo	Charleen	University of Massachusetts Medical School (Worcester)	MA	X
Spitz	Tom	University of Maine	ME	X
Tommaney	John	Boston College	MA	X
Vanison	Denise	U.S. Department of Homeland Security / U.S. Citizenship and Immigration Services	DC	X
Viox	Alex	Harvard University	MA	X

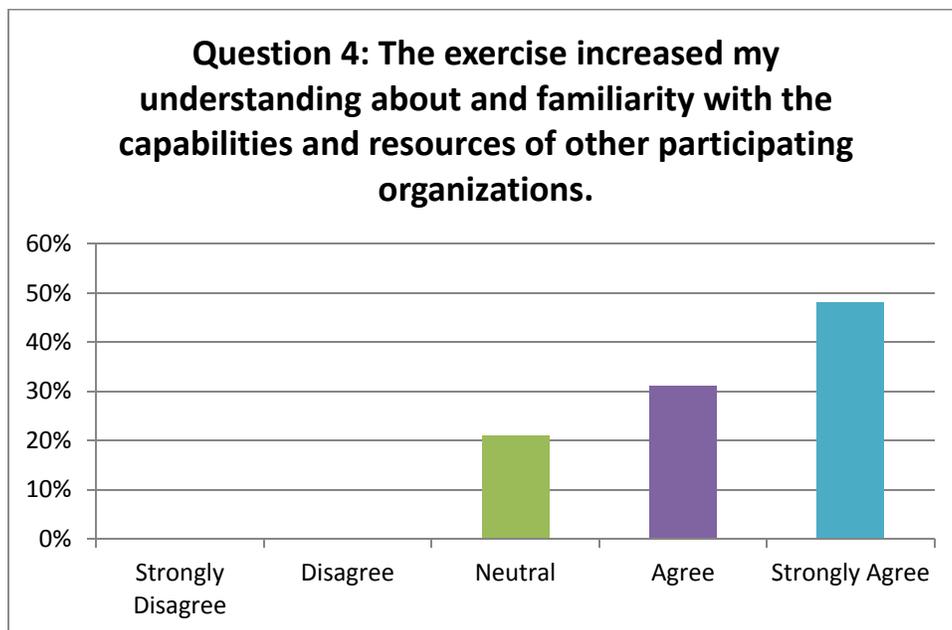
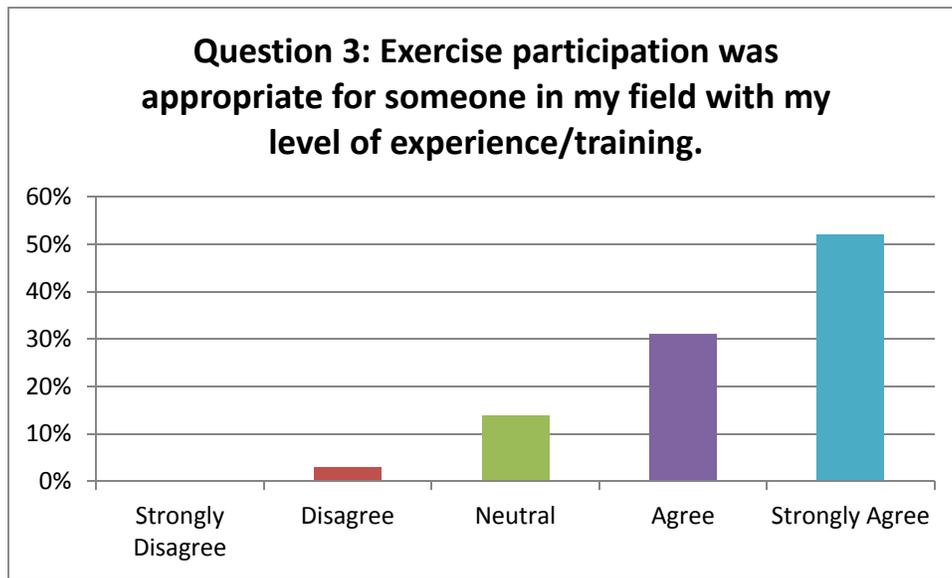
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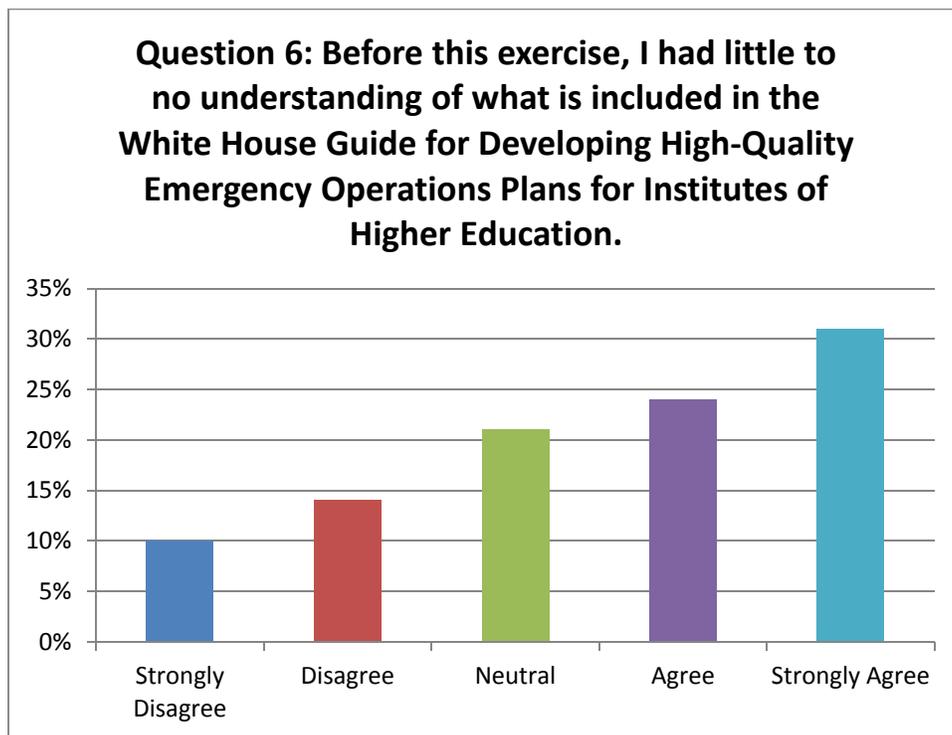
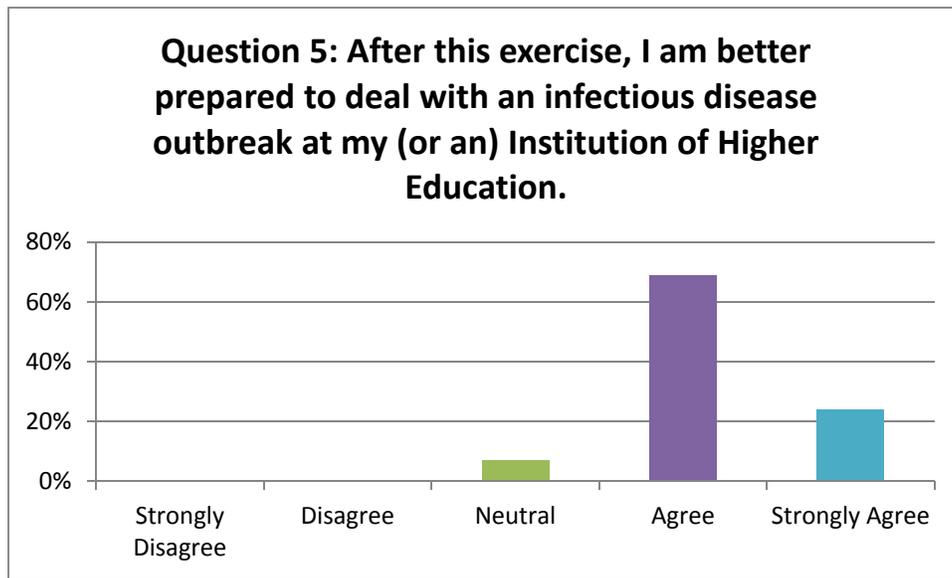
Last Name	First Name	Organization	State	Attended
Webster	William	U.S. Department of Homeland Security / Federal Emergency Management Agency / Region I	MA	X
Westervelt	Charna	Wellesley College	MA	X
Wing	Pamela	Massachusetts Maritime Academy	MA	X
Winkler	Taylor	Massachusetts Maritime Academy	MA	X
Young	Richard	University of Maine	ME	X

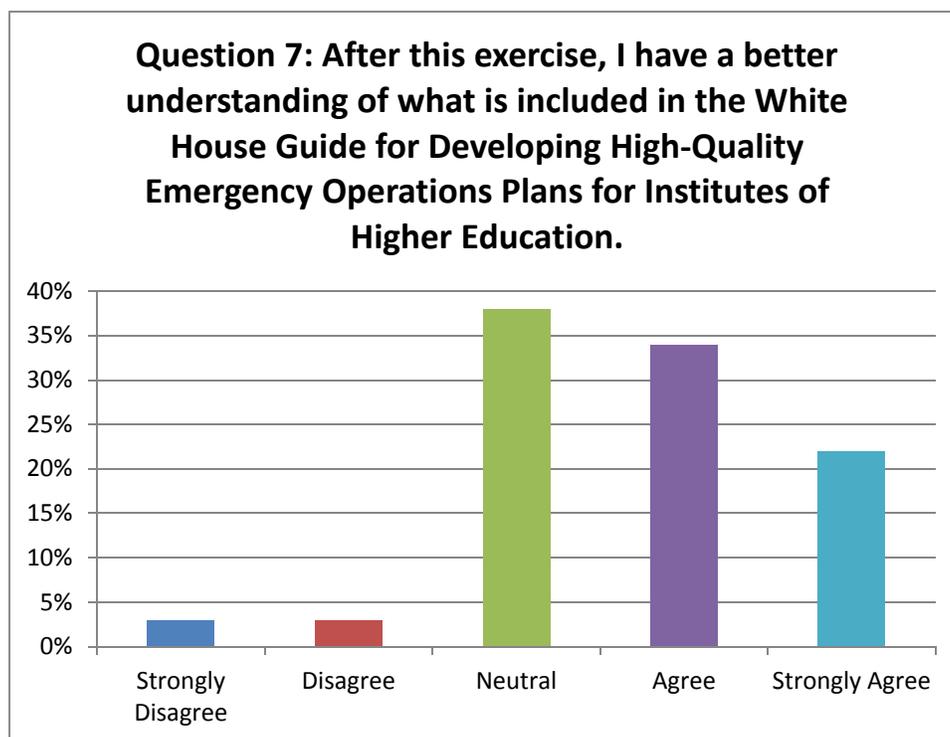
## APPENDIX B: PARTICIPANT FEEDBACK

The National Seminar and Tabletop Exercise for IHE Feedback Form asked participants to rate their overall evaluation of the exercise relative to seven questions. Participants rated, on a scale of 1 to 5, their overall assessment of the exercise relative to provided statements, with 1 indicating strong disagreement and 5 indicating strong agreement. Thirty-one participants submitted a Participant Feedback form. The following graphs depict the results of each question. In addition, participant responses to the three open ended questions are also included at the end of this appendix.









The following summarizes participant comments provided in Part II of the participant feedback form.

1. *I observed the following **strengths** during this exercise.*
  - Timely and realistic scenario (cited seven times)
  - Strong facilitation support (cited six times)
  - Collaboration across universities and organizations (cited seven times)
  - Ability to network and share information (cited six times)
  
2. *I observed the following **areas for improvement** during this exercise.*
  - Provide more time for tabletop exercise (cited five times)
  - Better time management to keep on schedule (cited four times)
  - More visibility of exercise to ensure proper participation (cited three times)
  
3. *Please provide any recommendations on how this exercise, or future regional Institutes of Higher Education exercises, could be improved or enhanced?*
  - Reduce morning panels to allow more time for tabletop exercise (cited six times)
  - Ensure panelists' topics are relevant to tabletop (cited three times)
  - Hold event when school is not in session for higher participation (cited three times)

## APPENDIX C: PRE-POST EXERCISE SURVEY

In an effort to measure knowledge and confidence gained as a result of the tabletop exercise, the exercise planning team provided participants with a pre- and post-exercise survey. The survey requested that participants provide demographic information on their affiliated IHE as well as respond, using a five-point scale (strongly disagree – strongly agree), to a number of questions that sought to gauge the participant’s confidence and awareness in their institution’s plans and level of preparedness. In total, 24 participants responded to the pre-exercise survey and fourteen responded to the post-exercise survey.<sup>3</sup> The following tables and figures illustrate participants’ responses.

### IHE Demographics

Designation	Pre-exercise survey	Post-exercise survey
Public	37%	57%
Private non-profit	63%	43%
Private for profit	-	-

Primary Campus Location	Pre-exercise survey	Post-exercise survey
Rural	17%	31%
Suburban	50%	46%
Urban	33%	23%

Highest Degree Conferred	Pre-exercise survey	Post-exercise survey
2-year degree (AA)	8%	7%
4-year degree (BA/BS)	25%	21%
Graduate degree (i.e., MPA, MA, MS, etc.)	54%	36%
Professional degrees (i.e., PhD, MD, etc.)	13%	36%

Average Weekday Population of Entire Institution, including branch campuses (Students, Faculty & Staff)	Pre-exercise survey	Post-exercise survey
< 5,000	50%	43%
5,000to 20,000	42%	36%
20,000 to 50,000	8%	21%
> 50,000	-	-

<sup>3</sup> In some instances, participants did not respond to all survey questions.

<b>Residential Campus Type</b>	<b>Pre-exercise survey</b>	<b>Post-exercise survey</b>
Primarily nonresidential (NR)	26%	8%
Primarily residential (R)	39%	62%
Highly residential (HR)	35%	30%
Online/Distance Student Body (100%)	-	-

<b>Above-Average Special Needs Population</b>	<b>Pre-exercise survey</b>	<b>Post-exercise survey</b>
Yes	8%	17%
No	92%	83%

<b>Large number of study/research abroad programs</b>	<b>Pre-exercise survey</b>	<b>Post-exercise survey</b>
Yes	46%	79%
No	54%	21%

<b>Above-Average (over 50%) International Population</b>	<b>Pre-exercise survey</b>	<b>Post-exercise survey</b>
Yes	8%	-
No	32%	100%

<b>Operate/run medical facility(ies) other than student health clinics</b>	<b>Pre-exercise survey</b>	<b>Post-exercise survey</b>
Yes	13%	7%
No	87%	93%

<b>Single Major Campus to be Assessed</b>	<b>Pre-exercise survey</b>	<b>Post-exercise survey</b>
Yes	87%	86%
No	13%	14%

<b>Multiple/Satellite Campuses to be Assessed</b>	<b>Pre-exercise survey</b>	<b>Post-exercise survey</b>
Yes	43%	64%
No	57%	36%

Number of "Major" Branch Campuses as part of system (if applicable)	Pre-exercise survey	Post-exercise survey
1	50%	14%
2	30%	29%
3	10%	29%
4	-	-
5	10%	28%
Other	"We are 1 of 5 campus systems."	"We are 1 of 5 campus systems."

Law Enforcement	Pre-exercise survey	Post-exercise survey
Sworn law enforcement agency	78%	73%
Non-sworn security	9%	9%
Mix	13%	18%

Number of Full Time Employees dedicated to the Emergency Management Function	Pre-exercise survey	Post-exercise survey
1 to 5	59%	67%
6 to 10	6%	17%
> 10	12%	8%
None	23%	8%

Major incident/disaster on campus in last 10 years	Pre-exercise survey	Post-exercise survey
Yes	37%	64%
No	63%	36%

Major public venues	Pre-exercise survey	Post-exercise survey
Venues most noted by participants	<ul style="list-style-type: none"> <li>• Stadium</li> <li>• Arena</li> <li>• Conference Center</li> <li>• Auditorium</li> <li>• Outdoor commencement</li> <li>• Recreation Center</li> </ul>	<ul style="list-style-type: none"> <li>• Stadium</li> <li>• Arena</li> <li>• Conference Center</li> <li>• Auditorium</li> <li>• Hospital</li> <li>• Student Center</li> </ul>

UASI jurisdiction	Pre-exercise survey	Post-exercise survey
Yes	29%	50%
No	71%	50%

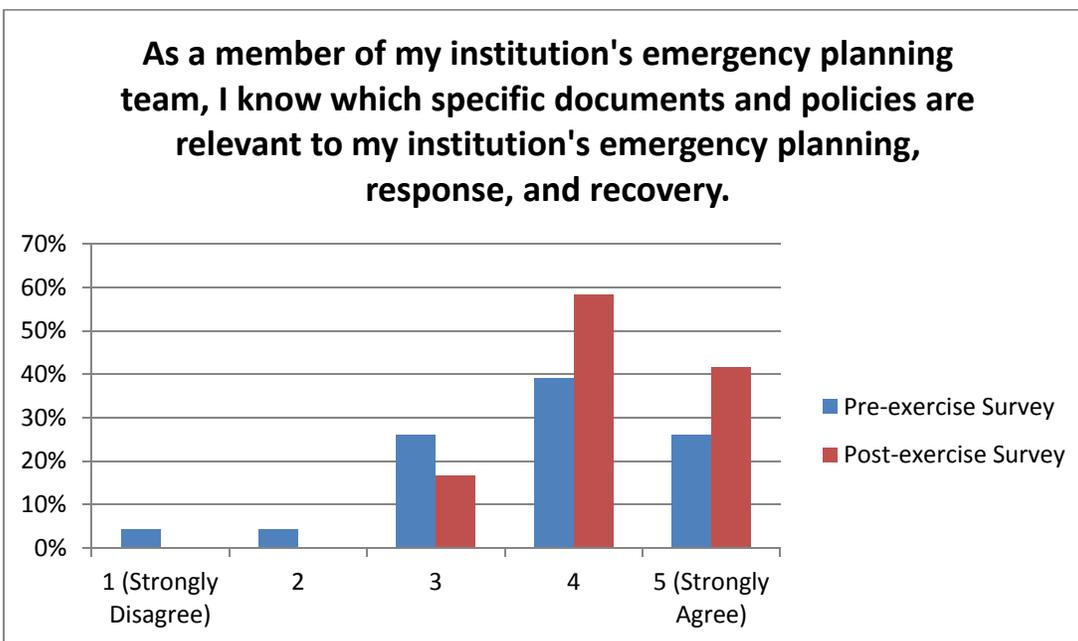
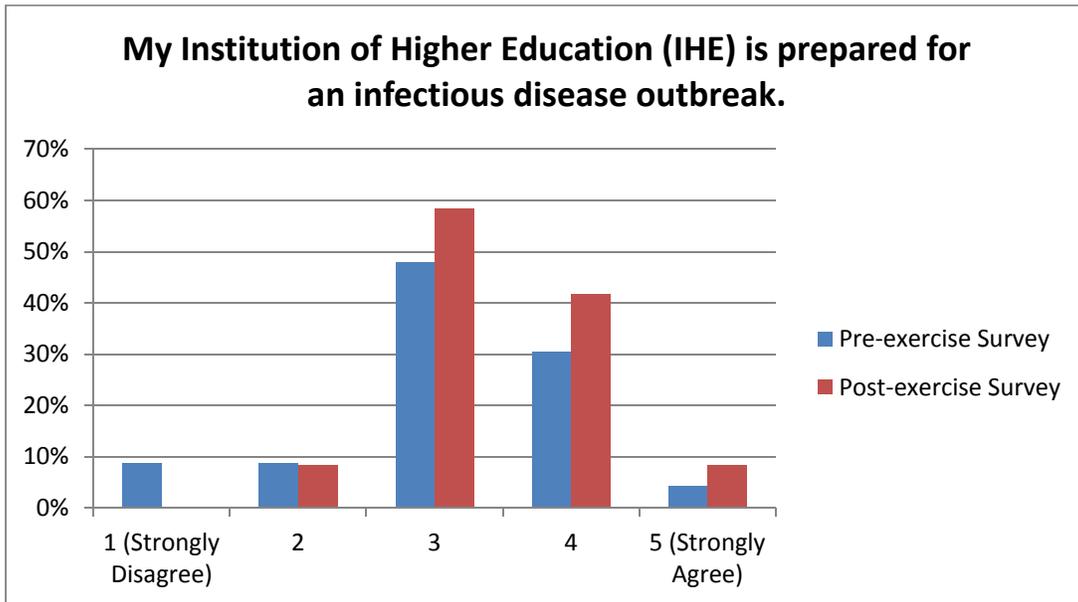
FEMA Geographical Location	Pre-exercise survey	Post-exercise survey
FEMA Region I	100%	100%
FEMA Region II	-	-
FEMA Region III	-	-
FEMA Region IV	-	-
FEMA Region V	-	-
FEMA Region VI	-	-
FEMA Region VII	-	-
FEMA Region VIII	-	-
FEMA Region IX	-	-
FEMA Region X	-	-

### Other Unique Considerations

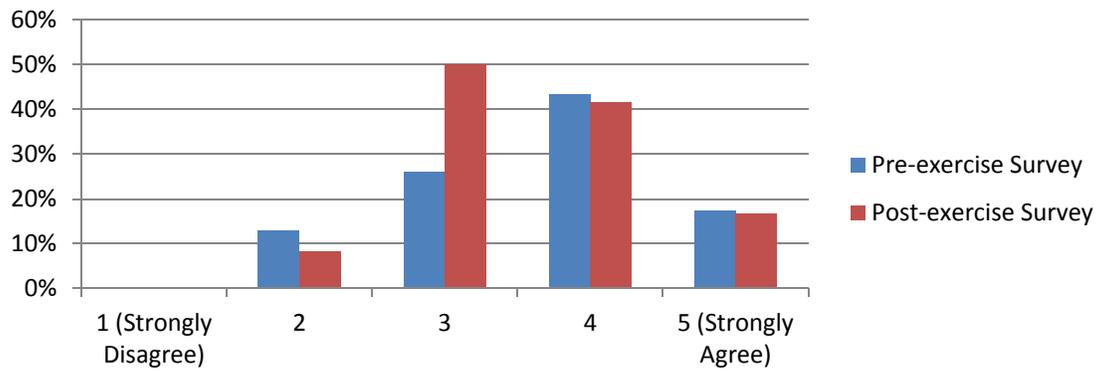
- We have limited access to the campus as there is only one entrance/exit roadway. Our campus is surrounded on three sides with water/canal.
- A strength of the university curriculum is a cross-disciplinary investment of homeland security, emergency management, administration of justice, cybersecurity, and intelligence with other non-traditional partners such as, but not limited to, religious and theological studies, cultural and historic preservation, mathematics, history, and philosophy.
- We are a Federal Service Academy.
- We belong to the five-campus University of Massachusetts system. We are the only public research university in the City of Boston. We are an ethnically diverse campus and also welcome a significant number of people with disabilities as well as returning veterans. We have many connections to the local community, including a number of summer programs for K-12 urban youth. We are a research university with a brand-new Integrated Sciences building opening this year and a General Academic Building currently under construction. We are in the midst of a 25-year master plan. While we do not have residence halls yet, we do have nearly 2,000 students living in nearby apartments. We are located on the coast and lost a library roof during Hurricane Sandy. While the main campus is not shown by FEMA projections to flood, the areas around it, including means of egress and student apartments, are predicted to flood during sea level rise. The campus Hazard Mitigation Plan is currently under review by the Massachusetts Emergency Management Agency.

- A hospital system is connected to our campus—University of Massachusetts Memorial Medical Center.

**Confidence and knowledge of IHE plans and level of preparedness**



**As a member of my institution's emergency planning team, I am aware of the institution's plans for maintaining continuity of operations, or reconstituting operations under conditions of an infectious disease outbreak.**



**I am confident in my institution's ability to maintain continuity of operations and reconstitute operations in event of an infectious disease outbreak through the use of strategies like social distancing and isolation.**

