

# 2016 National Seminar and Tabletop Exercise for Institutions of Higher Education

Summary Report  
November 16-17, 2016

THE  
UNIVERSITY OF  
ILLINOIS  
AT  
CHICAGO





## POINTS OF CONTACT

For more information on this report or the *National Seminar and Tabletop Exercise for Institutions of Higher Education* and other Department of Homeland Security campus resilience initiatives, consult the following points of contact:

**Office of Academic Engagement**

Department of Homeland Security

[AcademicEngagement@hq.dhs.gov](mailto:AcademicEngagement@hq.dhs.gov)

**National Exercise Program**

Federal Emergency Management Agency

[NEP@fema.dhs.gov](mailto:NEP@fema.dhs.gov)

**Individual and Community Preparedness Division**

Federal Emergency Management Agency

[PrepareAthon@fema.dhs.gov](mailto:PrepareAthon@fema.dhs.gov)



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## INTRODUCTION & BACKGROUND

Sponsored by the U.S. Department of Homeland Security (DHS) Office of Academic Engagement (OAE) and the Federal Emergency Management Agency's (FEMA) National Exercise Division (NED) and Individual and Community Preparedness Division (ICPD), the **2016 National Seminar and Tabletop Exercise for Institutions of Higher Education** is part of a broader effort to empower institutions of higher education to improve preparedness and build resilience for the variety of threats and hazards that pose the greatest risks to campus communities across the nation. Designed in collaboration with interagency planners and representatives from the academic community, the event provides a forum for the higher education community to gain insight into planning, preparedness, and resilience best practices, as well as build relationships with other academic institutions and government partners.

Hosted by the University of Illinois at Chicago (UIC) from November 16-17, 2016, this two-day event consisted of a seminar, made up of multiple workshops and speakers (see **Appendix A: Seminar** for more details), and a tabletop exercise (TTX). This year's National event brought together 329 participants from 80 institutions of higher education, 29 federal agencies/offices, and nine private associations and organizations from fields including academia, emergency management, and law enforcement. Following the National event, DHS conducted a **Virtual Session** on January 25, 2017, to reengage participants and assess the overall effectiveness of the 2016 event in preparing institutions to take the necessary steps to improve resilience on their campuses.

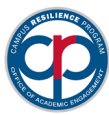
This report is intended to provide participants, as well as academic, emergency management, and law enforcement stakeholders, with a summary of the major findings and takeaways from the event. While insights were uncovered during all portions of the event, the main body of the report will **focus on the key findings and takeaways from the tabletop exercise portion of the event**. The report will also summarize insights gained from various feedback opportunities and provide specific feedback in the appendices.

### National Seminar and Tabletop Exercise for Institutions of Higher Education

DHS launched the **National Seminar and Tabletop Exercise for Institutions of Higher Education** in 2014. This series of campus-based events includes workshops and an exercise scenario focused on specific resilience-related topics impacting the higher education community. Each event in the series seeks to enhance participants' knowledge of emergency operations planning and identify opportunities to improve capabilities to respond to real events.

- The inaugural National event was in October 2014 at Northeastern University, and provided insight into common planning, preparedness, and resilience when faced with an **infectious disease outbreak**.
- The second National event took place in October 2015 at Indiana University, and focused on the **cyber threat landscape**.
- The third National event was in November 2016 at the University of Illinois at Chicago, and focused on **campus violence, including active shooter incidents and others threats**.





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DHS facilitates each National event in coordination with federal partners including the Centers for Disease Control and Prevention, the U.S. Department of Education, the U.S. Department of Justice, the Federal Bureau of Investigation (FBI), as well as the U.S. Department of State, and other agencies as is necessary due to the exercise topic.

### Campus Resilience Program

The ***National Seminar and Tabletop Exercise for Institutions of Higher Education*** is part of the **DHS Campus Resilience Program (CR Program)**.

The **CR Program**, launched by DHS in 2013 and led by OAE, supports institutions of higher education in preparing for, responding to, and recovering from a range of risks and threats. The program offers participants opportunities to build resilience by: providing resources that increase awareness and understanding of risks and threats specific to the higher education community; providing access to assessment tools and content that identify specific campus vulnerabilities; providing resources and templates that enable institutions of higher education to mitigate vulnerabilities and risks through on campus planning activities; and offering exercise events to afford institutions of higher education opportunities to evaluate resiliency. The program also supports the resilience of institutions of higher education by facilitating collaboration with other institutions and academic professionals interested in resilience; and drawing on existing resources from federal, state, local, tribal, and territorial stakeholders that strengthen their campus through innovative resilience-building practices. The **CR Program** was created as a result of a recommendation from the **Homeland Security Academic Advisory Council (HSAAC)**.



During the pilot phase of the program, DHS worked with seven competitively selected colleges and universities, drawing on existing resources and collaborating with federal, state and local stakeholders, including the Departments of Education and Justice, to identify new and innovative approaches to promote campus resilience. Based on lessons learned in the pilot and resources and tools developed therein, DHS will expand the **CR Program** to the broader higher education community in 2017.



## TABLETOP EXERCISE OVERVIEW

Exercise Name	2016 National Tabletop Exercise for Institutions of Higher Education
Exercise Date	November 17, 2016
Scope	This exercise consisted of a five-hour, scenario-driven, discussion-based exercise that was designed to examine roles, responsibilities, authorities, and capabilities to enhance the readiness posture of institutions of higher education in the context of crime and violence.
Mission Areas	Preparedness, Response, and Recovery
Exercise Objectives	<ol style="list-style-type: none"><li>1. <b>Identify common strengths and areas for improvement</b> when responding to a campus violence incident that threatens the safety and security of college/university students, faculty, and staff.</li><li>2. <b>Examine processes, policies and procedures specific to campus violence</b> and active shooter incidents involving international students, campuses, research, and/or other assets.</li><li>3. Assess plans, protocols, and procedures for colleges and universities to <b>collaborate on response and recovery operations</b> with co-jurisdictional law enforcement, sector-specific organizations, local, state, and federal authorities, as well as private sector partners and stakeholders.</li><li>4. Examine processes and tools for colleges and universities to <b>collect and share campus violence-related information and/or specific threat information</b>, (both internally and with external partners and stakeholders) to ensure timely and appropriate information reaches those who must act upon it.</li><li>5. Assess processes and capabilities to <b>develop timely and appropriate communication for multiple college and university communities</b> during a campus violence incident to include media, students, faculty and staff, family members and alumni, as well as relevant external business partners.</li><li>6. <b>Evaluate college and university public communications and community relations strategies</b> for managing the public messaging in the aftermath (one month and beyond) of a campus violence incident.</li></ol>
Threat/Hazard	Campus violence, including protest activities and an active shooter incident.
Scenario	The scenario included three separate Modules (Preparedness, Response, and Recovery) that outlined the progression of a scenario involving an active shooter incident with concurrent on-campus protests. This allowed for segmented discussions that focused on key issues presented at each stage of an incident.
Sponsors	DHS Office of Academic Engagement, FEMA National Exercise Division, FEMA Individual and Community Preparedness Division, and the University of Illinois at Chicago.
Participating Organizations	Players were drawn from emergency planning teams and leadership groups at various colleges and universities from across the country.






### Exercise Structure

The **tabletop exercise** consisted of facilitated discussions aimed at uncovering crosscutting issues and concerns from the nation's higher education community. Institutions were assigned to one of three breakout groups based on enrollment size:

- **Small Institutions**, with enrollment sizes less than 5,000 students;
- **Medium Institutions**, with enrollment sizes between 5,000 and 20,000 students; and
- **Large Institutions**, with enrollment sizes larger than 20,000 students.

Within the groups, institutions assessed their abilities to address a variety of issues presented throughout the scenario using handheld polling devices. Representatives of each institution then assessed their capabilities using a specific scale oriented toward examining the efficacy of their relevant plans, policies, procedures, and resources. **Figure 1: Exercise Assessment Scale** details this assessment scale.

*Figure 1: Exercise Assessment Scale*

	My institution can successfully address this issue without challenges
	My institution can address this issue, but with moderate challenges
	My institution cannot address this issue, or would do so with major challenges

Per the Homeland Security Exercise and Evaluation Program, the analysis of this report is organized into two main categories: a description of a) the strengths demonstrated by participating organizations, and b) the areas of improvement uncovered. In all cases, strengths and areas for improvement are categorized according to participants' confidence in the capability of their institution described as defined in the **2016 National Seminar and Tabletop Exercise for Institutions of Higher Education Situation Manual**.

### Key Results

Below is a discussion of the key findings in terms of the capabilities of all institutions (**small**, **medium**, and **large**) to prepare for, respond to, and recover from the scenario presented during the **TTX**. Detailed results can be found in the subsequent sections (**Module 1: Preparedness**, **Module 2: Response**, and **Module 3: Recovery**).



## Strengths

Strengths are defined as categories in which **more than 30% of institutions** reported having no challenges in addressing the issue presented and the percentage of institutions with **major challenges was less than 15%**.

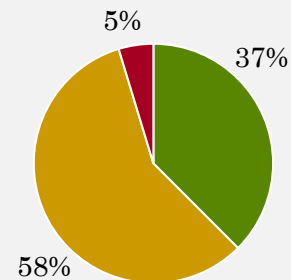
*Table 1: Key Strengths*

### Prepare

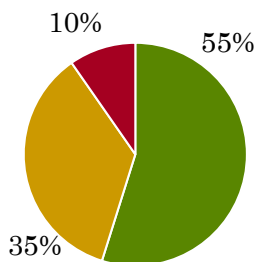
**Event Planning & Resource Coordination:** 37% No Challenges, 58% Moderate Challenges, 5% Major Challenges

95% of participants expressed **confidence that their home institutions have sufficient plans for special events and resource coordination.**

- 37% of institutions said they would not have any challenges, citing **well-established and distributed plans, policies, and procedures.**
- 58% of institutions cited moderate challenges, including a **need to engage students and student groups earlier** in the event planning process.



**Information Sharing & Maintaining Situational Awareness:** 55% No Challenges, 35% Moderate Challenges, 10% Major Challenges



90% of participants expressed **confidence in their institution's ability to maintain situational awareness** during large-scale events on their campuses.

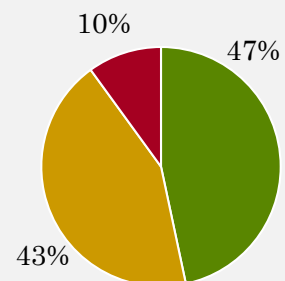
- 55% of institutions said they would not have any challenges, citing **established relationships prior to a large-scale security event** for information sharing with off-campus partners.
- 35% of institutions cited moderate challenges, including the **lack of a higher education liaison within fusion centers.**

### Respond

**Incident Command & On-Scene Security:** 47% No Challenges, 43% Moderate Challenges, 10% Major Challenges

90% of participants expressed **confidence in their institution's ability to manage on-campus issues with crowds**, protests, and other potentially cascading effects from those events.

- 47% of institutions said they would not have any challenges, citing a **familiar and efficient process for establishing an Emergency Operations Center (EOC)** during an incident.
- 43% of institutions cited moderate challenges, including **staff turnover among qualified, trained emergency management and response personnel**, especially staff trained in National Incident Management System (NIMS) or Incident Command Structure (ICS) processes and procedures

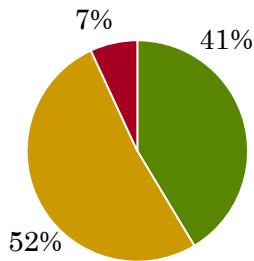






## Recover

**Public Assistance & Media Relations—*External Media*:** 41% No Challenges,  
52% Moderate Challenges; 7% Major Challenges



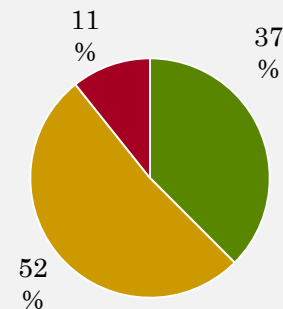
93% of all participants **expressed confidence in their institution's ability to deal with the immediate inquiries of media** and other external sources.

- 41% of institutions said they would not have any challenges, citing **established protocols and permanent external affairs staff** providing guidance on official messages.
- 52% of institutions cited moderate challenges, including their **institution's role in death notifications**, especially for international students.

**Public Relations & Operational Continuity—*Gaps in Resiliency*:** 37% No Challenges,  
52% Moderate Challenges, 11% Major Challenges

89% of participants expressed **confidence in their institution's ability to develop and implement corrective actions** across stakeholder groups.

- 37% of institutions said they would not have any challenges, citing **pre-incident training and drills for responders, faculty, and students** to translate lessons learned into new policies and procedures.
- 52% of institutions cited moderate challenges, including **how to engage internal and external partners to implement a corrective action**.





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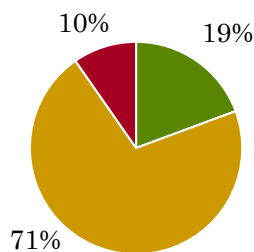
### Areas for Improvement

Areas for Improvement are defined as categories in which the percentage of institutions **with no challenges was less than 30%**, and for which moderate to major challenges the participants identified would present a **clear and persistent disruption to an institution's ability** to prepare for, respond to, or recover from an incident of campus violence.

*Table 2: Key Areas for Improvement*

#### Prepare

**Incident Alert & Public Warning:** 19% No Challenges, 71% Moderate Challenges, 10% Major Challenges



81% of participants expressed **concerns with their institution's ability to manage public inquiries** during an incident.

- 71% of institutions cited moderate challenges and 10% cited major challenges, including **receiving and processing the initial influx of calls** from concerned parents, alumni, and community members.

19% of institutions reported no challenges, and recommended best practices including developing **messaging templates to release information** to the public during an incident.

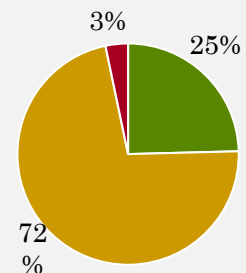
#### Respond

**Public Information & Warning:** 25% No Challenges, 72% Moderate Challenges, 3% Major Challenges

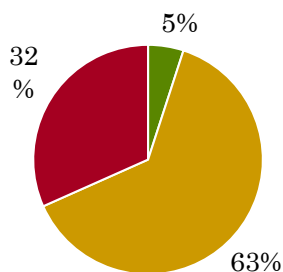
75% of participants expressed **concerns with their institution's ability to prepare for notification and information sharing** with the public.

- 72% of institutions cited moderate challenges and 3% cited major challenges, including **identifying and communicating information with visitors to campus** and **communicating with international students**, who often use foreign-based cell phone providers who may not participate in domestic alert systems.

25% of institutions reported no challenges, and recommended best practices including **implementation of "opt-in" or "opt-out" alert systems** ahead of an event.



**Resource Priorities & Resource Coordination:** 5% No Challenges, 63% Moderate Challenges, 32% Major Challenges



95% of participants expressed **concerns with their institution's ability to prioritize and coordinate personnel resources** during an incident.

- 63% of institutions cited moderate challenges and 32% cited major challenges, including **coordinating the activities of deployed resources, especially "self-deployed" personnel**, responding to incident alerts from off-campus emergency response entities.

5% of institutions reported no challenges, and recommended best practices including **establishing an incident perimeter and evacuating affected areas** during an incident.



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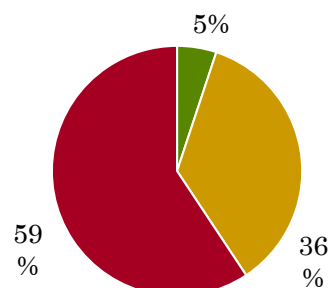
### Recover

**Scene Control & Fatality Management:** 5% No Challenges, 36% Moderate Challenges, 59% Major Challenges

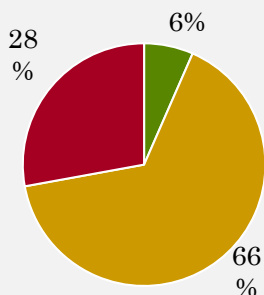
95% of participants expressed **concerns with their institution's ability to handle and process the scene of a mass fatality incident** on their campus.

- 36% of institutions cited moderate challenges and 59% cited major challenges, including a **lack of mass casualty plans** and **securing research or other protected facilities** on campus during an incident.

5% of institutions reported no challenges, and recommended best practices including **pre-existing relationships with external partners** as key to their recovery operations.



**Public Assistance & Media Relations—Family and Victim Assistance:** 6% No Challenges, 66% Moderate Challenges, 28% Major Challenges



94% of participants expressed **concerns with their institution's ability to deliver assistance and support** to those affected by an incident.

- 66% of institutions cited moderate challenges and 28% cited major challenges, including gaps in terms of plans and resources for **providing victim, family, and mental-health assistance**.

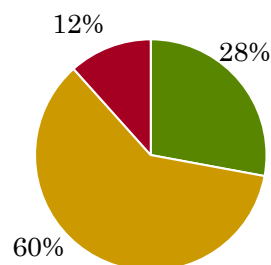
6% of institutions reported no challenges, and recommended best practices including **providing consistent communications**, even with no new updates.

**Public Relations & Operational Continuity—Business Continuity:** 28% No Challenges, 60% Moderate Challenges, 12% Major Challenges

72% of participants expressed **concerns with their institution's business continuity operations**.

- 60% of institutions cited moderate challenges and 12% cited major challenges, including a **lack of established plans and processes for business continuity**, and being unprepared to **deliver psychological and mental health services to students and staff** following an incident.

28% of institutions reported no challenges, and recommended best practices including **developing follow-up messaging, engaging the media, and activating on-demand service contracts** after an incident occurs on their campus.





## Summary of Discussions

The following sections provide an overview of the takeaways and findings from **TTX** and **Virtual Session**. The takeaways from the **TTX** were drawn from answers participants provided using the polling devices as well as the subsequent discussions on each issue. Findings are broken down by each of the three major phases presented in the scenario: **Preparedness**, **Response**, and **Recovery**. These phases were developed based off FEMA's five Mission Areas (Prevention, Protection, Mitigation, Response, and Recovery), which are organized according on the specific capabilities needed to address an incident throughout its lifecycle. Each section includes:

- An **overview of the capabilities** addressed during that phase;
- A **snapshot of the scenario** presented to the participants;
- The **associated findings** from each discussion; and
- **Recommended resources** relevant to the key issues.

The report that follows also provides insights garnered from several channels of feedback conducted during or after the **TTX** on the quality and effectiveness of the event itself. The report includes a **summary of the key results and recommendations** for future events, and detailed results are included in the appendices. These feedback opportunities included:

- **After-Action Review** session, conducted in-person immediately following the **TTX**;
- **Participant Feedback Forms**, provided to participants at the **TTX**; and
- Event Review **Virtual Session**, conducted on January 25, 2017, via teleconference.

Detailed results from these sessions are provided in **Appendix B: After-Action Review**, **Appendix C: Participant Feedback Forms**, and **Appendix D: Virtual Session**.



## MODULE 1: PREPAREDNESS

### Overview

The preparedness phase of an incident refers to actions taken prior to an incident that can reduce the overall impacts to the affected community. Specifically, this phase examines the capabilities and actions necessary to prevent a threat or actual incident, safeguard and protect potentially affected communities, and mitigate the impacts to a community from an incident.

### Scenario

#### Mid-October 2016

An organization at your institution has just announced that they will be hosting a speaking event on your campus in November that involves a controversial high-profile speaker. This speaker has expressed controversial views in the past that have made national headlines. Students and other campus community members begin expressing their opposition to the invitation to the politician to speak on campus, leading to heated debates on social media and planned protests near the location of the event.

During this time, your institution receives notification that a specific individual on campus has made threats of violence against the political figure. Furthermore, a concerned professor has reported an incident involving the same individual who has expressed extremist views and has made threats of violence on various online forums.

#### Morning of November 17

Prior to the start of the speaking event, protests begin outside of the venue where the politician is set to speak. Groups of about 300 protestors from both sides of the issue are gathered and are growing increasingly aggressive and violent towards one another.

### Discussion Results

The preparedness phase of this incident will specifically examine the following capabilities:

- **Event Planning & Resource Coordination**
- **Information Sharing & Maintaining Situational Awareness**
- **Public Information & Warning**

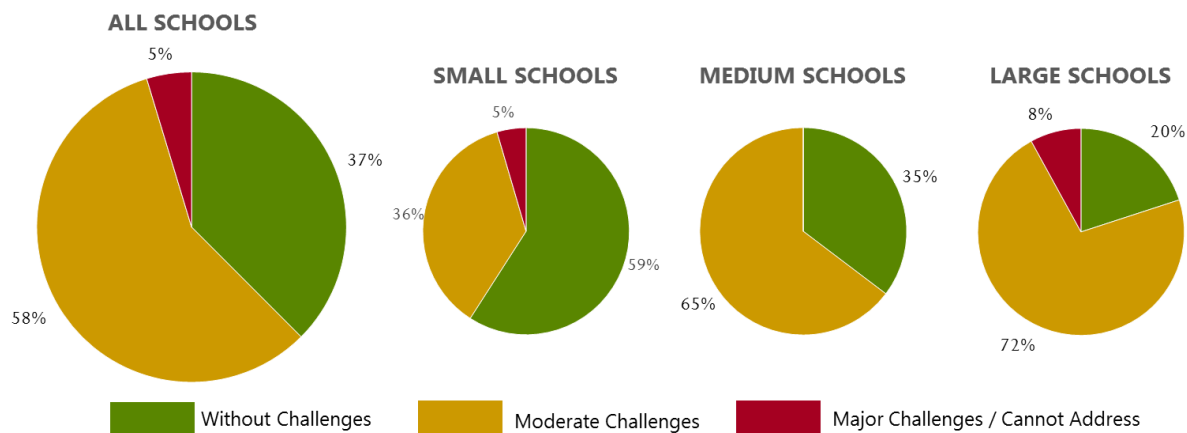




## Key Issue 1: Event Planning & Resource Coordination

Event planning and resource coordination involves specific actions taken to ensure the safety and security of personnel and facilities on campus in preparation for special events. A critical component of this involves the effective and efficient coordination of all available assets and resources from the local community, as well as the institution itself.

**Assess your ability to ensure safety and security at campus facilities and event venues during major events on campus.**



*Figure 2: Event Planning & Resource Coordination*

**Strengths:** 95% of all institutions expressed confidence in their ability to address this issue.

- 37% of all institutions expressed that they would have no challenges in ensuring safety and security during a large-scale event. These institutions indicated that having **established plans, policies, and procedures in place to prepare for special events on their campus** was key to their position. Additionally, these institutions indicated that the presence of **specially trained crowd management personnel** on campus, including training in pre-event messaging, added to their position. This was particularly evident among small schools as 59% expressed confidence in their ability to manage these events on their campuses.
- Small (59%) and medium (35%) institutions expressed that they would not experience challenges with special events, and recommended **involving students and student organizations in preparedness efforts**. These institutions indicated that this exchange is an opportunity for more real-time, on the ground information, and can provide a mechanism for disseminating information to the student body regarding an incident quickly and efficiently.

**Areas for Improvement:** 63% of institutions indicated that they would experience moderate to major challenges in this area.

- Particularly among the 80% of large institutions with moderate to major challenges, participants identified the need to **engage students and student groups earlier in the event planning process**, specifically for assistance with security and protective measures.
- 41% of small institutions, especially those in rural areas, indicated they would experience at least some challenges with handling a special event. Among those institutions, **having an adequate number of personnel available** was identified as a major challenge when preparing for



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concurrent events across their campus. These smaller institutions, often more rural, also noted a heavy reliance on external law enforcement and other ground control personnel, which led to concerns for generating a quick, efficient, and coordinated response.

### Recommended Resources: Event Planning & Resource Coordination

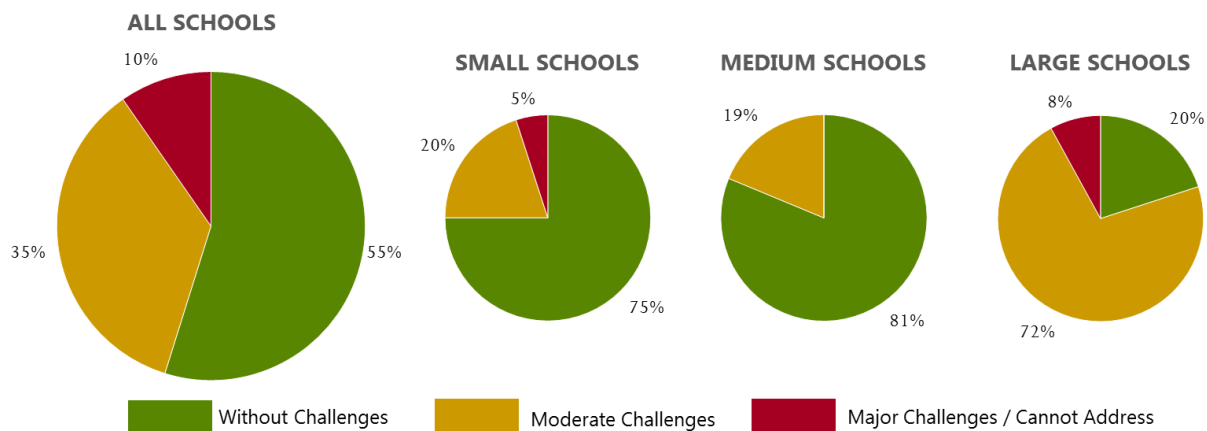
- **National Center for Spectator Sports Safety and Security (NCS<sup>4</sup>)**. In the aftermath of September 11, 2001, the United States Department of Homeland Security identified sport venues as soft targets for terrorism. In 2006, The University of Southern Mississippi (USM) established the National Center for Spectator Sports Safety and Security (NCS<sup>4</sup>) in order to respond to the nation's emerging security needs. Today, NCS<sup>4</sup> is the nation's only research center devoted to the study and practice of spectator sports safety and security. It is a cornerstone in the scholarship arena as it represents USM's innovative approach to research, training, and development. For more information, visit: <http://www.ncs4.com/>.
- **FEMA Emergency Management Institute (EMI)**. EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - IS-360: [Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship](#)
  - IS-15.B: [Special Events Contingency Planning for Public Safety Agencies](#)



## Key Issue 2: Information Sharing & Maintaining Situational Awareness

Effective information sharing involves set processes for communicating with all relevant stakeholders, using appropriate mechanisms for sharing information, and developing threat assessments. These components contribute to maintaining general situational awareness, which is a critical step in preparing for an event on a college or university campus.

**Assess your ability to maintain situational awareness by sharing information, including threat specific information, among internal and external stakeholders.**



*Figure 3: Information Sharing & Maintaining Situational Awareness*

**Strengths:** 90% of all institutions expressed confidence in their ability to address this issue.

- 55% of all institutions expressed they would have no challenges, and credited **efforts to develop and maintain relationships for information sharing with off-campus partners and communities**, such as police, fire, and emergency medical services (EMS).
- Institutions in the small (75%) and medium (81%) groups were very confident in their ability to maintain situational awareness as a result their use of **social media as an important tool for gathering and sharing information**.

**Areas for Improvement:** 45% of institutions indicated that they would experience moderate to major challenges in this area.

- Particularly among those institutions in urban environments, 72% of large institutions had moderate concerns and 8% had major challenges maintaining situational awareness. These large institutions cited **complex stakeholder environments on expansive campuses with abundant entry points** as key to their challenges.
- Additionally, these larger institutions identified the need **to attain standing representation in local- or state-level fusion centers for large-scale incidents**. Fusion centers operate as state and major urban area focal points for the receipt, analysis, gathering, and sharing of threat-related information; however, fusion centers often do not have permanent liaisons for the higher education community, and the placement of a liaison would ensure a response effort to large-scale incidents that was more inclusive and aware of higher education.
- 25% of small and 19% of medium institutions expressed moderate to major concerns in this area, especially involving the **interoperability of communications systems between their**



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**various stakeholders.** This included concerns regarding unified information sharing across different communication mechanisms (e.g., radio, email).

### Recommended Resources: Information Sharing & Maintaining Situational Awareness

- **Fusion Centers.** Fusion centers operate as state and major urban area focal points for the receipt, analysis, gathering, and sharing of threat-related information between federal; state, local, tribal, territorial (SLTT); and private sector partners. For more information, visit: <https://www.dhs.gov/state-and-major-urban-area-fusion-centers>
- **FBI Law Enforcement Enterprise Portal (LEEP), Virtual Command Center.** The Virtual Command Center is a real-time, collaborative tool that facilitates shared situational awareness and event/incident management. VCCs foster single and or multi-agency collaboration and allow users to share and report incidents, necessary intelligence resources—like suspect profiles, maps, and floor plans—and event schedules. VCCs—invaluable tools that have been successfully used in about 5,500 cases over the past decade—are ideal for: active shooter incidents, child abductions, presidential inaugurations, takedown operations, natural disasters, special events, and terrorist attacks and threats. For more information, visit: <https://www.fbi.gov/services/cjis/leep>.
- **Homeland Security Information Network (HSIN).** The Homeland Security Information Network (HSIN) is the trusted network for homeland security mission operations to share Sensitive But Unclassified information. Federal, State, Local, Territorial, Tribal, International and Private Sector homeland security partners use HSIN to manage operations, analyze data, send alerts and notices, and in general, share the information they need to do their jobs. For more information about HSIN, please contact [HSIN.Outreach@hq.dhs.gov](mailto:HSIN.Outreach@hq.dhs.gov).
- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - IS-42: [Social Media in Emergency Management](#)
  - IS-660: [Introduction to Public-Private Partnerships](#)
  - IS-662: [Improving Preparedness and Resilience through Public-Private Partnerships](#)



### Key Issue 3: Public Information & Warning

The ability to effectively notify and share information with the public is an important component to preparing for special events on campus. Specifically, this includes identifying which stakeholders should be receiving information, what mechanisms deliver potential notifications, and the content of those notifications. This ensures that in the event of an incident, the public can receive all critical incident-related information in a timely fashion.

**Assess your ability to communicate with students, faculty, staff, and incoming campus visitors prior to and during an emergency or incident.**

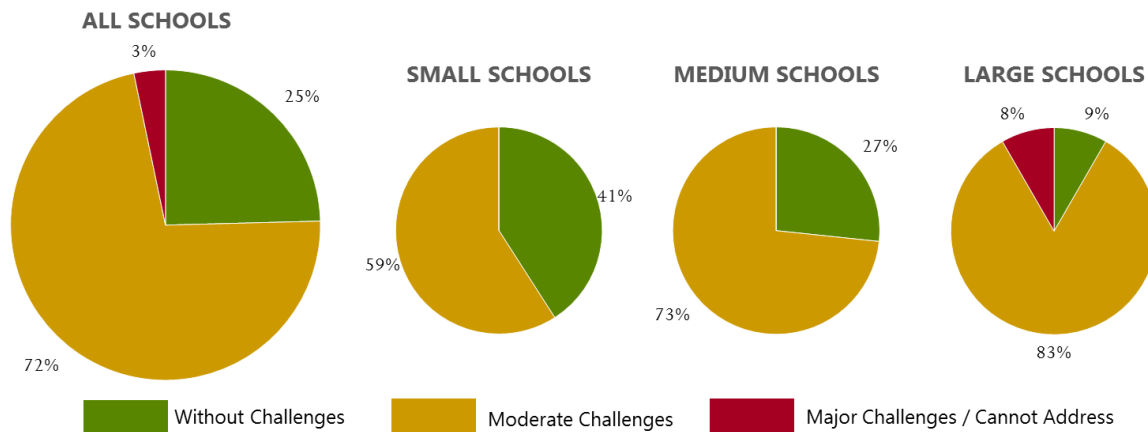


Figure 4: Public Information & Warning

**Strengths:** 97% of all institutions expressed confidence in their ability to address this issue.

- 25% of all institutions indicated that communication with students, faculty and staff would not pose any challenges, and the **sharing of information and engaging stakeholders early on was identified as a best practice**. This enables an institution to proactively ensure that all stakeholders, including the members of the public, are well informed.
- Especially among the 25% of institutions without any challenges, institutions reported having some form of **“opt-in” or “opt-out” notification/alert system** was crucial to their position. These systems connect with students, parents, and faculty members to receive alerts. Institutions highlighted that an **opt-out system is more effective** as it requires enrollment from the start.

**Areas for Improvement:** 75% of institutions indicated that they would experience moderate to major challenges in this area.

- 8% of large institutions cited major challenges, and noted **tracking, locating, and communicating with visitors across larger or multiple campuses** as a key difficulty. Suggested techniques to address this concern include digital signs, loudspeaker alerts, and/or geo-fencing technology.
- Across all institution sizes, challenges were cited in sharing information with international students, many of whom **have foreign-based cell phone service providers that do not participate in domestic warning systems**. Further, language barriers and a lack of training or experience may result in international students being under-informed or unaware of critical preparedness or emergency procedures.





## 2016 National Seminar and Tabletop Exercise Summary Report

### Recommended Resources: Public Information & Warning

- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - IS-103: [Geospatial Information Systems Specialist](#)
  - IS-60.B: [The Homeland Security Geospatial Concept-of-Operations \(GeoCONOPS\) for Planners and Decision Makers](#)
  - IS-61.B: [The Homeland Security Geospatial Concept-of-Operations \(GeoCONOPS\) In Depth](#)
  - IS-62.B: [The Homeland Security Geospatial Concept-of-Operations \(GeoCONOPS\) In Use](#)
  - IS-144: [Telecommunicators Emergency Response Taskforce \(TERT\) Basic Course](#)



## MODULE 2: RESPONSE

### Overview

The response phase of an incident refers to actions taken during or immediately following an incident that serve to save lives, protect property, protect the environment, and meet basic human needs. This phase is focused on ensuring that a community is able to effectively respond to any threat or hazard.

### Scenario

#### **Afternoon of November 17**

As the speaking event is underway, protestors continue to occupy the area outside of the event venue. Meanwhile, a 911 call arrives at a call center from a student claiming that they heard what sounded like gunshots in a multi-story science and engineering building located on the opposite side of campus from where the speaking event and protests are taking place.

Several minutes later, a second 911 call is made from a student sheltering in place who has witnessed the gunman. Soon after, reports of the shooting are trending on social media, with several accounts of conflicting information regarding the location of the gunman. Numerous 911 calls begin coming in from individuals reporting injuries at several locations across on campus.

### Discussion Results

The response phase of this incident will examine the following capabilities:

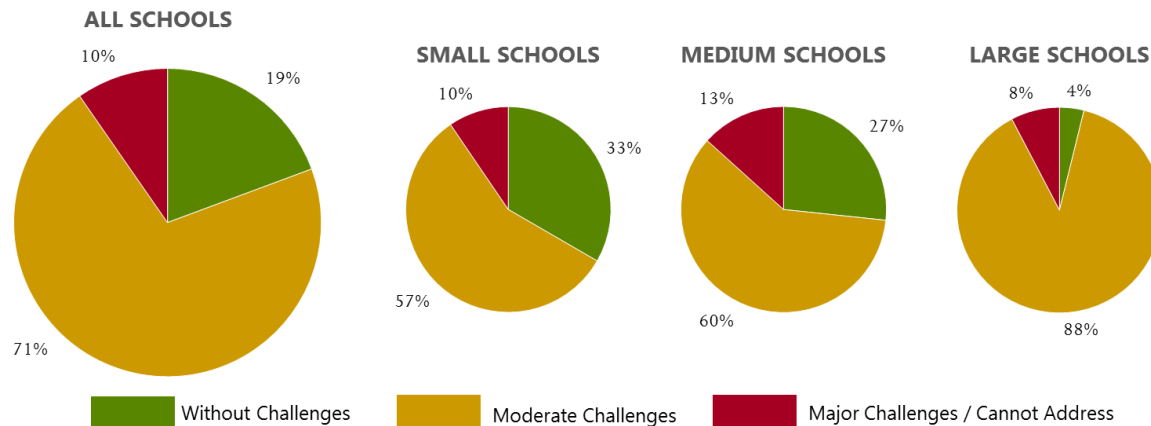
- **Incident Alert & Public Warning**
- **Incident Command & On-Scene Security**
- **Response Priorities & Resource Coordination**



## Key Issue 1: Incident Alert & Public Warning

Ensuring the effective initiation of response operations requires receiving and processing the initial incident alert. This alert may stem from a variety of sources, making it critical to ensure mechanisms are in place to communicate with to all relevant stakeholders, including the public.

**Assess your ability to receive and process alerts to facilitate response operations and notify the public.**



*Figure 5: Incident Alert & Public Warning*

**Strengths:** 90% of all institutions expressed confidence in their ability to address this issue.

- 19% of all institutions reported no challenges, with many crediting **prepared messaging templates to release information to the public during an incident**. These templates are useful for delivering timely and consistent messages through a variety of platforms such as email, texts, school alerts, or social media.

**Areas for Improvement:** 81% of institutions indicated that they would experience moderate to major challenges in this area.

- Among the 71% of institutions said they would face moderate challenges, many indicated that when providing incident alerts, **developing and distributing quality and timely messages** was a crucial area for improvement. Specifically, institutions highlighted concerns regarding how to **balance developing messaging that contains clear and accurate information with releasing messaging at the appropriate times** both during and after an incident.
- Institutions identified the **need to locate and secure additional resources for receiving and processing the initial influx of calls** regarding an incident. 10% of small and 13% of medium institutions cited major concerns about not possessing the proper internal bandwidth to manage the incoming notifications regarding the active shooter incident.
- Among the 10% of all institutions that cited major challenges, participants said that they may need **additional experience or training regarding the proper notification procedures following an incident alert**. Beyond managing the initial influx of calls and information, institutions identified that a challenge is knowing which stakeholders to notify and which stakeholders take priority.



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### Recommended Resources: Incident Alert & Public Warning

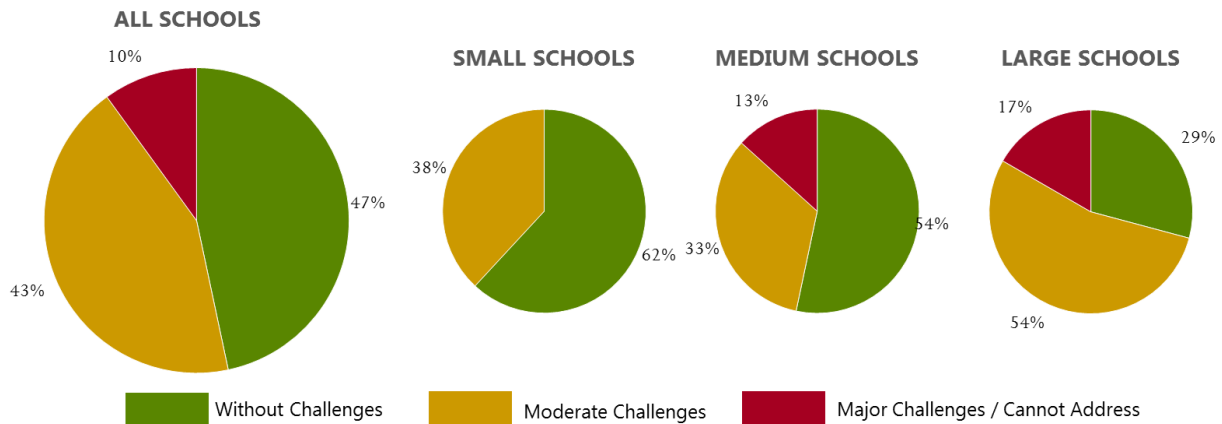
- **Integrated Public Alert and Warning System (IPAWS).** FEMA's IPAWS is an internet-based capability federal, state, territorial, tribal, and local authorities can use to issue critical public alerts and warnings. IPAWS is accessed through software that meets IPAWS system requirements. IPAWS is not mandatory and does not replace existing methods of alerting, but instead complements existing systems and offers new capabilities. For more information, including which alerting authorities are approved to use IPAWS in your area, visit: <https://www.fema.gov/integrated-public-alert-warning-system>
- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - IS-247.A: [Integrated Public Alert and Warning System \(IPAWS\)](#)
  - IS-248: [Integrated Public Alert and Warning System \(IPAWS\) for the American Public](#)
  - IS-29 [Public Information Officer Awareness](#)
    - Additional PIO training <https://training.fema.gov/programs/pio/>



## Key Issue 2: Incident Command & On-Scene Security

Establishing an incident command and providing initial on-scene security is another critical component to engaging in response operations. Successfully establishing an incident command requires clear processes and protocols that guide its activation as well as well-defined roles and responsibilities is fundamental to timely and coordinated response efforts during an incident.

**Assess your ability to establish incident command and activate response efforts.**



*Figure 6: Incident Command & On-Scene Security*

**Strengths:** 90% of all institutions expressed confidence in their ability to address this issue.

- These institutions referenced having **standard emergency operations plans or event action plans** that outline the process for engaging in initial response efforts.
- Among the 47% of institutions that indicated they would have no challenges in this area, **establishing an Emergency Operations Center (EOC)** was identified as a critical component to initiating and maintaining response efforts throughout an incident. While institutions differed in terms of the timing of activating their EOC, most had the proper plans, policies, procedures, and networks in place to do so.

**Areas for Improvement:** 53% of institutions indicated that they would experience moderate to major challenges in this area.

- Among the 13% of medium and 17% of large institutions that cited major challenges, their **greatest concern was their ability to formalize a central incident command system that integrates external agencies** during a complex incident. This coordination involves gathering all relevant stakeholders in a single location in order to more effectively organize response.
- Additionally, among the 10% of all institutions that cited major challenges, **staff turnover among qualified, trained emergency management and response personnel is a major concern**. These institutions said increased employee turnover could cause issues during incident response if their institution has a lack of personnel trained in **NIMS** or **ICS** procedures and processes.





## 2016 National Seminar and Tabletop Exercise Summary Report

### Recommended Resources: Incident Command & On Scene Security

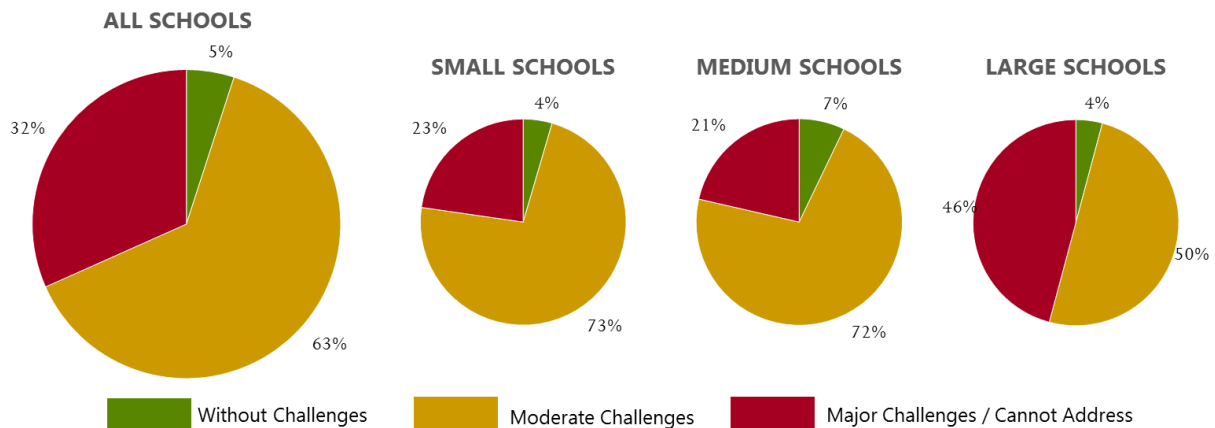
- **FEMA EMI.** EMI works in collaboration with the whole community to provide training in support of NIMS Training Program. The Preparedness Branch coordinates EMI's NIMS training efforts with the National Integration Center (NIC) to integrate NIMS doctrine and training with whole community needs. For more information on EMI courses, visit: <https://training.fema.gov/nims/>. Additional examples of relevant courses include:
  - IS-700.A: [National Incident Management System \(NIMS\) An Introduction](#)
  - IS-702.A: [National Incident Management System \(NIMS\) Public Information Systems](#)
  - IS-100.b [Introduction to Incident Command System](#)
  - IS-100.HE [Introduction to the Incident Command System for Higher Education](#)
  - IS-100.LEb [Introduction to the Incident Command System for Law Enforcement](#)
  - IS-775: [EOC Management and Operations](#)
  - G0386 [Mass Fatalities Incident Response](#) Course



### Key Issue 3: Response Priorities & Resource Coordination

The ability to respond to an incident involves effective coordination and prioritization of all available resources. Resource coordination involves successfully establishing and communicating common resource priorities, tracking all deployed assets, and accounting for deployed personnel. Furthermore, when responding to an incident taking place across multiple jurisdictions, it is critical to have the proper procedures for integrating both internal and external response resources.

**Assess your ability to prioritize and track the status of deployed resources.**



*Figure 7: Response Priorities and Resource Coordination*

**Strengths:** 68% of all institutions expressed confidence in their ability to address this issue.

- Among the 5% of institutions that indicated no challenges in this area, there was some agreement that **prioritizing those resources necessary to ensure the safety and security of all students, faculty, staff, and campus visitors** would be key to their response. This included establishing an incident perimeter, securing the scene, evacuating affected areas, and providing medical services to injured victims.

**Areas for Improvement:** 95% of institutions indicated that they would experience moderate to major challenges in this area.

- For the 95% of all institutions that cited moderate to major challenges, **tracking deployed resources and a lack of oversight and awareness of self-deploying response organizations** (e.g., fire, EMS) was a key concern. These institutions cited that they do not always have insight into what resources have already responded to an incident or what resources are still needed. This was a major concern for larger, more urban institutions, as 46% cited major challenges due to an **increased chance for assets to be self-deployed** from multiple jurisdictions given their campus sizes and locations.
- Among the 63% of all institutions that reported moderate challenges, they recognized their need to form relationships with local law enforcement earlier on to **better orient personnel with the layout and structure of the campus and their unique student populations**. Specifically, these institutions cited concerns around their **approach to international students and students with access and functional needs** who may require special assistance.



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- In the case of an extended incident (a few days to weeks), **institutions must be prepared to provide essential resources to displaced students, faculty, or staff.** These essential resources – such as food, temporary housing, or healthcare services – must be provided until a building, or an entire campus, has been rendered safe. This was of particular concern for the 21% of medium and 46% of large institutions that cited major challenges, as they tended to have **more significant student populations residing in, and dependent upon, on-campus facilities.**

### Recommended Resources: Response Priorities & Resource Coordination

- **Community Emergency Response Team (CERT) Programs.** The CERT programs focus on disaster preparedness and training in basic disaster response skills such as fire safety, light search and rescue, team organization, and disaster medical operations. Using the training learned in the classroom and during exercises, CERT members can assist others in their neighborhood or workplace following an event when professional responders are not immediately available to help. CERT members are encouraged to support emergency response agencies by taking a more active role in preparedness projects in their communities. For more information, visit: <https://www.fema.gov/community-emergency-response-teams>.
- **DHS State and Local Law Enforcement Resource Catalog.** The DHS State and Local Law Enforcement Catalog highlights DHS resources available to state, local, tribal, and territorial law enforcement. The guide provides summaries of, and links to, training, publications, guidance, alerts, newsletters, programs, and services available to non-federal law enforcement from across DHS. For more information, visit: <http://dhs.gov/publication/dhs-state-and-local-law-enforcement-resource-catalog>.
- **Law Enforcement Conferences, Gatherings, and Meetings.** The Office for State and Local Law Enforcement maintains a comprehensive list of law enforcement conferences, gatherings, and meetings across the country. These events provide campus law enforcement professionals training opportunities and the ability to share best practices with other members of the law enforcement community. For more information, visit: <https://www.dhs.gov/office-state-and-local-law-enforcement>.
- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - IS-907 [Active Shooter: What You Can Do](#)
  - E0197 [Integrating Access and Functional Needs to Emergency Planning](#)



## MODULE 3: RECOVERY

### Overview

The recovery phase of an incident refers to actions taken following an incident to assist affected communities in restoring critical services and functions as quickly as possible. Successful recovery ensures that a community emerges from any threat or hazard stronger and better positioned to support those who experience financial, emotional, and/or physical hardships as a result of an incident. Specifically, recovery capabilities support: a strong economic base; well-coordinated and timely restoration of infrastructure and housing; health and social systems; and revitalized cultural, historic, and environmental elements of a community.

### Scenario

#### Evening of November 17

After a few hours, response personnel confirm that the threat has been neutralized and determine that the shooter was not related to the credible threat identified prior to the event. Law enforcement have also conducted building searches and have verified that the campus was safe. Individuals that sustained gunshot wounds and other injuries have been transported to healthcare facilities and hospitals in the area. It has been confirmed that there are approximately 25 fatalities, including two international students and one campus visitor.

By this time, both local and national media have arrived at your institution and have begun news coverage from the scene. Your institution has come under media scrutiny with allegations that the active shooter incident was connected to the protests, and that your institution is at fault for letting the situation get out of hand. Your institution begins to receive calls from worried parents who are unable to reach their sons and daughters. Some of these parents state that they will travel to the campus to locate their children.

### Discussion Results

The recovery phase of this incident will specifically examine the following capabilities:

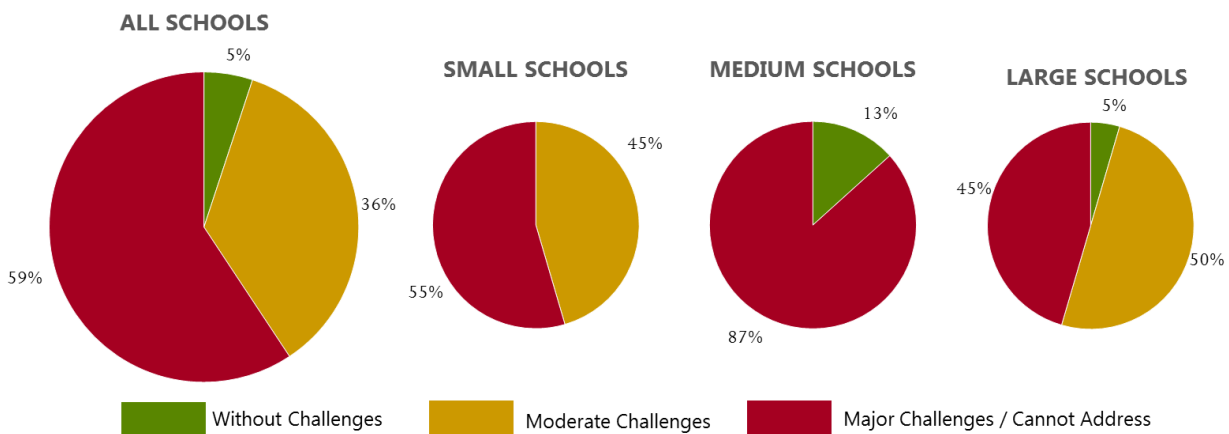
- **Scene Control & Fatality Management**
- **Public Assistance & Media Relations**
- **Public Relations & Operational Continuity**



## Key Issue 1: Scene Control & Fatality Management

When transitioning from response to recovery operations for a mass fatality incident, a critical component involves controlling a scene and engaging in fatality management operations. When securing the scene of an incident it is important to address all safety concerns, including any hazardous materials that may have been compromised. Furthermore, it is important to take into consideration any potential impacts resulting from a mass fatality scene, as well as what stakeholders may be required to conduct fatality management operations.

**Assess your ability to control and manage a mass fatality scene following an incident on your campus.**



*Figure 8: Scene Control & Fatality Management*

**Strengths:** 41% of all institutions expressed confidence in their ability to address this issue.

- 5% of institutions that cited no challenges recognized that recovery operations **require pre-existing relationships with external partners**. These institutions may not possess the necessary resources or capabilities themselves, such as a crime scene management team, but recognize that they can be obtained through developing and maintaining relationships with local stakeholders (e.g., office of the chief medical examiner).

**Areas for Improvement:** 95% of institutions indicated that they would experience moderate to major challenges in this area.

- A specific challenge cited was **securing research facilities with proprietary or potentially hazardous materials, especially for medium and large institutions with large research footprints**. This is one key reason why 87% of medium and 45% of larger institutions cited major challenges in this area. An incident involving mass evacuations or requiring an influx of non-institutional personnel on campus would create a pressing situation.
- 95% of all institutions that reported with moderate to major challenges expressed a lack of understanding of **investigative and medical requirements to secure a scene** following a mass casualty incident. Participants remarked that they were unclear of their institution's role and approach to victim identification, medical examination, and maintaining building closures or area perimeters over an extended period.





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- Additionally, of the 59% of all institutions with major challenges in this area, participants noted **a lack of mass casualty plans** was a significant gap for this type of incident. While most institutions have experience with responding to and recovering from small incidents such as a protest, many either have not planned for this type of event on a large-scale or look to local partners to provide this capability. Having such a plan is critical to effectively initiating recovery operations and catering to the sensitivities associated with a mass fatality incident.

### Recommended Resources: Scene Control & Fatality Management

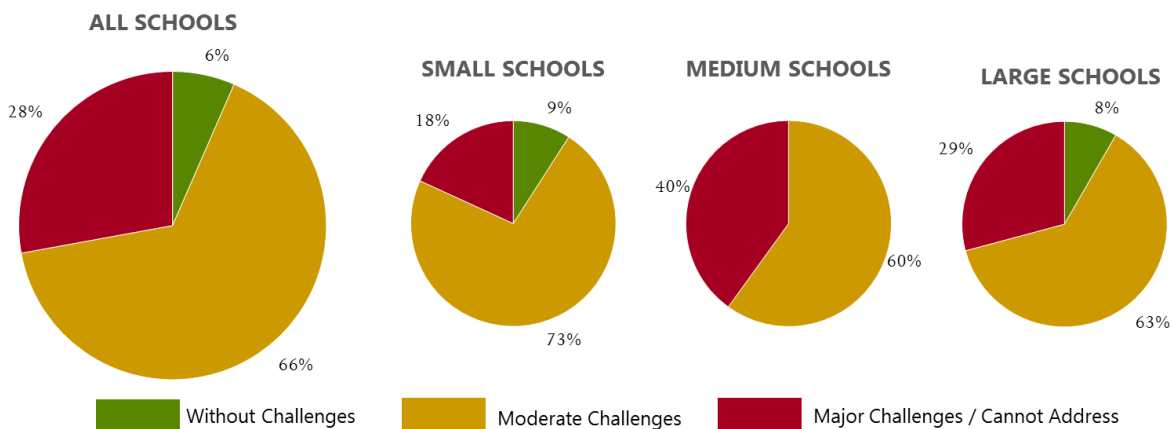
- **DHS State and Local Law Enforcement Resource Catalog.** The DHS State and Local Law Enforcement Catalog highlights DHS resources available to state, local, tribal, and territorial law enforcement. The guide provides summaries of, and links to, training, publications, guidance, alerts, newsletters, programs, and services available to non-federal law enforcement from across DHS. For more information, visit: <http://dhs.gov/publication/dhs-state-and-local-law-enforcement-resource-catalog>.
- **Research on Threat Assessments and Various Types of Targeted Violence on Campuses.** In 2010, USSS, the Department of Education, and the FBI released "*Campus Attacks: Targeted Violence Affecting Institutions of Higher Education*." This report contains information useful for campus safety professionals charged with identifying, assessing, and managing violence risk at institutions of higher education. For more information, visit: <https://www2.ed.gov/admins/lead/safety/campus-attacks.pdf>.
- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - IS-907 [Active Shooter: What You Can Do](#)



## Key Issue 2: Public Assistance & Media Relations

Another component of recovery operations following an incident involves providing public assistance and managing media relations. Providing assistance to the public includes tracking the status of injured individuals and directly supporting victims (e.g., providing food or temporary housing). Furthermore, supporting the public also entails organizing, managing, and delivering unified messaging to the families of victims. In terms of media relations, successfully managing the media involves both handling the physical presence of the media on-scene, as well as delivering timely and consistent communications.

**Assess your ability to provide assistance and support to families and community members during the aftermath of an incident.**



**Figure 9: Public Assistance & Media Relations—Family & Victim Assistance**

**Strengths:** 72% of all institutions expressed confidence in their ability to address this issue.

- Among the 6% of institutions that indicated no challenges, **providing consistent updates** was emphasized as a best practice. Institutions identified that the key to maintaining public trust and confidence following an incident is to provide consistent status updates, including if there is nothing new to report.

**Areas for Improvement:** 94% of institutions indicated that they would experience moderate to major challenges in this area.

- 28% of institutions cited major challenges in this area, due in large part to their **institutions not having established plans, policies, or procedures for providing the services of a Family Assistance Center (FAC)**<sup>2</sup>. 94% of institutions that noted moderate to major challenges cited a lack of a formal process for parent notifications and for responding to parent requests for information.
- Providing victim assistance is a critical component of recovery operations. 94% of all institutions identified the need to **more effectively plan for providing support to victims (e.g.,**

<sup>2</sup> A FAC is a coordination center for collecting and sharing information, as well as for providing human and victim service resources during a mass casualty incident. It serves as the primary point for exchanging information between on-site personnel, the operations center, and family of loved ones who have been impacted by an incident.



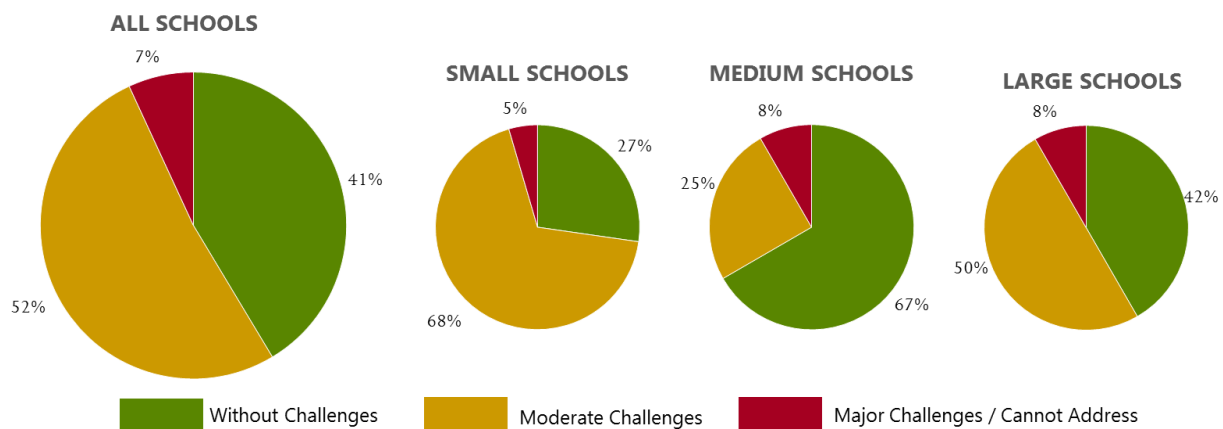
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**providing food or shelter)** to a mass injury or fatality event. This is critical for all institutions, but especially for large schools as 92% cited moderate to major challenges, due to a greater proportion of students dependent upon on-campus services.

### Recommended Resources: Public Assistance & Media Relations

- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - G0386 [Mass Fatalities Incident Response](#) Course (covers the creation FACs)
  - G0367 [Emergency Planning for Campus Executives](#)

### Assess your ability to deliver coordinated and unified messaging to press and the community following an incident.



*Figure 10: Public Assistance & Media Relations—External Media*

**Strengths:** 93% of all institutions expressed confidence in their ability to address this issue.

- Of the 41% of institutions that indicated no challenges in this area, **proactive efforts to build capabilities for delivering public messaging and managing media relations** after an event or incident was noted as a key strength. These institutions also cited **existing protocols** providing guidance on official college or university messages, and **having a designated Public Information Officer (PIO)** or an external affairs office who is responsible for coordinating overall messaging for the institution.

**Areas for Improvement:** 59% of institutions indicated that they would experience moderate to major challenges in this area.

- 59% of all institutions that cited moderate to major challenges named **death notifications as an area of concern, especially for international students**. Through the exercise, institutions realized that specific protocols need to be developed that clearly outline the notification process as well as specific roles and responsibilities of all stakeholders involved. Institutions hosting international students enrolled in full-time or foreign exchange programs said additional



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guidance is needed with specific information on how this process is adjusted to account for the sensitivities surrounding this particular student population.

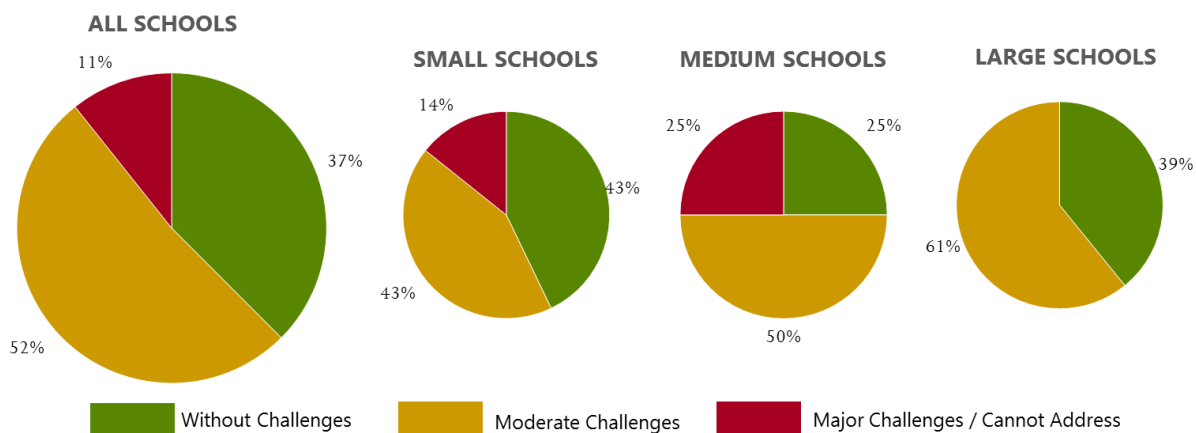
### Recommended Resources: Public Assistance & Media Relations

- **Consular Notification and Access.** The Department of State offers instructions and guidance relating to the obligations of federal, state, and local government officials to provide information to foreign consular officers and to permit foreign consular officers to assist their nationals in the United States. It focuses on the obligations of consular notification and access that pertain to the arrest and detention of foreign nationals; the appointment of guardians for minor and adult foreign nationals; deaths and serious injuries of foreign nationals; and wrecks or crashes of foreign ships or aircraft on U.S. territory. For more information, visit: <https://travel.state.gov/content/travel/en/consularnotification.html>
- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - IS-29: [Public Information Officer Awareness](#)
    - Additional PIO training <https://training.fema.gov/programs/pio/>
  - IS-250.A: [Emergency Support Function 15 \(ESF15\) External Affairs: A New Approach to Emergency Communication and Information Distribution](#)

### Key Issue 3: Public Relations & Operational Continuity

Long-term recovery operations following an incident also require the capabilities to maintain operational continuity and manage public relations. Maintaining operational continuity involves the ability to identify gaps in current preparedness, response, and recovery planning, and develop appropriate corrective actions to address those gaps. Once corrective actions are implemented, it is critical that those changes are communicated to all appropriate stakeholders. In terms of managing public relations, this involves maintaining an institution's brand or reputation following an incident to secure public trust and confidence.

**Assess your ability to identify and address gaps in preparedness, response, and recovery activities following an incident.**



**Figure 11: Public Relations & Operational Continuity—Gaps in Resiliency**

**Strengths:** 89% of all institutions expressed confidence in their ability to address this issue.

- Among the 37% of institutions that cited no challenges in assessing their resilience activities post-incident, the most common identified strength was regularly-scheduled **pre-incident training and drills for responders, faculty, and students**. This was particularly evident among large institutions, with 39% reporting no challenges, and none reporting major challenges.

**Areas for Improvement:** 63% of institutions indicated that they would experience moderate to major challenges in this area.

- Of the 63% of all institutions that reported moderate to major challenges, including 57% of small and 75% of medium schools, the biggest concerns were **developing and implementing lessons learned, and incorporating corrective actions that involve multiple stakeholders**. While developing reports following an incident or a training event was not an issue, institutions questioned what the best approach is to **implementing recommendations that stem across internal and external stakeholders**. More specifically, many institutions were concerned with how to engage and get external partners to agree to implement a change, as well as how to best communicate any changes to all relevant parties.



### Recommended Resources: Public Relations & Operational Continuity

- **Academia & Resilience Web Page.** FEMA's Academia & Resilience web page provides tools, resources, program guides, and training information for campus emergency managers, faculty, and students. For more information, visit: <http://www.fema.gov/academia-resilience>.
- **Building a Disaster-Resistant University.** *Building a Disaster-Resistant University* is a how-to guide and distillation of the experiences of six universities and colleges that have been working to become disaster-resistant. The guide provides basic information designed for institutions just getting started, as well as ideas, suggestions, and practical experiences for institutions that have already begun to take steps to becoming more disaster-resistant. For more information, visit: <http://www.fema.gov/media-library/assets/documents/2288>.
- **DHS Campus Resilience Program.** The DHS Campus Resilience Program was created upon a recommendation of the HSAAC, and is a DHS collaborative initiative that involves the Departments of Education, Justice, and State. The program builds upon best practices, lessons learned and resources already developed to make U.S. colleges and universities more resilient, while also promoting FEMA's Whole Community approach to resilience planning. As part of the program, DHS developed the Campus Resilience Enhancement System (CaRES), a web-enabled tool that guides users at institutions of higher education through a resilience planning process. For more information, contact: [AcademicEngagement@hq.dhs.gov](mailto:AcademicEngagement@hq.dhs.gov).
- **Tabletop and Emergency Planning Exercises.** FEMA offers free, downloadable tabletop and emergency planning exercises and presentations for the private sector, including academic institutions. The exercises are designed to help organizations such as institutions of higher education test emergency situations, such as a natural or man-made disaster, evaluate the ability to coordinate, and test readiness to respond. For more information, visit: <http://www.fema.gov/emergency-planning-exercises>.
- **FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Examples of relevant courses include:
  - L0363 [Multi-Hazard Emergency Management for Higher Education](#)
  - E0390 [Integrating Emergency Management Education into Your Institution](#)



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Assess your ability to manage public relations issues following an incident.

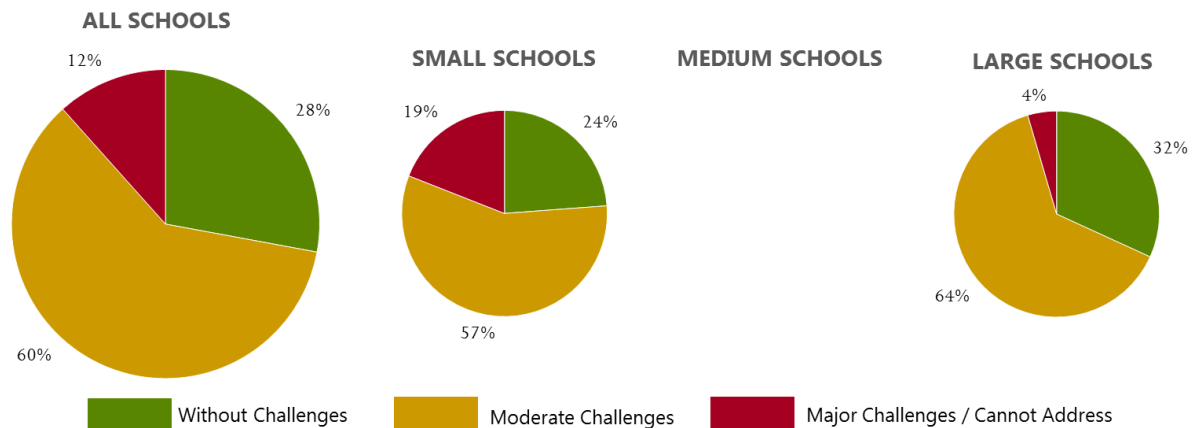


Figure 12: Public Relations & Operational Continuity—Business Continuity

**Strengths:** 88% of all institutions expressed confidence in their ability to address this issue.

- 28% of institutions indicated that they would not have any challenges in maintaining their institution's overall brand and reputation following an incident. These institutions noted that they would employ various tactics to accomplish this, such as **developing and distributing follow-up messaging, engaging the media, and activating on-demand service contracts.**

**Areas for Improvement:** 72% of institutions indicated that they would experience moderate to major challenges in this area.

- A **lack of incident recovery and business continuity planning** was cited as a key gap for the 72% of institutions that identified moderate to major challenges. Developing such plans is vital to ensuring an institution can restore a campus to normal operations as quickly as possible. Recovery planning **requires coordination among all relevant internal and external stakeholders** from the campus community.
- Among the 12% of institutions that cited major challenges, the most common issue was around **how to deliver psychological and mental health services following an incident.** These institutions had not considered or did not have established processes for making these types of services available to students, faculty, or staff. While institutions may not be equipped to provide these services themselves, they can be obtained through relationships or contracts with other external stakeholders.

### Recommended Resources: Public Relations & Operational Continuity

- FEMA EMI.** EMI supports higher education through improving the competencies professionals in emergency management to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of incidents. For more information on EMI courses, visit: <https://training.fema.gov/hiedu/>. Courses include:
  - IS-546.A: [Continuity of Operations Awareness](#) Course
  - IS-547.A: [Introduction to Continuity of Operations](#)
  - E550: [Continuity of Operations \(COOP\) Planning](#)





## FEEDBACK SUMMARY

The **2016 National Seminar and Tabletop Exercise for Institutions of Higher Education** utilized three methods to gather information regarding their overall lessons learned and key takeaways from the event: an **After-Action Review** session conducted immediately following the exercise; a **Participant Feedback Form** collected at the conclusion of the event; and a **Virtual Session**, conducted two months after the National event. A brief summary of the feedback provided through each session is included below.

### After-Action Review

The facilitated **After-Action Review**, held at the conclusion of the event, posed five polling questions to participants. These included multiple choice questions aimed at collecting anonymous feedback on the general delivery of the event as well as the major takeaways. Detailed results from the **After-Action Review** can be found in **Appendix B: After-Action Review**.

*Table 3: Key Insights from the After-Action Review*

- 56% of respondents indicated their number one priority following the event would be to **revisit their existing plans, procedures, and policies**
- 58% of participants believed that the **opportunity to network with their peers in the higher education community** is one of the most valuable aspects of the National event.
- 82% of participants believed that there should be **an increase in the focus on workshops** during the event to facilitate a more informative experience
- 77% of participants realized in the wake of the TTX that they have the **most work to do in the Recovery phase** of resilience

### Participant Feedback Form

Following the event, a **Participant Feedback Form** was distributed which provided the opportunity for all participants to give candid feedback on their overall impressions of the event, in addition to their own individual takeaways and lessons learned. The information collected in these forms provides insight into how to improve the planning and execution of this event in the future. Detailed results from the **Participant Feedback Forms**, including assessments of the seminar and **TTX**, can be found in **Appendix C: Participant Feedback Forms**.

*Table 4: Key Insights from the Seminar Assessment*

- 92% of participants thought **speakers & presentations were relevant to their institution**
- 88% of participants believed the **speakers were engaging and informative**
- 89% of participants said that **the speakers/presentations helped them gain better understanding** of how to prepare for, respond to, and recover from an incident
- 85% of participants believed that the **workshops & plenary speakers helped them better understand** how to handle an active shooter incident at their institution



## 2016 National Seminar and Tabletop Exercise Summary Report

*Table 5: Key Insights from the Exercise Assessment*

▪ 96% of participants said that the <b>exercise scenario was plausible and realistic</b>
▪ 92% of participants believed that <b>the use of handheld polling devices</b> added to the effectiveness of the exercise
▪ 89% of participants said that the exercise <b>increased their understanding of resources and capabilities</b> to address an active shooter incident
▪ 86% of participants said that the exercise <b>increased their understanding on how to address</b> an active shooter situation at their institution

### Virtual Session

Hosted by OAE, in partnership with FEMA NED and ICPD, on January 25, 2017, the **Virtual Session** aimed to assess the overall effectiveness and success of the **2016 National Seminar and Tabletop Exercise for Institutions of Higher Education** in helping colleges and universities take the necessary steps to improve resilience on their respective campuses. The event was open to all participants from the 2016 event and engaged approximately 60 participants present at the National event. Detailed results from the **Virtual Session** can be found in **Appendix D: Virtual Session**.

*Table 6: Key Insights from the Virtual Session*

▪ 82% of participants said the event provided them with <b>valuable federal resources or contacts</b>
▪ 67% of participants indicated that the 2016 National event provided them with <b>valuable non-federal resources or contacts</b> , including other institutions and associations
▪ 89% of participants indicated that the <b>workshops provided them with valuable resources, contacts, or insights</b> for building resilience
▪ 54% of participants said that the TTX had <b>challenged their campus resilience coordination</b> in a way in which they had not previously been challenged
▪ 91% of participants <b>intend to write new policies or procedures, engage new partners, or build awareness</b> on their campus on issues related to campus violence
▪ 97% of participants <b>hope to attend another CR Program Series event</b> in the future



## APPENDIX A: SEMINAR DETAILS

Day one of the **2016 National Seminar and Tabletop Exercise for Institutions of Higher Education** consisted of a seminar, which included a series of workshops, a panel of senior campus administrators, and relevant speakers to the topic of campus violence, including active shooters and other threats. Below are the descriptions of the workshops and the description of the panel the 2016 National event.

### Workshops

Included below is the title of each workshop session, the sponsoring institution or organization which presented the session, and a brief description of the workshop:

#### **Mass Events: Getting Ready for the Republican National Convention**

*Cleveland State University Police Department*

Mass events, including and especially those involving political and social topics, can be difficult tasks for colleges and universities to take on. Appropriate and informed planning for large scale events can be especially trying, and law enforcement needs to build up a strategy for handling the situation. This workshop will discuss Cleveland State University Police Department's pre-event planning, activities, and strategies during the Republican National Convention in Cleveland.

#### **Responding to the Wisconsin Statehouse Protests**

*International Association of Campus Law Enforcement Administrators*

When Governor Scott Walker eliminated public unions, the reaction was swift and negative. For 30 days, the Wisconsin State Capitol faced some of the largest protests in its history with crowds of over 100,000 people. Day in and day out the first amendment was on display as teachers, police officers, firefighters, snowplow drivers and every other type of public employee headed to the Capitol to voice their dissent.

This session will discuss what it takes to bring together different law enforcement agencies amid swirling politics to protect civil rights and keep the government functioning during a takeover of the state's Capitol. Using a modified ICS structure the challenges and lessons learned will be covered in this session.

#### **Promising Practices in Coordinated First Response for Police, Fire, and EMS**

*University of Notre Dame*

Preparedness for response to active shooter/violence on campus has evolved significantly through the years. In the public safety realm, among the most important aspects of response is a coordinated and unified approach by police and fire/EMS with an emphasis on forward-EMS services to save lives. This workshop will describe relationship building, planning and joint training on and off campus by police, fire and EMS highlighting the evolution of public safety entities' collaborative approach to training, drills and full-scaled exercises. The workshop also will share how the exercises by public safety dovetail with functional exercises and table top exercises for non-public safety university personnel in response to campus violence with emphasis on managing the university's response and continuity of operations (e.g. crisis communication, reunification and family/victim assistance/information center, etc.).



### **Just in Time Mutual-Aid: Responding to a Campus Shooting**

*University of Oregon*

The session provides lessons learned from the campus shooting at Umpqua Community College (UCC) and how fast action and mutual-aid between the University of Oregon, Lane Community College and UCC assisted the campus in response to and recovery from the tragedy. The session will focus on what every campus needs to know when faced with campus trauma and an event that overwhelms your institution's resources. We will focus special attention on recovery—what it takes to restart a college after a traumatic event and regain momentum and commitment to student success, completion, and equity. This session will include: determining the need for an incident commander or incident management team; identifying national experts on public campus safety; managing intense national and international media presence; and utilizing community relationships and support productively. Additionally, the session will highlight the new Intercollegiate Mutual-Aid Agreement coordinated by the Disaster Resilient Universities Network and the International Association of Emergency Managers – Universities and Colleges Caucus.

### **Introduction to Access & Functional Needs: A Discussion of Including Everyone in Planning for, Responding to, and Recovering from Crisis Events**

*Federal Emergency Management Agency, Emergency Management Institute*

The purpose of this workshop is to increase awareness and understanding of the need for full inclusion of students, faculty, staff, and other campus stakeholders who are people with disabilities, and people with access or functional needs. The workshop provides an overview of disabilities, access and functional needs and explains how emergency management, law enforcement, and higher education staff can apply inclusive practices in their crisis assignments.

### **The Role of Communication in Preparing, Responding, and Recovering**

*Purdue University*

When a crisis occurs on campus, response mechanisms, including communications, are stretched thin, especially in the current era of immediacy with social media and the blurring of "traditional" and "new" media. Developing and implementing an effective crisis response is not just about having a message - it's about having the relationships and team in place to help ensure messages are communicated in a way that are as effective and timely as possible. Representatives from Purdue will discuss how the university worked to respond to one such crisis through the response and recovery phases and how it works to prepare for such events.

### **ReadyCampus: A National Model for Campus Resiliency**

*Federal Emergency Management Agency, Regions V & VII*

ReadyCampus was developed by FEMA Region VII as a student-focused emergency preparedness program incorporating current research on individual preparedness and lessons learned from case studies of higher education institutions impacted by disasters. The workshop will present the design and development of the program, highlight success stories, discuss options for customization and expansion of the program, and provide a look ahead to future developments.

### **Utilizing Today's Technology to Prepare for the Event of an Active Shooter on Your Campus**

*Augustana College & GUARD 911*

The realization in today's society is that we must embrace new technology with respect to active shooter incidents. Augustana College is recognized by the state of Illinois as a 'Ready to Respond



## 2016 National Seminar and Tabletop Exercise Summary Report

Campus.’ As such, Augustana has, through a pilot program, enhanced their emergency preparedness for an active shooter event through the collaboration of local resources and the utilization of ‘GUARD911’, a nationally recognized smartphone application for responding to active shooters.

### **FBI and Campus Law Enforcement: Active Shooter on Campus— “The Coming Storm”**

#### *FBI—Active Shooter Unit*

This workshop describes the development of the FBI’s role in all aspects of preparation, prevention, response and recovery from active shooter events (Power Point and lecture, 15-20 minutes). The presentation culminates in a screening of The Coming Storm active shooter preparedness video, which is a dramatic representation of an active shooter event on a college campus that highlights the necessary elements that need to be addressed when preparing for and responding to such a devastating event (DVD, 41 minutes).

### **Overview of FEMA National Exercise Program**

#### *Federal Emergency Management Agency*

The purpose of this brief is to discuss the National Exercise Program (NEP). The NEP is the principal exercise mechanism for examining preparedness and measuring readiness across the nation. The NEP provides a mechanism for states, local jurisdictions, tribes, territories, academic institutions, non-profit nonprofit organizations, and other whole community to receive support to develop and deliver exercises that address national security concerns.

### **Assessing Risks and Coordinating Security at Special Events**

#### *U.S. Department of Homeland Security, Special Events Program*

From college football games to commencement ceremonies, large public gatherings continue to be attractive targets for attacks. The Department of Homeland Security (DHS) has a system to assess the risk of special events in the U.S., and by the time this seminar ends, participants will have a greater understanding of how their own planning efforts may be informed by DHS’s process.

## **Panel**

### **Prepare, Respond, Recover: Senior Leadership in A Crisis**

#### *Hosted by the Federal Emergency Management Agency, National Preparedness Directorate*

An on-campus or campus-related incident is not simply the concern of just one department or office of a college or university; rather, preparing for, responding to, and recovering from incidents of campus violence is the undertaking of an entire administration. These efforts can be initiated by the president or chancellor of an institution, but those who lead the on-the-ground operations—in crisis communications and public relations, law enforcement and first response, and operational resiliency and emergency management—are tasked with managing how resilient an institution really will be if and when an incident occurs. Our panel, “**Prepare, Respond, Recover: Senior Leadership in A Crisis,**” will explore how colleges and universities can build resiliency through coordinated response, strategic leadership, and emergency planning.

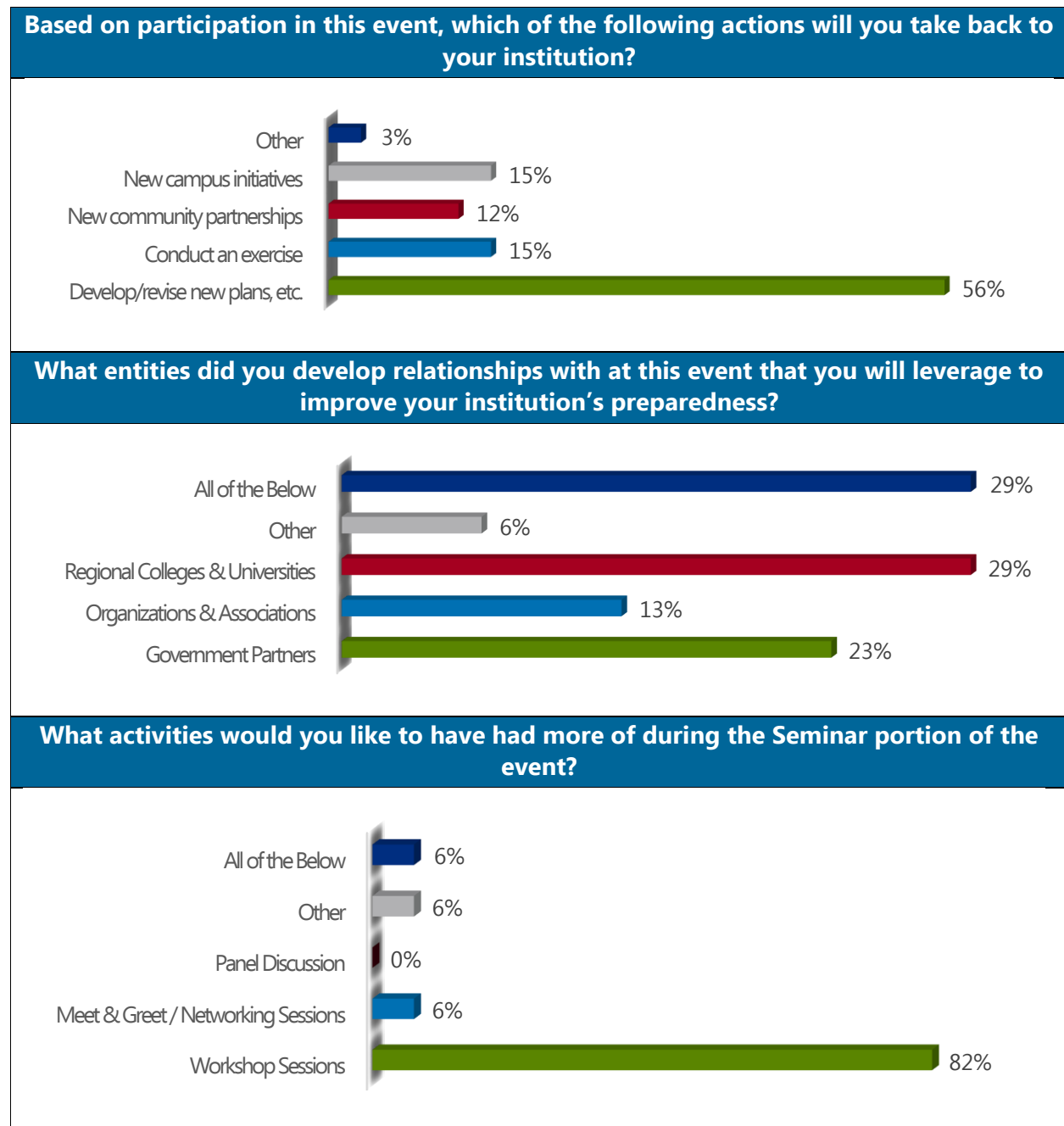


## APPENDIX B: AFTER-ACTION REVIEW

At the conclusion of the event, the event team facilitated an **After-Action Review** with participants. This review included multiple choice questions aimed at collecting anonymous feedback on the general delivery of the event as well as the major takeaways.

**Table 7: After-Action Review Results** below shows the results of this session, and insights gained from the data will be incorporated into the planning of future events.

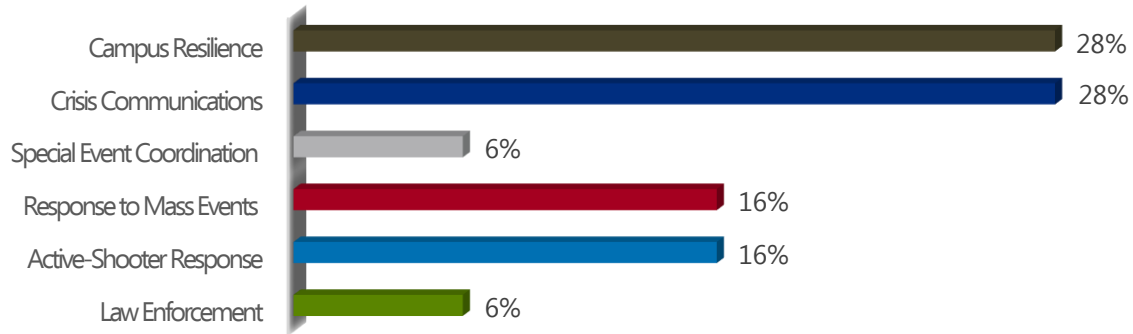
*Table 7: After-Action Review Results*





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### What workshop topics did you find most relevant to your institution?



### Based on the results of this exercise, which areas present the biggest opportunities for improvement in terms of capabilities at your institution?







## APPENDIX C: PARTICIPANT FEEDBACK FORMS

Following the event, a **Participant Feedback Form** was distributed which provided the opportunity for all participants to give candid feedback on their overall impressions of the event, in addition to their own individual takeaways and lessons learned. The information collected in these forms provides insight into how the planning and execution of this event can be improved in the future.

The following sections provide a summary of feedback and comments provided.

### Seminar Assessment

In this section, participants were asked to provide an overall assessment of the seminar portion of the event relative to seven statements, and to rate them on a one-to-five scale. Low scores indicate the participant strongly did not agree with the statement while high scores indicate that the participant strongly agreed. **Table 8: Seminar Assessment Feedback** below documents the mean response score as well as the distribution of scores for each of the seven statements.

**Table 8: Seminar Assessment Feedback**

Assessment Factor	Distribution												
The speakers and presentations aligned with the overall topic of the event.	<p>A bar chart showing the distribution of responses for the statement 'The speakers and presentations aligned with the overall topic of the event.' The x-axis represents the response categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The y-axis represents the percentage of responses. The bars are colored: Strongly Disagree (red, 0%), Disagree (yellow, 2%), Neutral (grey, 4%), Agree (blue, 36%), and Strongly Agree (green, 58%).</p> <table border="1"> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>2%</td> </tr> <tr> <td>Neutral</td> <td>4%</td> </tr> <tr> <td>Agree</td> <td>36%</td> </tr> <tr> <td>Strongly Agree</td> <td>58%</td> </tr> </tbody> </table>	Response Category	Percentage	Strongly Disagree	0%	Disagree	2%	Neutral	4%	Agree	36%	Strongly Agree	58%
Response Category	Percentage												
Strongly Disagree	0%												
Disagree	2%												
Neutral	4%												
Agree	36%												
Strongly Agree	58%												
The speakers and presentations were relevant to my institution.	<p>A bar chart showing the distribution of responses for the statement 'The speakers and presentations were relevant to my institution.' The x-axis represents the response categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The y-axis represents the percentage of responses. The bars are colored: Strongly Disagree (red, 0%), Disagree (yellow, 2%), Neutral (grey, 7%), Agree (blue, 51%), and Strongly Agree (green, 41%).</p> <table border="1"> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>2%</td> </tr> <tr> <td>Neutral</td> <td>7%</td> </tr> <tr> <td>Agree</td> <td>51%</td> </tr> <tr> <td>Strongly Agree</td> <td>41%</td> </tr> </tbody> </table>	Response Category	Percentage	Strongly Disagree	0%	Disagree	2%	Neutral	7%	Agree	51%	Strongly Agree	41%
Response Category	Percentage												
Strongly Disagree	0%												
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Neutral	7%												
Agree	51%												
Strongly Agree	41%												
The speakers and presentations were engaging.	<p>A bar chart showing the distribution of responses for the statement 'The speakers and presentations were engaging.' The x-axis represents the response categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The y-axis represents the percentage of responses. The bars are colored: Strongly Disagree (red, 1%), Disagree (yellow, 1%), Neutral (grey, 10%), Agree (blue, 50%), and Strongly Agree (green, 38%).</p> <table border="1"> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>10%</td> </tr> <tr> <td>Agree</td> <td>50%</td> </tr> <tr> <td>Strongly Agree</td> <td>38%</td> </tr> </tbody> </table>	Response Category	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	10%	Agree	50%	Strongly Agree	38%
Response Category	Percentage												
Strongly Disagree	1%												
Disagree	1%												
Neutral	10%												
Agree	50%												
Strongly Agree	38%												



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Assessment Factor	Distribution												
The duration of the workshops was appropriate.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1%</td> </tr> <tr> <td>Disagree</td> <td>5%</td> </tr> <tr> <td>Neutral</td> <td>10%</td> </tr> <tr> <td>Agree</td> <td>37%</td> </tr> <tr> <td>Strongly Agree</td> <td>47%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	5%	Neutral	10%	Agree	37%	Strongly Agree	47%
Response	Percentage												
Strongly Disagree	1%												
Disagree	5%												
Neutral	10%												
Agree	37%												
Strongly Agree	47%												
The workshop registration process was simple and easy to understand.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1%</td> </tr> <tr> <td>Disagree</td> <td>5%</td> </tr> <tr> <td>Neutral</td> <td>10%</td> </tr> <tr> <td>Agree</td> <td>34%</td> </tr> <tr> <td>Strongly Agree</td> <td>49%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	5%	Neutral	10%	Agree	34%	Strongly Agree	49%
Response	Percentage												
Strongly Disagree	1%												
Disagree	5%												
Neutral	10%												
Agree	34%												
Strongly Agree	49%												
The speakers and presentations helped me gain a better understanding of the preparedness, response, and recovery actions my institution should implement when considering an active shooter threat.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>6%</td> </tr> <tr> <td>Agree</td> <td>47%</td> </tr> <tr> <td>Strongly Agree</td> <td>44%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	1%	Neutral	6%	Agree	47%	Strongly Agree	44%
Response	Percentage												
Strongly Disagree	2%												
Disagree	1%												
Neutral	6%												
Agree	47%												
Strongly Agree	44%												
Overall, the seminar helped me to better understand how to handle an active shooter incident at my institution.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>3%</td> </tr> <tr> <td>Neutral</td> <td>12%</td> </tr> <tr> <td>Agree</td> <td>42%</td> </tr> <tr> <td>Strongly Agree</td> <td>42%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	3%	Neutral	12%	Agree	42%	Strongly Agree	42%
Response	Percentage												
Strongly Disagree	0%												
Disagree	3%												
Neutral	12%												
Agree	42%												
Strongly Agree	42%												

### Exercise Assessment

In this section, participants were asked to provide an overall assessment of the exercise portion of the event relative to eight statements, and to rate them on a one-to-five scale. Similar to the previous section, low scores indicate the participant strongly did not agree with the statement while high scores indicate that the participant strongly agreed. **Table 9: Exercise Assessment Feedback** documents the distribution for each of the statements.



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Table 9: Exercise Assessment Feedback

Assessment Factor	Distribution												
Pre-exercise information and documentation were relevant and easy to understand and helped me prepare to participate in exercise discussions.	<table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Disagree</td><td>1%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Neutral</td><td>8%</td></tr><tr><td>Agree</td><td>51%</td></tr><tr><td>Strongly Agree</td><td>35%</td></tr></tbody></table>	Response	Percentage	Strongly Disagree	1%	Disagree	5%	Neutral	8%	Agree	51%	Strongly Agree	35%
Response	Percentage												
Strongly Disagree	1%												
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Neutral	8%												
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Strongly Agree	35%												
The exercise scenario was plausible and realistic.	<table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Disagree</td><td>1%</td></tr><tr><td>Disagree</td><td>1%</td></tr><tr><td>Neutral</td><td>2%</td></tr><tr><td>Agree</td><td>42%</td></tr><tr><td>Strongly Agree</td><td>54%</td></tr></tbody></table>	Response	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	2%	Agree	42%	Strongly Agree	54%
Response	Percentage												
Strongly Disagree	1%												
Disagree	1%												
Neutral	2%												
Agree	42%												
Strongly Agree	54%												
The exercise facilitator and moderator engaged participants and helped guide meaningful discussions.	<table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Disagree</td><td>2%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Neutral</td><td>2%</td></tr><tr><td>Agree</td><td>37%</td></tr><tr><td>Strongly Agree</td><td>58%</td></tr></tbody></table>	Response	Percentage	Strongly Disagree	2%	Disagree	0%	Neutral	2%	Agree	37%	Strongly Agree	58%
Response	Percentage												
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Neutral	2%												
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The use of handheld polling devices successfully provided the opportunity for all participants to be actively involved in the exercise.	<table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Disagree</td><td>2%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Neutral</td><td>6%</td></tr><tr><td>Agree</td><td>27%</td></tr><tr><td>Strongly Agree</td><td>65%</td></tr></tbody></table>	Response	Percentage	Strongly Disagree	2%	Disagree	0%	Neutral	6%	Agree	27%	Strongly Agree	65%
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Assessment Factor	Distribution												
Exercise discussion topics were relevant to my institution and encouraged someone with my level of training and experience to participate.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>5%</td> </tr> <tr> <td>Agree</td> <td>49%</td> </tr> <tr> <td>Strongly Agree</td> <td>43%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	1%	Neutral	5%	Agree	49%	Strongly Agree	43%
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Disagree	1%												
Neutral	5%												
Agree	49%												
Strongly Agree	43%												
The exercise increased my under-standing of the resources and capabilities available to prepare for, respond to, and recover from an active shooter incident.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>8%</td> </tr> <tr> <td>Agree</td> <td>44%</td> </tr> <tr> <td>Strongly Agree</td> <td>45%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	1%	Neutral	8%	Agree	44%	Strongly Agree	45%
Response	Percentage												
Strongly Disagree	2%												
Disagree	1%												
Neutral	8%												
Agree	44%												
Strongly Agree	45%												
The exercise lasted for an appropriate length of time.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>15%</td> </tr> <tr> <td>Agree</td> <td>38%</td> </tr> <tr> <td>Strongly Agree</td> <td>45%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	15%	Agree	38%	Strongly Agree	45%
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Overall the exercise helped me to better understand how to handle an active shooter incident at my institution.	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>11%</td> </tr> <tr> <td>Agree</td> <td>44%</td> </tr> <tr> <td>Strongly Agree</td> <td>41%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	1%	Neutral	11%	Agree	44%	Strongly Agree	41%
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Disagree	1%												
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Agree	44%												
Strongly Agree	41%												

### Action Items and Next Steps

Participants were asked to list any action items and next steps they plan to implement at their institution following this event. Common action items identified include:

- **Reviewing plans, policies, and procedures** which inform the resilience stages of an active shooter incident, and testing those new plans as needed



## 2016 National Seminar and Tabletop Exercise Summary Report

- Holding training sessions and discussions for **campus leadership, responders, faculty, and students**
- Improving **operational communications methods** and community alert procedures
- Focusing planning efforts on the **recovery stage of incident management**, specifically regarding the **ability to handle mass casualties**, as well as family reunification efforts

### Potential Challenges

In addition to listing action items and next steps, participants were asked to identify any potential challenges they may expect when implementing those actions on their respective campuses. Common potential challenges identified include:

- **Lack of buy-in from institutional leadership**
- Absence or shortcomings in terms of an institutional **culture towards improving resiliency**
- **Insufficient resources** and funding for the improvement of preparedness efforts
- **Time constraints** for leadership and other key personnel

### Topics to Address at Future Events

Participants were also asked to list any topics or issues they would like to see discussed at future events. Common suggestions include:

- The **dangers of social media** as it pertains to false reporting during and after an incident
- How to prepare for, respond to, and recover from a **hostage situation on campus**
- Pandemics, infectious diseases, and other **public health crises** on campus
- **Coordinating communications** between responders in urban areas
- The role of **drones in emergency management**
- How to **develop key messaging** during and after a crisis situation
- The **threat of terrorism** to institutions of higher education

### Recommendations and Additional Comments

In the last section, participants were asked to provide any recommendations or additional comments on how the event could be improved in the future. Specifically, this section asked participants to identify how the event could be more useful and/or relevant their respective college or university. Common recommendations provided include:

- Participants would like to have a **greater emphasis on the recovery phase** of an incident.
- Participants expressed that institutions **should not only be divided by size and region, but by type**. Examples of this include separating rural and urban schools, and separating community colleges from four-year institutions.
- Participants requested that **breakout sessions be more hands-on and role oriented**, to better simulate an actual active shooter situation.
- Participants requested that speakers spend less time sharing personal stories, and **more time explaining best practices** when handling an active shooter situation.



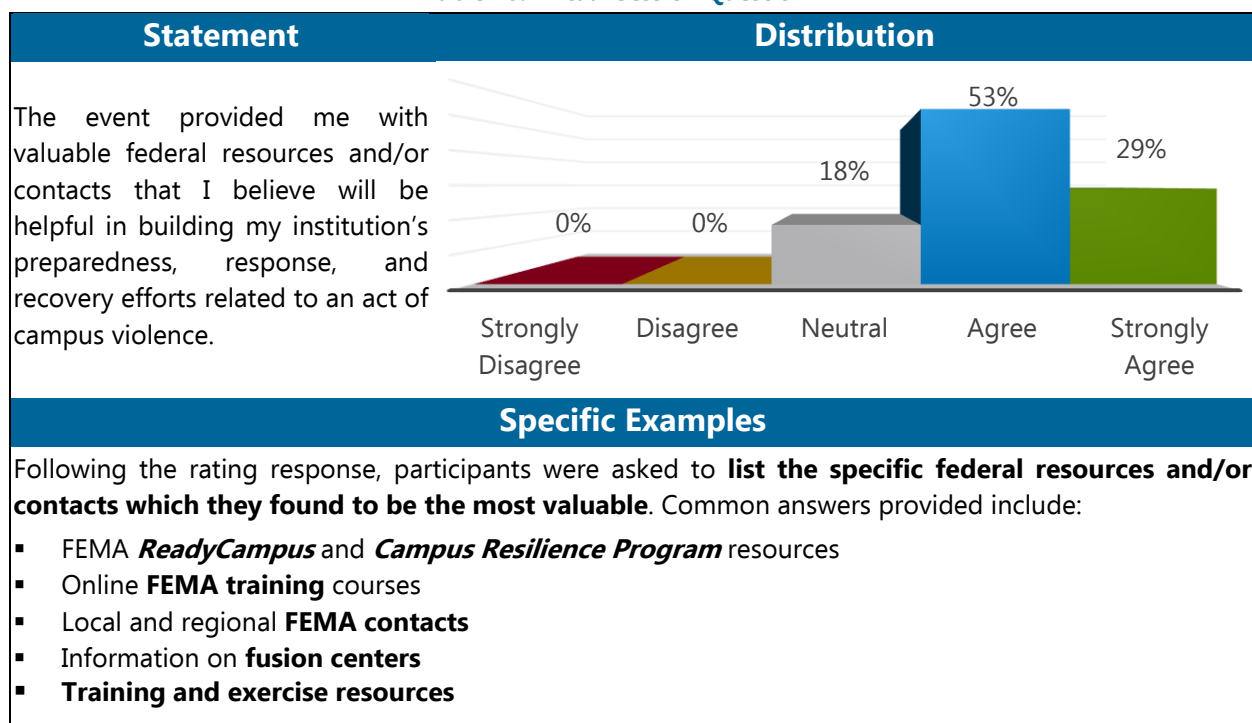
## APPENDIX D: VIRTUAL SESSION

### Virtual Session Bar Graphs & Participant Responses

Information extracted from answers to the Virtual Session questions are represented in bar graphs as well as a bulleted list below each question. The takeaways from the **Virtual Session** were drawn from answers that participants provided to a series of questions presented via *Adobe Connect*. For each question, participants provided two types of answers: a rating ranging from *Strongly Agree* to *Strongly Disagree* in response to a statement, as well as a free-form text answer in response to an open-ended question.

### Virtual Session Results

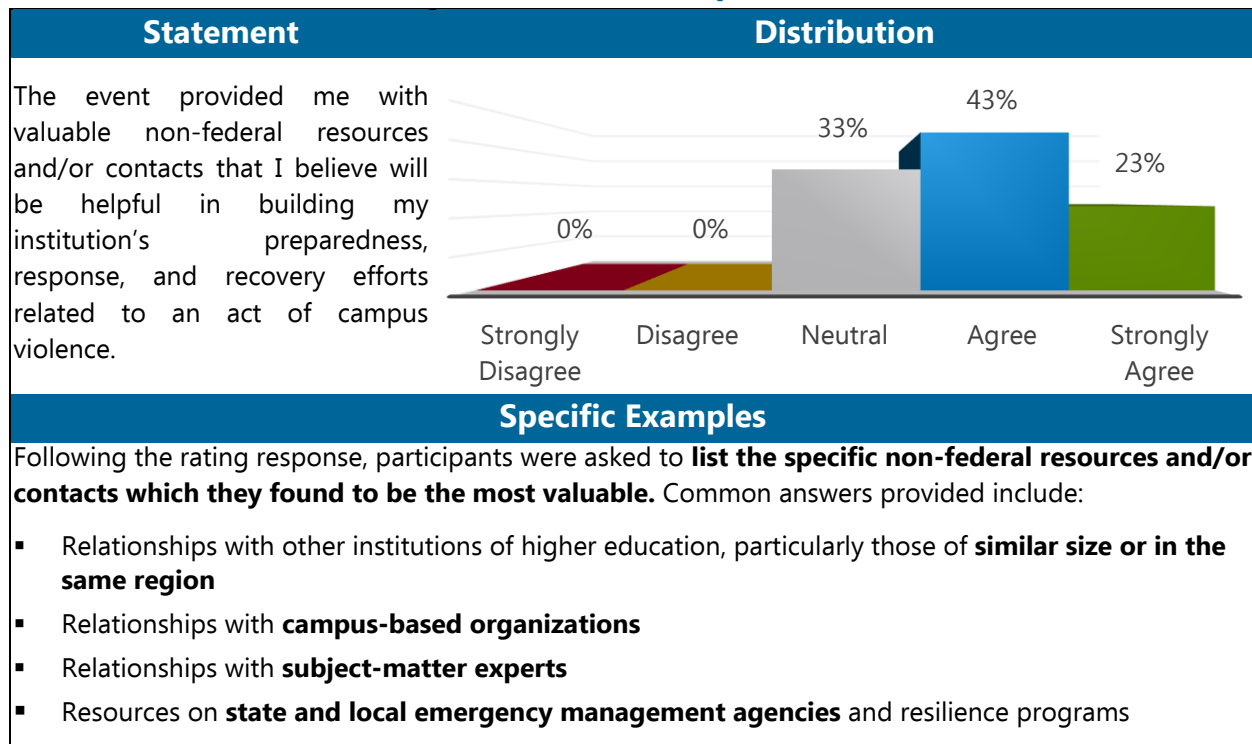
Table 10: Virtual Session Question #1



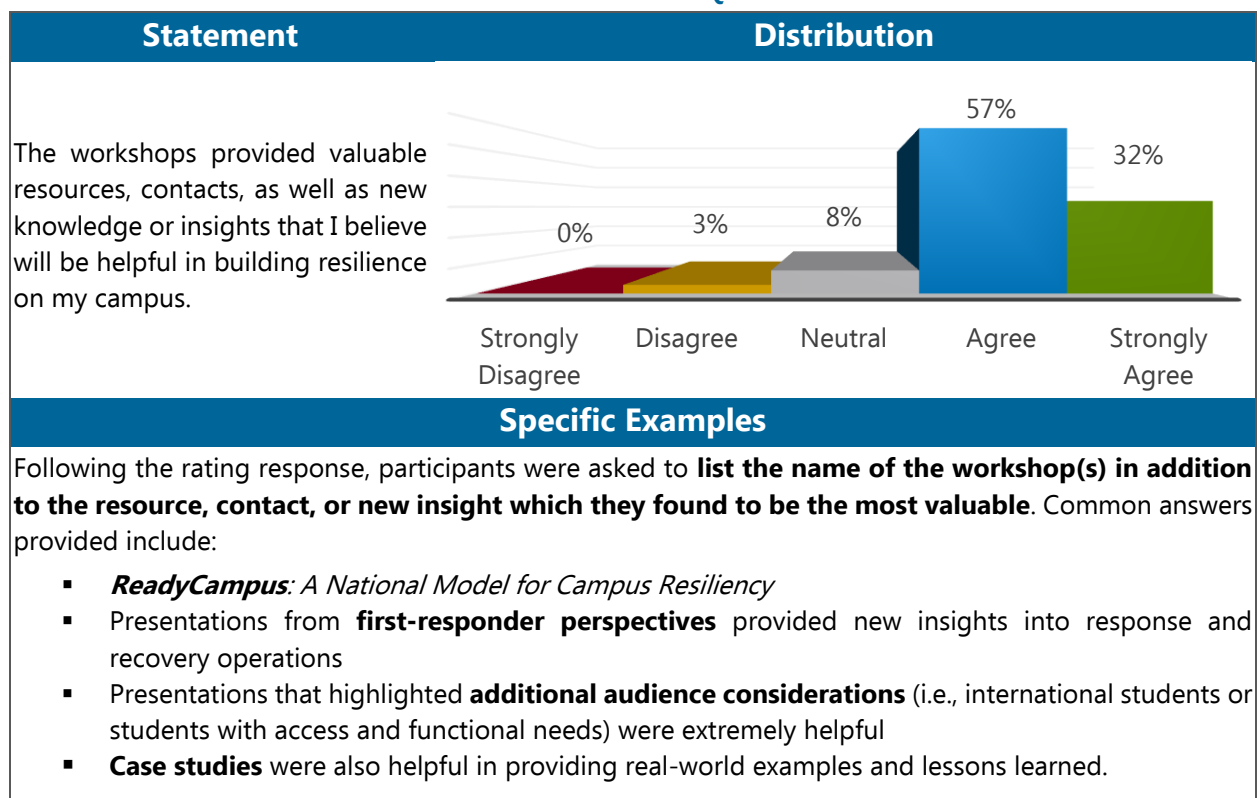


## 2016 National Seminar and Tabletop Exercise Summary Report

**Table 11: Virtual Session Question #2**



**Table 12: Virtual Session Question #3**







## 2016 National Seminar and Tabletop Exercise Summary Report

Table 13: Virtual Session Question #4

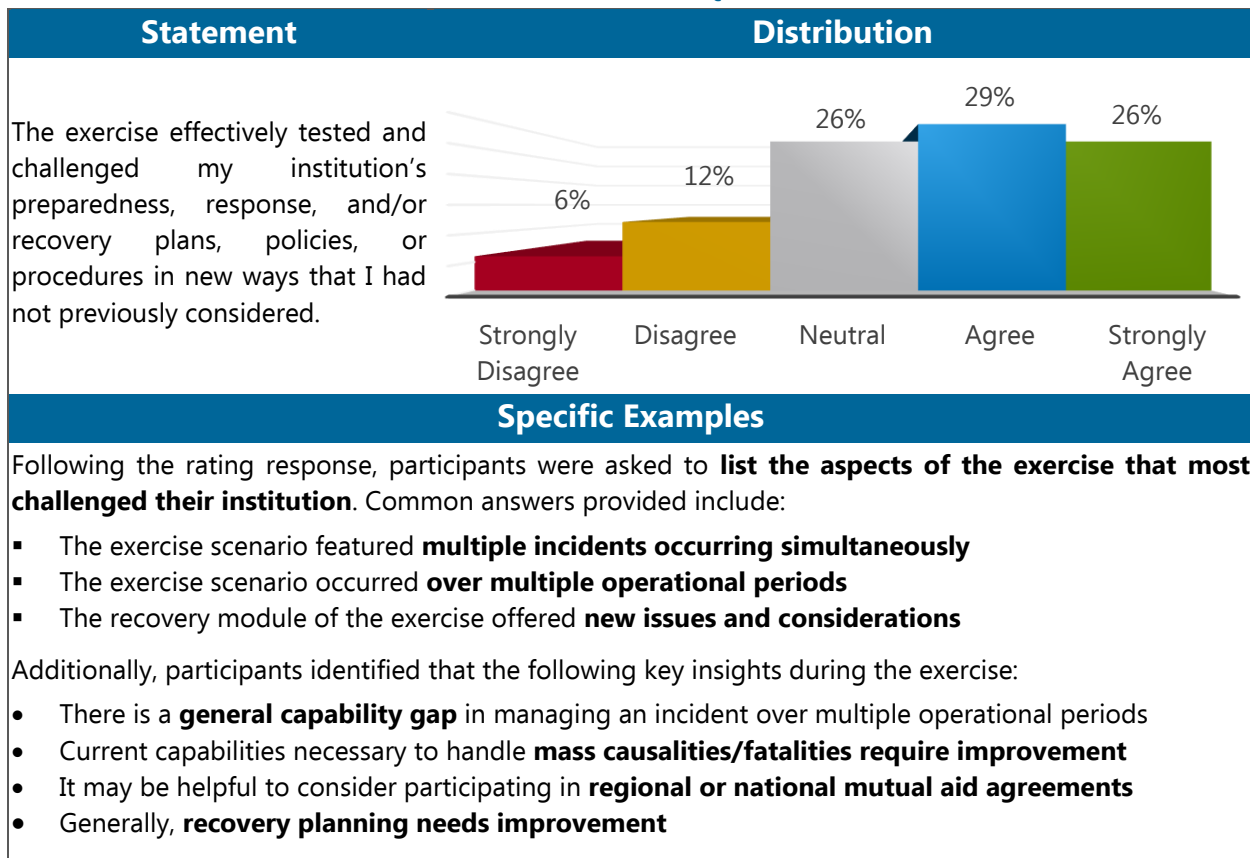
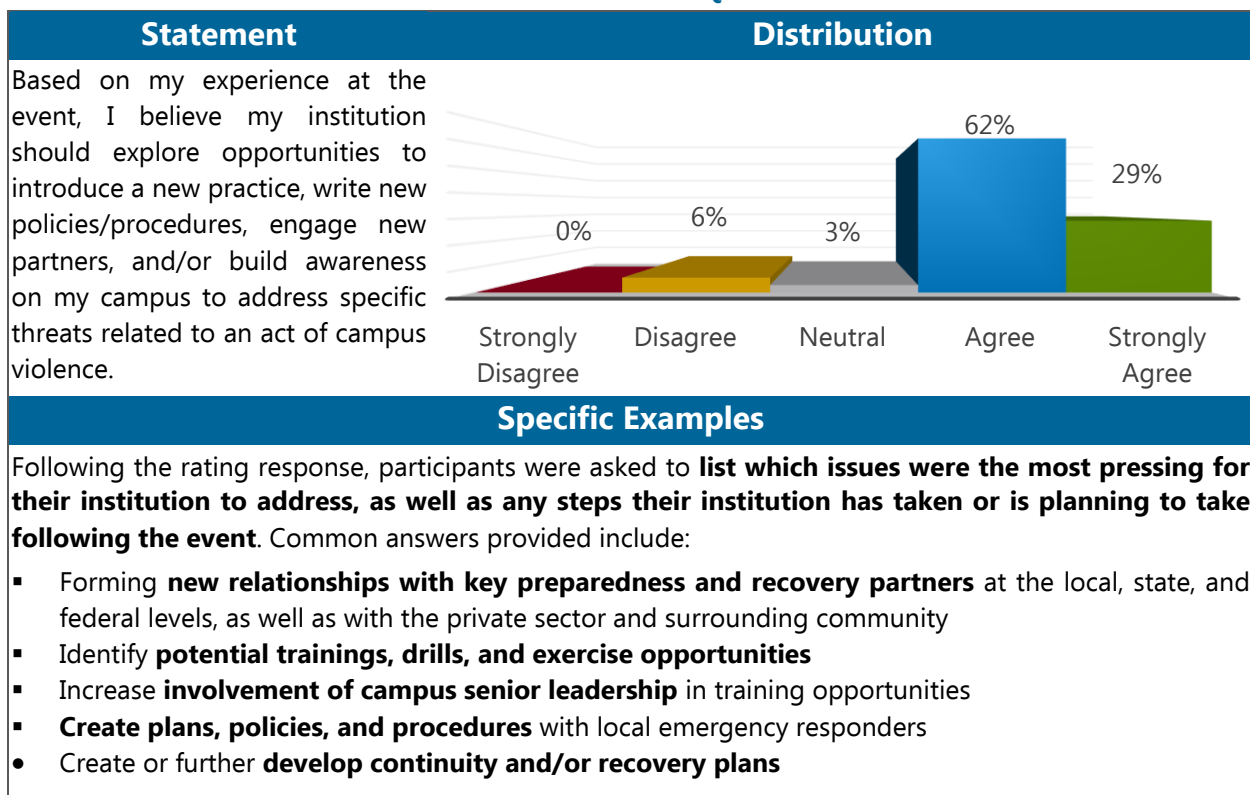


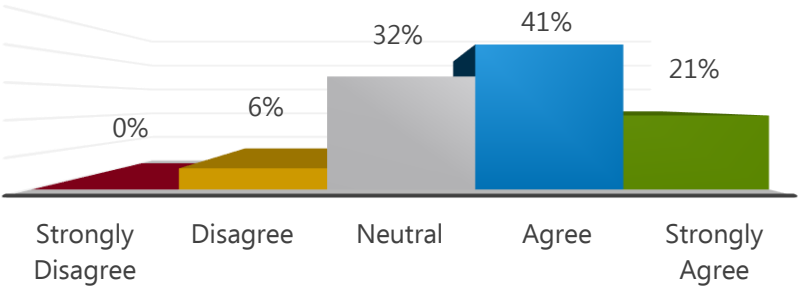
Table 14: Virtual Session Question #5





## 2016 National Seminar and Tabletop Exercise Summary Report

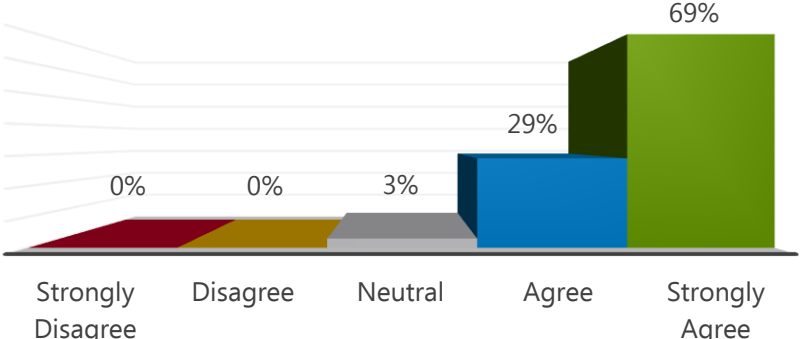
*Table 15: Virtual Session Question #6*

Statement	Distribution												
Based on my experience at the event, I feel prepared with the necessary resources and/or guidance to follow-up to implement practical improvements.	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>6%</td> </tr> <tr> <td>Neutral</td> <td>32%</td> </tr> <tr> <td>Agree</td> <td>41%</td> </tr> <tr> <td>Strongly Agree</td> <td>21%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	6%	Neutral	32%	Agree	41%	Strongly Agree	21%
Response	Percentage												
Strongly Disagree	0%												
Disagree	6%												
Neutral	32%												
Agree	41%												
Strongly Agree	21%												
Specific Examples													
<p>Following the rating response, participants were asked to <b>list which portion of the event was the most successful in preparing them to follow-up with implementing practical improvements.</b> Common answers provided include:</p> <ul style="list-style-type: none"> <li>▪ Networking opportunities with other institutions of higher education as well as organizations and associations</li> <li>▪ Facilitated discussions during the exercise portion of the event</li> </ul> <p>Participants were also asked to provide feedback on <b>how DHS improve engagement with the academic community to provide resources and guidance on how to further promote campus resilience.</b> Common recommendations and suggestions include:</p> <ul style="list-style-type: none"> <li>▪ Create a <b>DHS liaison or advisory team</b> for campus emergency planning teams</li> <li>▪ Incorporate <b>NIMS and ICS trainings</b> into future events</li> <li>▪ Increase the <b>focus on recovery operations</b> during future events</li> <li>▪ Consider conducting an <b>operations-based exercise</b> during future events</li> <li>▪ Provide <b>additional guidance</b> on how institutions could conduct an exercise on their own</li> <li>▪ Provide additional information and guidance on <b>continuity and recovery planning</b></li> <li>▪ Develop a platform for sharing <b>lessons learned and best practices</b> between institutions</li> </ul>													



## 2016 National Seminar and Tabletop Exercise Summary Report

*Table 16: Virtual Session Question #7*

Statement	Distribution												
Based on my experience at the 2016 National Seminar and Tabletop Exercise, I expect to attend another DHS Campus Resilience Program event in the future.	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>0%</td> </tr> <tr> <td>Neutral</td> <td>3%</td> </tr> <tr> <td>Agree</td> <td>29%</td> </tr> <tr> <td>Strongly Agree</td> <td>69%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	0%	Neutral	3%	Agree	29%	Strongly Agree	69%
Response	Percentage												
Strongly Disagree	0%												
Disagree	0%												
Neutral	3%												
Agree	29%												
Strongly Agree	69%												
Specific Examples													
<p>Following the rating response, participants were asked to list <b>which topics they would like to see covered during future events</b>. Common answers provided include:</p> <ul style="list-style-type: none"> <li>▪ <b>National disaster planning</b> (e.g., tornadoes, hurricanes, etc.)</li> <li>▪ <b>Hazardous material</b> spill occurring near campus</li> <li>▪ A <b>cybersecurity</b> event</li> <li>▪ Incidents where <b>social media</b> plays a major role</li> <li>▪ Significant fire resulting in an extended <b>campus-wide evacuation</b></li> </ul> <p>Additionally, participants were also asked to <b>identify ways in which this event could be improved in the future</b>. Recommendations included:</p> <ul style="list-style-type: none"> <li>▪ Increase the focus on the <b>recovery phase of an incident</b></li> <li>▪ Select a location that is more accessible to a <b>broader range of institutions</b></li> <li>▪ Conduct <b>regional events</b></li> <li>▪ Direct discussions so that they are <b>more focused on the specific issues</b> that institutions of higher education of different sizes would face</li> </ul>													

## APPENDIX E: CAMPUS RESILIENCE RESOURCES

For the most up-to-date information, resources, and links, access the  
DHS Academic Resource Catalog

This section provides a list of resources associated with campus resilience. These resources may be helpful in providing the academic community with information and guidance as well as lessons learned and best practices related to emergency preparedness, training and exercises, and building resilience in the context of institutions of higher education.

Any additional requests for information should be directed to the Department of Homeland Security Office of Academic Engagement at: [AcademicEngagement@hq.dhs.gov](mailto:AcademicEngagement@hq.dhs.gov).

### Emergency Preparedness Resources

**CERT Programs.** The CERT programs focus on disaster preparedness and training in basic disaster response skills such as fire safety, light search and rescue, team organization, and disaster medical operations. Using the training learned in the classroom and during exercises, CERT members can assist others in their neighborhood or workplace following an event when professional responders are not immediately available to help. CERT members are encouraged to support emergency response agencies by taking a more active role in preparedness projects in their communities. For more information, visit: <https://www.fema.gov/community-emergency-response-teams>.

**Protective Security Advisor (PSA) Program.** DHS provides local critical infrastructure protection support and guidance for academic institutions through the PSA Program. PSAs serve as local DHS representatives for security officers at schools and institutions of higher education, and coordinate requests for training and grants. PSAs also conduct specialized security assessments of school facilities that assist schools in identifying potential security vulnerabilities and risks. For more information, visit: <http://www.dhs.gov/protective-security-advisors>.

**Science and Technology Directorate's (S&T) First Responder Communities of Practice.** The S&T First Responder Communities of Practice is a professional networking, collaboration, and communication platform created by DHS's S&T to support improved collaboration and information sharing amongst the nation's First Responders and other federal, state, local, tribal and territorial governments and private sector stakeholders supporting homeland security efforts. This vetted community of members focuses on emergency preparedness, response, recovery and other homeland security issues. For more information, visit: <https://communities.firstresponder.gov/web/guest;jsessionid=D50CF79D14F5037D431C59C039D56172.w4>.

**Student Tools for Emergency Planning (STEP).** The STEP Program was designed by teachers and is sponsored by a state's Emergency Management Agency and FEMA. The program provides students and their families with concrete strategies to prepare for and deal with various emergencies. For more information, visit: <http://www.fema.gov/student-tools-emergency-planning-step>.



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**United States Computer Emergency Readiness Team (US-CERT).** US-CERT provides publications, alerts and tips, and resources about cybersecurity and cyber threats. For more information, visit: <http://www.us-cert.gov/>.

### Exercise & Training Resources

**FEMA EMI.** EMI provides two training courses for institutions of higher education. The [L0363 Multi-Hazard Emergency Planning for Higher Education](#) is a three-day exercise-based course which provides colleges and universities with knowledge and planning strategies to better protect lives, property, and operations more effectively and efficiently within the context of comprehensive emergency management. The [G0367 Emergency Planning for Campus Executives](#) is a two-hour seminar that provides institutions of higher education executives with insights into multi-hazard emergency planning and their role in protecting lives, property and operations. For more information on EMI courses, visit: <http://training.fema.gov/hiedu/aemrc/eplanning/>.

**Tabletop and Emergency Planning Exercises.** FEMA offers free, downloadable tabletop and emergency planning exercises and presentations for the private sector, including academic institutions. The exercises are designed to help organizations such as institutions of higher education test emergency situations, such as a natural or man-made disaster, evaluate the ability to coordinate, and test readiness to respond. For more information, visit: <http://www.fema.gov/emergency-planning-exercises>.

### Resilience Planning Resources

**Academia and Resilience Web Page.** FEMA's Academia and Resilience web page provides tools, resources, program guides, and training information for campus emergency managers, faculty, and students. For more information, visit: <http://www.fema.gov/academia-resilience>.

**America's PrepareAthon!** America's PrepareAthon! is a grassroots campaign for action to increase community preparedness and resilience. Join others around the country to practice your preparedness! For more information, visit: <http://community.fema.gov/>.

**Building a Disaster-Resistant University.** *Building a Disaster-Resistant University* is a how-to guide and distillation of the experiences of six universities and colleges that have been working to become disaster-resistant. The guide provides basic information designed for institutions just getting started, as well as ideas, suggestions, and practical experiences for institutions that have already begun to take steps to becoming more disaster-resistant. For more information, visit: <http://www.fema.gov/media-library/assets/documents/2288>.

**DHS Campus Resilience Program.** The DHS Campus Resilience Program was created upon a recommendation from the HSAAC, and is a DHS collaborative initiative that involves the Departments of Education, Justice, and State. Within DHS, the program is sponsored by FEMA, ICE SEVP, and OAE. The program builds upon best practices, lessons learned and resources already developed to make U.S. colleges and universities more resilient, while also promoting FEMA's Whole Community approach to resilience planning. As part of the program, DHS developed CaRES, a web-enabled tool that guides users at institutions of higher education through a resilience planning process. For more information, contact: [AcademicEngagement@hq.dhs.gov](mailto:AcademicEngagement@hq.dhs.gov).



## 2016 National Seminar and Tabletop Exercise Summary Report

**Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education.** This guide provides guidance to institutions of higher education on best practices for taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. The guide aligns and builds upon years of emergency planning work by the Federal Government and is a joint product of DHS, DOJ, Ed, and Department of Health and Human Services (HHS). Institutions of higher education can use the guide to create and/or revise existing emergency operations plans. For more information, visit: [http://www.fema.gov/media-library-data/20130726-1922-25045-3638/remis\\_ihe\\_guide.pdf](http://www.fema.gov/media-library-data/20130726-1922-25045-3638/remis_ihe_guide.pdf).

**National Tabletop Exercise for Institutions of Higher Education Series.** Sponsored by FEMA and OAE, this series of national tabletop exercises was designed in collaboration with academia and interagency planners to test and enhance campus resilience. The tabletop exercise promotes the all-hazard *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* and provides insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with a disruptive campus event. For more information, visit: <http://www.dhs.gov/nttx>.

### Law Enforcement Resources

**Active Shooter Preparedness.** DHS offers a comprehensive Active Shooter Preparedness web portal, which contains courses, materials, and workshops for a variety of stakeholders, including the academic community. The portal features a webinar specifically for security officers at K-12 schools, which offers guidance on conducting security assessments of school facilities. For more information, visit: <http://www.dhs.gov/active-shooter-preparedness>.

**Consular Notification and Access.** The Department of State offers instructions and guidance relating to the obligations of federal, state, and local government officials to provide information to foreign consular officers and to permit foreign consular officers to assist their nationals in the United States. It focuses on the obligations of consular notification and access that pertain to the arrest and detention of foreign nationals; the appointment of guardians for minor and adult foreign nationals; deaths and serious injuries of foreign nationals; and wrecks or crashes of foreign ships or aircraft on U.S. territory. For more information, visit: <https://travel.state.gov/content/travel/en/consularnotification.html>

**DHS State and Local Law Enforcement Resource Catalog.** The DHS State and Local Law Enforcement Catalog highlights DHS resources available to state, local, tribal, and territorial law enforcement. The guide provides summaries of, and links to, training, publications, guidance, alerts, newsletters, programs, and services available to non-Federal law enforcement from across DHS. For more information, visit: <http://dhs.gov/publication/dhs-state-and-local-law-enforcement-resource-catalog>.

**Integrated Public Alert and Warning System (IPAWS):** FEMA's IPAWS is an internet-based capability federal, state, territorial, tribal, and local authorities can use to issue critical public alerts and warnings. IPAWS is accessed through software that meets IPAWS system requirements. There is no cost to send messages through IPAWS, although there may be costs associated with acquiring compatible alert origination software. IPAWS is not mandatory and does not replace existing methods of alerting, but instead complements existing systems and offers new



## 2016 National Seminar and Tabletop Exercise Summary Report

capabilities. For more information, including which alerting authorities are approved to use IPAWS in your area, visit: <https://www.fema.gov/integrated-public-alert-warning-system>

**Law Enforcement Conferences, Gatherings, and Meetings.** The Office for State and Local Law Enforcement maintains a comprehensive list of law enforcement conferences, gatherings, and meetings across the country. These events provide campus law enforcement professionals training opportunities and the ability to share best practices with other members of the law enforcement community. For more information, visit: <https://www.dhs.gov/office-state-and-local-law-enforcement>.

**Research on Threat Assessments and Various Types of Targeted Violence on Campuses.** The USSS provides research and reports on violence at schools and institutions of higher education. Released in April 2010, "Campus Attacks: Targeted Violence Affecting Institutions of Higher Education" contains information useful for campus safety professionals charged with identifying, assessing, and managing violence risk at institutions of higher education. For more information, visit: <https://www2.ed.gov/admins/lead/safety/campus-attacks.pdf>.





## APPENDIX F: EVENT PARTICIPANTS

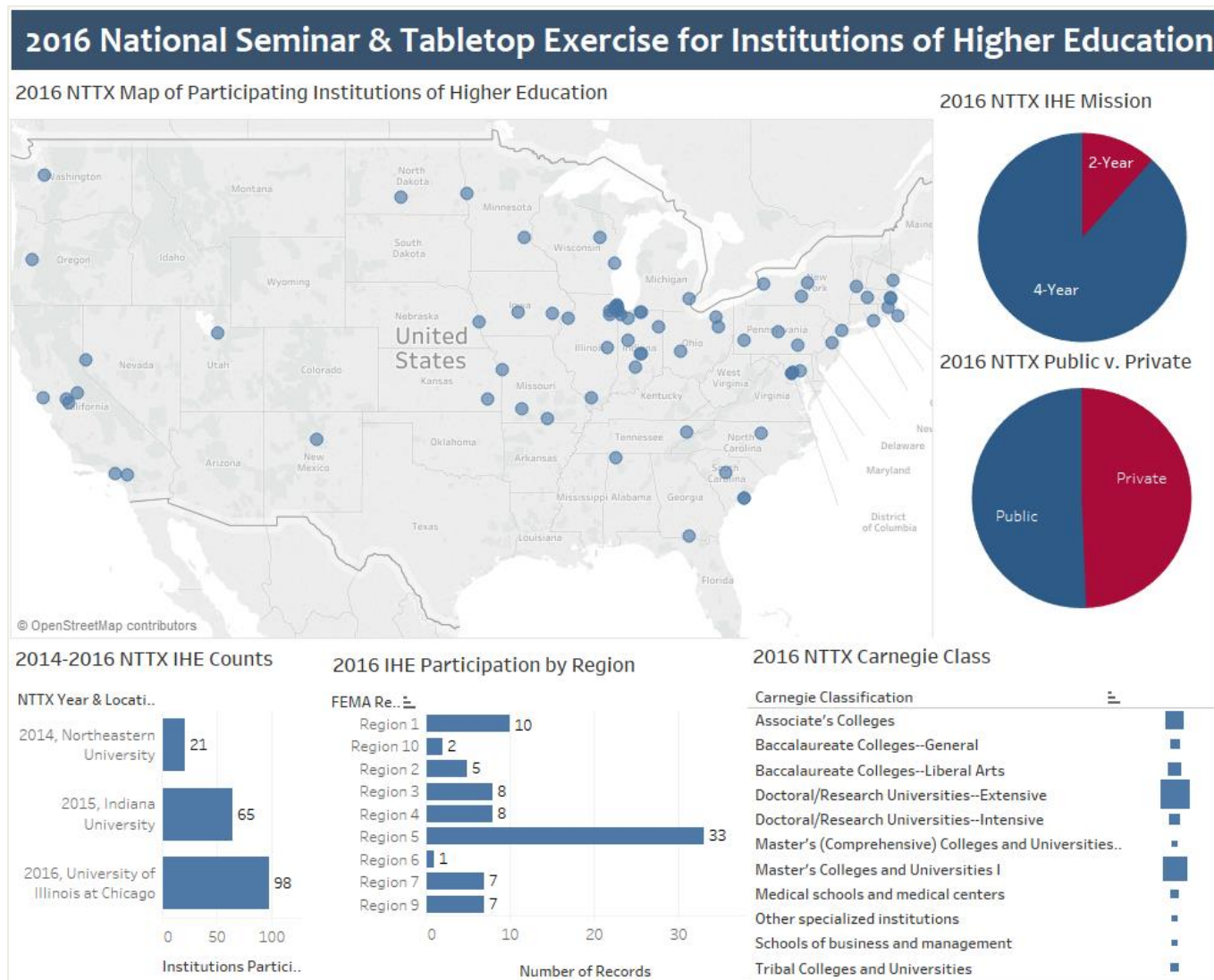


Figure 13: 2016 National Seminar and Tabletop Exercise Participants

*Table 17: Participating Organizations and Government Partners*

Organizations and Associations	
American Council on Education	Southern Regional Education Board
Blackboard, Inc.	Northrop Grumman Corporation
Florida Department of Education	RealView LLC
International Association of College Law Enforcement Administrators	National Center for Higher Education Management Systems
Midwestern Higher Education Compact	Western Interstate Commission for Higher Education
Government Partners	
<b><i>Department of Homeland Security Partners:</i></b>	<b><i>Other Government Partners:</i></b>
Office of Academic Engagement	Federal Bureau of Investigation
National Protection and Programs Directorate, Office of Infrastructure Protection	Indiana Department of Homeland Security
Office of Intelligence and Analysis	Hanover Township Emergency Services
Federal Emergency Management Agency, Emergency Management Institute	National Center for Campus Public Safety
Federal Emergency Management Agency, Individual and Community Preparedness Division	Naval Post Graduate School, Center for Homeland Defense and Security
Federal Emergency Management Agency, National Exercise Division	
Federal Emergency Management Agency, Office of Counterterrorism and Security Preparedness	
Federal Emergency Management Agency, Regions I, II, V, and VII	
Federal Emergency Management Agency, Region II	
Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP)	



## APPENDIX G: ACRONYMS

*Table 18: List of Acronyms*

<b>CaRES</b>	Campus Resilience Enhancement System
<b>CERT</b>	Community Emergency Response Team
<b>CR Program</b>	Campus Resilience Program
<b>DHS</b>	Department of Homeland Security
<b>DOJ</b>	Department of Justice
<b>State</b>	Department of State
<b>Ed</b>	Department of Education
<b>EMS</b>	Emergency Medical Services
<b>EOC</b>	Emergency Operations Center
<b>FAC</b>	Family Assistance Center
<b>FEMA</b>	Federal Emergency Management Agency
<b>HHS</b>	Department of Health and Human Services
<b>HSAAC</b>	Homeland Security Academic Advisory Council
<b>ICE</b>	Immigration and Customs Enforcement
<b>ICPD</b>	Individual and Community Preparedness Division
<b>IC</b>	Incident Command
<b>ICS</b>	Incident Command System
<b>IHE</b>	Institution of Higher Education
<b>NED</b>	National Exercise Division
<b>NIMS</b>	National Incident Management System
<b>NTTX</b>	National Seminar and Tabletop Exercise
<b>OAE</b>	Office of Academic Engagement
<b>PIO</b>	Public Information Officer
<b>PSA</b>	Protective Security Advisor
<b>S&amp;T</b>	Science and Technology Directorate
<b>SEVP</b>	Student and Exchange Visitor Program
<b>STEP</b>	Student Tools for Emergency Planning
<b>TSA</b>	Transportation Security Administration
<b>TTX</b>	Tabletop Exercise
<b>UIC</b>	University of Illinois at Chicago
<b>US-CERT</b>	United States Computer Emergency Readiness Team
<b>USSS</b>	United States Secret Service