

2018 Charlottesville Regional Tabletop Exercise for Institutions of Higher Education

Summary Report





NATIONAL
EXERCISE
PROGRAM

2018 Charlottesville Regional Tabletop Exercise
Summary Report

HANDLING INSTRUCTIONS

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INTRODUCTION

The *Regional Tabletop Exercise (RTTX) for Institutions of Higher Education* is part of a broader series dedicated to empowering institutions of higher education (IHE) to improve preparedness and build resilience. The Charlottesville RTTX event was designed and sponsored by the U.S. Department of Homeland Security (DHS) Office of Academic Engagement (OAE) and the DHS Federal Emergency Management Agency (FEMA) National Exercise Division (NED). Hosted by the University of Virginia, the event took place in Charlottesville, VA on June 11, 2018. The RTTX focused on threats and hazards related to campus unrest and a soft target attack on campus, and sought to provide participants with insights into protection, response, and recovery best practices. The event consisted of both a learning session and a tabletop exercise (TTX) and brought together over 150 participants from academia, public safety, and law enforcement.

The *2018 Charlottesville Regional Tabletop Exercise for Institutions of Higher Education Summary Report* provides RTTX participants – as well as academic, emergency management, and law enforcement stakeholders – with a summary of the key findings and takeaways from the event. The report focuses on key findings from both event activities as well as insights gained from various feedback opportunities.

Per the Homeland Security Exercise and Evaluation Program (HSEEP), this report's analyses are organized into two main categories: a) the strengths demonstrated by participating organizations and b) areas for improvement uncovered.

Background

DHS OAE launched the inaugural RTTX in 2018 as part of a wider series of campus-based events focused on specific resilience-related topics that impact the higher education community. The goal of these events is to enhance participants' knowledge of emergency preparedness and identify opportunities to improve their response and recovery capabilities. DHS facilitates each regional event in coordination with the academic community, government partners, and the private sector and provides participants with tools and resources to develop and improve emergency plans, policies, procedures, and capabilities (refer to *Appendix D* for a resource guide).

Campus Resilience Program

DHS launched the Campus Resilience Program (CR Program) in 2013 as an effort to engage IHEs in developing and testing an emergency preparedness and resilience planning process tailored to IHEs. The OAE-managed program is dedicated to helping colleges and universities build, sustain, and promote resiliency to better manage and respond to the threats that confront institutions across the nation.

The CR Program offers a Resource Library which organizes resources according to threat or hazard, and then further categorizes each resource according to its relevant mission area, as outlined in the [National Preparedness Goal](#). The resources included reflect the collaborative efforts of many program and partner organizations, and represent a variety of Federal, state, local, private sector, emergency management, and academic association entities. For more information and to access the Library, visit <https://www.dhs.gov/campus-resilience-program-resource-library>.

The CR Program's Exercise Starter Kits are self-conducted tabletop exercises (TTX) which provide institutions with a set of scalable tools to develop a TTX that can be tailored to match their most pressing threats and hazards while validating specific emergency plans, protocols, and procedures. Exercise Starter Kits scenarios currently focus on cyber breaches, hurricanes, and active shooter incidents. To obtain an Exercise Starter Kit, please visit: <https://www.surveymonkey.com/r/EXstarterkit>.





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The RTTX for IHEs is part of a broader TTX Series offered through the CR Program. Additional information on the CR Program TTX Series is accessible [here](#).

EXERCISE OVERVIEW

Exercise Name	2018 Charlottesville Regional Tabletop Exercise for Institutions of Higher Education
Exercise Date	Monday, June 11, 2018
Scope	<p>The 2018 Charlottesville RTTX examined issues related to campus unrest and a soft target incident on campus, through:</p> <ul style="list-style-type: none"> ▪ A Learning Session consisting of a three-person panel providing an unclassified Homeland Security threat briefing to participants. The briefing was designed to provide participants with insight and awareness into on-campus soft target incident risks and threats; and ▪ A TTX consisting of two modules. The exercise included a facilitated discussion focused on event objectives.
Mission Areas	Protection, Response, and Recovery
Objectives	<ol style="list-style-type: none"> 1. Evaluate institutions’ quality of plans and preparation level for an on-campus demonstration that has the potential to turn violent 2. Assess the quality, comprehensiveness, and level of campus stakeholder understanding of institutions’ emergency response plans to a violent campus demonstration 3. Evaluate the reliability of information channels, and the effectiveness of institutions’ communications capabilities during a violent campus demonstration 4. Assess processes for maintaining high-quality, accurate, and timely situational awareness during a violent campus demonstration 5. Assess the quality and comprehensiveness of institutions’ plans to restore operations after a violent campus demonstration 6. Evaluate institutions’ knowledge of operational coordination plans with outside agencies/organizations
Scenario	The scenario consisted of campus unrest on a college or university campus that resulted in a soft target attack.
Sponsors	DHS OAE, FEMA NED, and the University of Virginia
Participating Organizations	Refer to Appendix E for participating organizations.

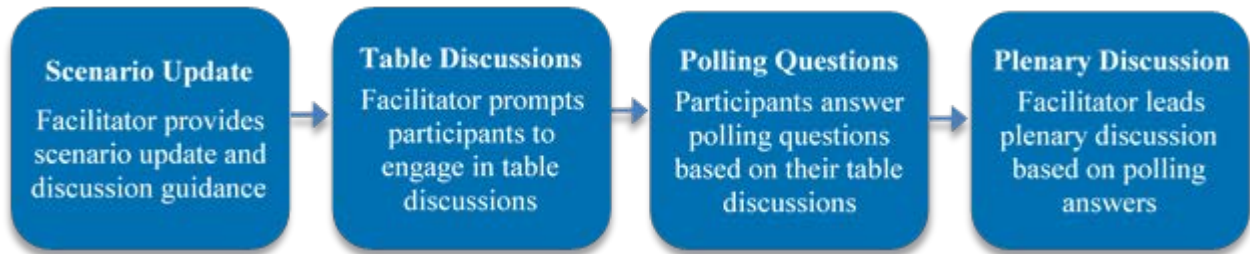
EXERCISE STRUCTURE

The one-day RTTX consisted of one 45-minute learning session and two 120-minute exercise modules.

Exercise Module Format

Each exercise module consisted of four separate activities: 1) a scenario update, 2) table discussions, 3) polling questions covering specific elements of the scenario, and 4) a facilitated plenary discussion (*Figure 1*). Participants were asked to consider their real-world roles for their home institutions when thinking about the scenario, offering observations, and discussing strategic and tactical decisions.

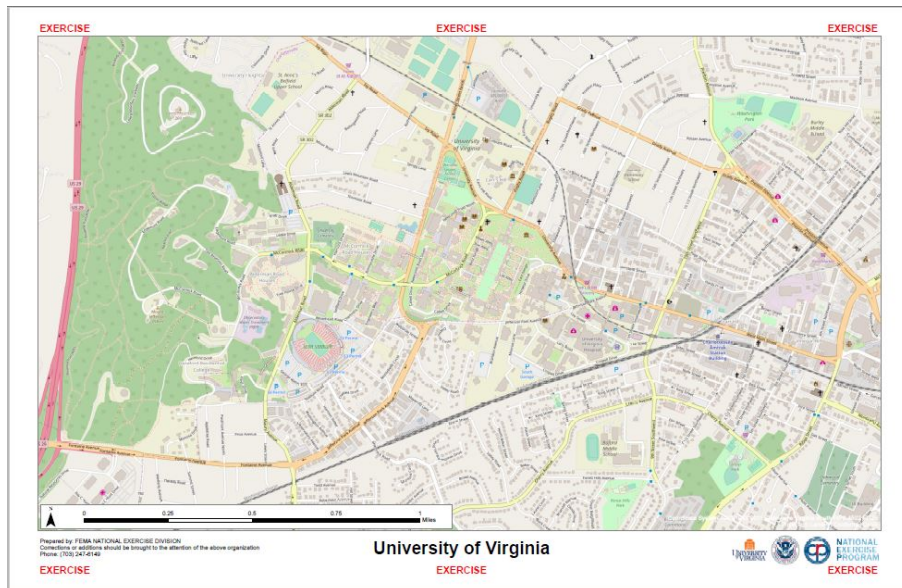
Figure 1: Exercise Activities



Visual Aids

To add realism to the exercise and help participants individualize the scenario to their respective campuses, each attending institution was provided with an aerial map of their campus, a clear transparency, and dry erase markers to be used to visualize the impacts of the scenario (see *Figure 2*). Maps were developed using GIS-based tools. Participants also received a *Visualization Tool Guide* that outlined the purpose of the mapping tool, listed the materials, and provided instructions on how to use the visual aid.

Figure 2: Sample Map



KEY RESULTS

The following is a summary of key findings captured from in-exercise polling questions, Participant Feedback Forms (PFF), and pre- and post-event surveys. The results presented below provide insights into institutions’ key strengths and areas for improvement related to preparation for and response to campus unrest, capabilities across the region, participants’ overall impression of the event, and the impact of the RTTX on institutions’ ongoing preparedness efforts.

Strengths

During the exercise, each IHE was asked to report on their institution’s capabilities as they related to the exercise scenario. This section categorizes the strengths that participating institutions discussed during the exercise. Strengths are defined as categories in which *more than 30% of institutions reported no challenges* and *more than 75% of institutions reported having moderate to no challenges* addressing the issue.

Table 1: Key Strengths

<p><u>Operational Coordination:</u> 77% of institutions indicated that they would experience minor or no challenges establishing an Incident Command System (ICS) and integrating with external stakeholders as necessary</p> <ul style="list-style-type: none"> ▪ 31% of institutions, mostly those located in resource-dense locations such as the National Capitol Region (NCR), indicated that they could effectively expand their ICS structure as needed ▪ 46% of institutions said they would face minor challenges, as additional resources would be required to augment command centers and response priorities would need to be balanced with addressing questions and demands from parents and community members
<p><u>Public Alert and Warning:</u> 83% of institutions indicated that they would experience minor or no challenges implementing and communicating coordinated protective measures across campus in response to a violent incident</p> <ul style="list-style-type: none"> ▪ 33% of institutions said that they would be able to address this issue without challenges, citing strong lockdown policies and practices and well-coordinated alert systems ▪ 50% of institutions believed that they would face minor challenges addressing this issue due to the coordination required to manage layered evacuations and lockdowns and to ensure medical and other needs are addressed during a campus lockdown
<p><u>Crime Scene Control:</u> 81% of institutions indicated that they would experience minor or no challenges securing and preserving a crime scene in the aftermath of a violent incident</p> <ul style="list-style-type: none"> ▪ 37% of institutions said that they would face no challenges with this issue, as local and state police departments would be taking the lead on crime scene preservation ▪ 44% of institutions said that they would face minor issues with crime scene management, citing personnel conflicts (i.e., campus police would not be able to perform regular duties) and potential difficulty tracking students, staff, and faculty

Areas for Improvement

The exercise also provided insights into areas for improvement as identified by participating institutions. Areas for improvement are defined as categories in which *more than 30% of institutions reported major challenges or being unable to address the issue* presented and *less than 5% of institutions reported no challenges*.

Table 2: Key Areas for Improvement

<p>Leadership Decision-Making and Security Considerations: 34% of institutions indicated that they would face major challenges or be unable to evaluate threats and prioritize security considerations prior to a special event</p> <ul style="list-style-type: none"> ▪ 30% of institutions expected major challenges addressing this issue due to a significant increase in required coordination with outside agencies and potential legal matters that would complicate decision-making ▪ One institution indicated that it could not address this issue due to staffing shortages and a subsequent inability to fully analyze collected social media data
<p>Fatality Management: 76% of institutions indicated that they would face major challenges or be unable to support fatality management efforts of emergency responders</p> <ul style="list-style-type: none"> ▪ 56% of institutions said that they would face major challenges supporting fatality management efforts as the victim identification process usually lasts multiple days and may be complicated in an era of heightened social media activity ▪ 20% of institutions indicated that they could not address this issue, and would rely entirely on the local, county, or state police department

Event Feedback

Following the event, participants were provided the opportunity to give candid feedback on their overall impression of the event and individual takeaways by completing a **PFF**. Key insights from the exercise are provided in *Table 3* below, and detailed results can be found in *Appendix C: Participant Feedback Forms*.

Table 3: Key Insights from Exercise Participant Feedback Forms

<ul style="list-style-type: none"> ▪ 90% of respondents indicated that the exercise increased understanding of their institution’s risks and vulnerabilities when considering the threat of campus unrest and a soft target attack
<ul style="list-style-type: none"> ▪ 89% of respondents stated that the exercise helped them gain a better understanding of the protection, response, and recovery actions institutions should implement when considering the threat of campus unrest and a soft target attack
<ul style="list-style-type: none"> ▪ 92% of respondents indicated that the discussion topics encouraged someone of their level of training and experience to participate, and 93% believed that the discussion topics were relevant to their institution
<ul style="list-style-type: none"> ▪ 96% of respondents believed that the exercise scenario was realistic

Event Impact

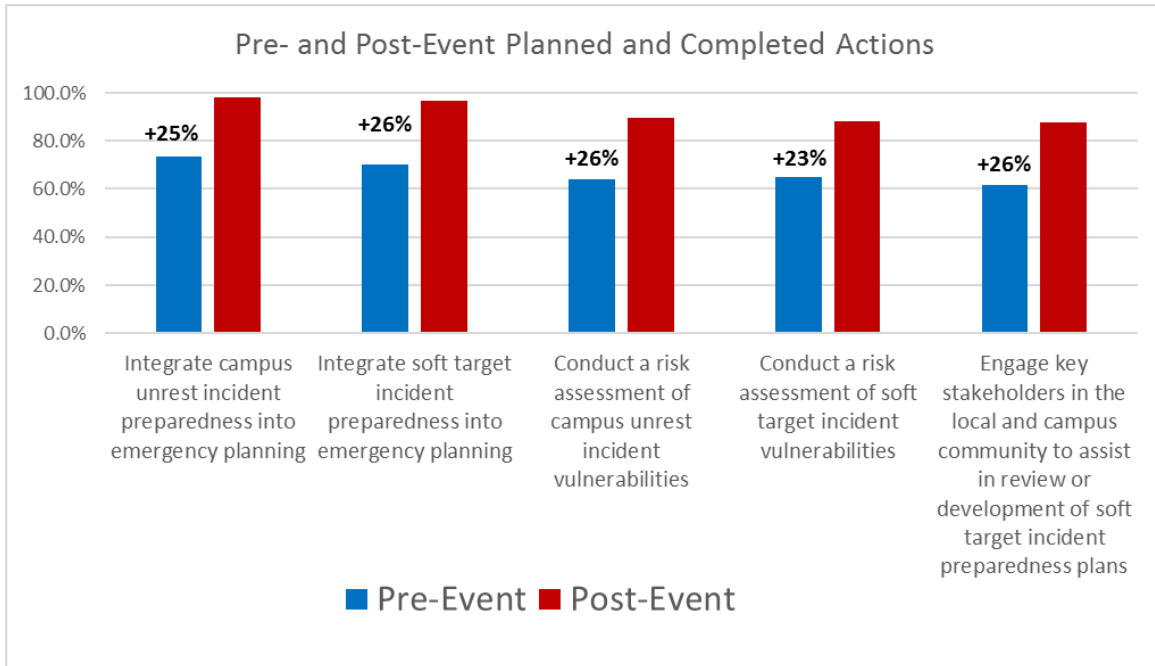
The RTTX had a significant impact on participants’ understanding of their own institution’s risks and vulnerabilities as well as their preparedness posture regarding campus unrest and soft target incidents.

Many survey respondents identified new risks or vulnerabilities as a result of participating in the RTTX. The vulnerabilities most commonly identified by participants were **soft target incident planning** (45%) and **campus unrest incident planning** (41%).

Furthermore, a comparison between pre-event and post-event surveys demonstrated an overall increase in the actions participants have completed or plan to complete to improve their preparedness posture (see

Figure 3). Key insights are provided in Figure 3 below, and detailed results can be found in *Appendix B: RTTX Event Survey Results*.

Figure 3: Change in Planned and Completed Actions



Summary of Discussions

The following sections provide an overview of the exercise scenario, polling question results, and subsequent discussions on each issue area. Findings are grouped by the two major scenario phases: 1) Protection and 2) Response and Recovery. These phases were developed based on FEMA’s five Mission Areas (Prevention, Protection, Mitigation, Response, and Recovery), which are organized according to the specific capabilities needed to address an incident throughout its lifecycle¹. 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.

Associated findings were developed based on polling questions using the scale outlined in *Table 4* below and observational notes provided by HSEEP-trained staff.

¹ <https://www.fema.gov/national-preparedness-goal>

Table 4: Polling Assessment Scale

Assessment	Criteria
A	My institution can successfully address this issue without challenges
B	My institution can address this issue, but with minor challenges
C	My institution can address this issue, but with major challenges
D	My institution does not have the ability to address this issue

The report that follows also provides insights on the quality and effectiveness of the event garnered from several channels of feedback recorded prior to, during, and after the RTTX. The report includes a summary of the key results and recommendations for future events, and detailed results are included in the appendices. The feedback opportunities included:

- Pre-event survey, distributed before the RTTX;
- Post-event survey, distributed after the RTTX; and,
- Participant Feedback Form, provided to participants at the RTTX.

MODULE 1: PROTECTION

Overview

The protection phase addressed actions taken in preparation for a controversial on-campus speaker event with the potential to turn violent. Specifically, this phase examined institutions' plans, coordination and communication mechanisms, and decision-making during pre-event preparations.

Scenario

Scenario Update #1: Background and Three Weeks Prior to the Speaker Event

- Campus personnel are preparing for an upcoming on-campus event scheduled for April 30, 2018 to be presented by a controversial national speaker
- Increased discussion on social media focuses on the upcoming event and indicates demonstration plans during the event
- Publicly recognized discriminatory groups are actively rallying online

Scenario Update #2: One Week to 48 Hours Prior to the Speaker Event

- Initial estimates indicate that 1,000+ demonstrators plan to protest during the event
- At least one group is threatening to commit violent acts at the event
- Parents are contacting the institution to express concern regarding student safety and some student and alumni groups are pressuring campus leadership to cancel the event

Discussion Results

The protection phase of this incident examined the following capabilities:

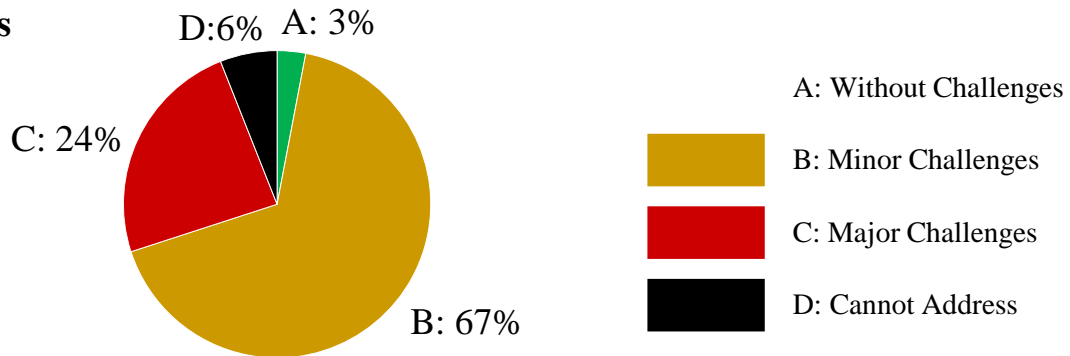
- **Event Planning and Resource Coordination**
- **Situational Assessment and Information Sharing**
- **Leadership Decision-Making and Security Considerations**
- **Public Relations and Communications**

Key Issue 1: Event Planning and Resource Coordination

Event Planning and Resource Coordination focused on whether institutions' plans support event security and safety and what resources are available to institutions as they prepare for anticipated protests and potential violence.

Assess the extent to which your institution's plans enable your institution to effectively secure an event, ensure the safety of community members, and coordinate necessary resources.

Results



Strengths: 70% of institutions indicated that they could address this issue without challenges or with minor challenges

- 3% of institutions claimed that they would have no challenges securing the event, citing **comprehensive event security plans that include mechanisms for coordination with local and state police departments**
- 67% of institutions indicated that they could address this issue with minor challenges, including **securing roads and other areas on campus** but that **previous experience holding large events with attendees from outside the campus community have prepared institutions to mitigate issues that may arise**

Areas for Improvement: 30% of institutions indicated that they would face major challenges or could not address this issue

- 24% of institutions said that they would face major challenges; specifically, **institutions with public roads and/or a lack of advanced technology (e.g., magnetometers) cited significant challenges securing roads and perimeters**
- 6% of institutions would not be able to effectively plan for the event due to **personnel and other resource constraints**, especially for smaller institutions, that would result in **an inability to adequately coordinate and staff an event of this magnitude**

Key Resources:

- Emergency Response: Preparing and Protecting Staff in a Crisis:** This webinar provides an overview of best practices and tools critical to preparing staff to respond to an on-campus incident. To view the webinar, visit:

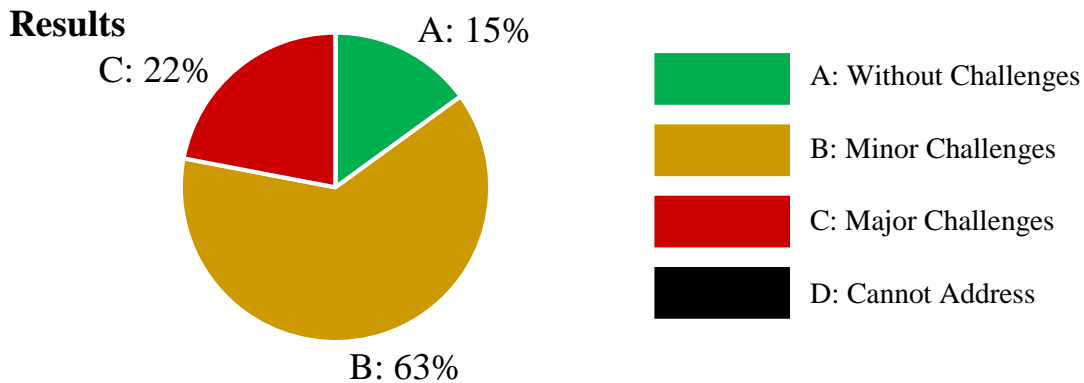
https://www.campussafetymagazine.com/webcast/emergency_response_preparing_and_protecting_staff_in_a_crisis/

- **Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education.** This guide provides IHEs with insights on best practices for taking preventative and protective measures to stop an emergency from occurring, or to 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, the Department of Justice (DOJ), the Department of Education (ED), and the Department of Health and Human Services (HHS). IHEs 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/rem_s_ ihe_guide.pdf.

Key Issue 2: Situational Assessment and Information Sharing

Situational Assessment and Information Sharing included discussion about communication mechanisms, including social media, and information sharing between internal and external stakeholders.

Assess your institution's ability to monitor information channels across the campus community and effectively share information with key stakeholders.



Strengths: 78% of institutions indicated that they could address this issue without challenges or with minor challenges

- 15% of institutions stated that they could address this issue without challenges, citing **strong communications and social media monitoring teams** and **significant coordination and information sharing with external stakeholders**, such as with Fusion Centers and the National Domestic Communications Assistance Center (NDCAC)
- 63% of institutions believed they would face minor challenges, including **rumor management and insufficient public communications resources** (e.g., up-to-date informational web pages and public safety personnel)

Areas for Improvement: 22% of institutions indicated that they would face major challenges addressing this issue

- Smaller institutions noted that they **lack sufficient personnel to effectively aggregate and analyze social media data** in advance of an on-campus event or to **ensure all campus staff has information necessary to prepare** for an event

Key Resources:

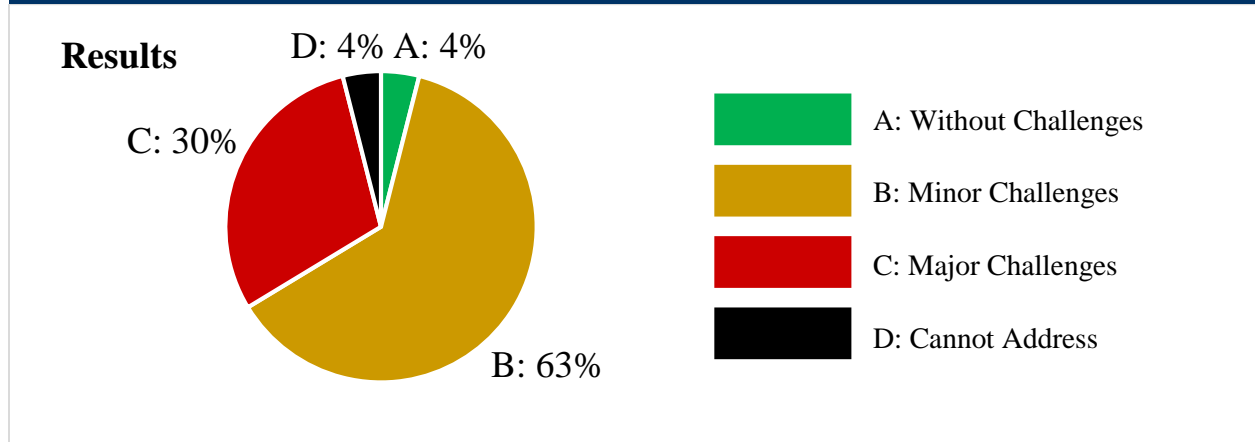
- **IS-42: Social Media in Emergency Management.** This course provides an overview of best practices including tools, techniques, and a basic roadmap to build capabilities in the use of social

media technologies to further emergency response missions. For more information, visit: <https://training.fema.gov/is/courseoverview.aspx?code=IS-42>.

Key Issue 3: Leadership Decision-Making and Security Considerations

Leadership Decision-Making and Security Considerations examined how campus leadership determines threats and defines priorities prior to an event.

Assess your institution's ability to evaluate threats and prioritize security considerations prior to a special event.



Strengths: 67% of institutions indicated that they could address this issue without challenges or with minor challenges

- One institution indicated that it would be able to address this issue without challenges as **preexisting plans for recurring events (e.g., commencement) enable effective coordination, evaluation, and prioritization processes**
- 63% of institutions said that they would face minor challenges as they must **rely heavily on external stakeholders (e.g., local police departments, Fusion Centers) for analysis** and anticipate **pushback from the campus community** on any protest guidelines issued

Areas for Improvement: 34% of institutions indicated that they would face major challenges addressing this issue or could not address this issue

- 30% of institutions expected major challenges addressing this issue due to a **significant increase in required coordination with outside agencies** and potential **legal matters** that would complicate decision-making
- One institution indicated that it could not address this issue due to **staffing shortages and a subsequent inability to efficiently analyze collected social media data**

Key Resources:

- G0367: Emergency Planning for Campus Executives.** This two-hour FEMA training course provides executives with insights into multi-hazard emergency planning and their role in protecting lives, property, and operations. For more information, visit: <https://training.fema.gov/hiedu/aemrc/eplanning/g367.aspx>.

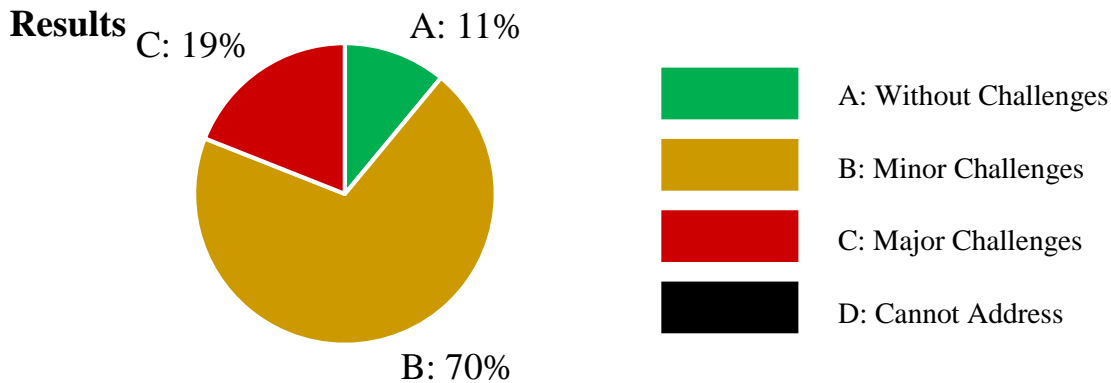
- **Research on Threat Assessments and Various Types of Targeted Violence on Campuses.** The United States Secret Service (USSS) provides research and reports on violence at schools and IHEs. Released in July 2018, “Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence” contains information useful for campus safety professionals charged with identifying, assessing, and managing violence risk at institutions of higher education. Additionally, the Safe School Initiative, a study of attacks on K-12 schools, was released in 2002. For more information, visit:

<https://www.dhs.gov/publication/enhancing-school-safety-using-threat-assessment-model>

Key Issue 4: Public Relations and Communications

In Module 1, Public Relations and Communications focused on how institutions would handle communication with campus groups and external stakeholders, such as parents, community organizations, and local government.

Assess your institution's ability to respond to public inquiries and inform key stakeholders of critical information in a coordinated manner.



Strengths: 81% of institutions indicated that they could address this issue without challenges or with minor challenges

- Many private institutions indicated that they would be able to **control external communications and messaging** without challenges
- 70% of institutions said that they would face minor challenges **ensuring that public messaging is consistent and coordinated** with the local community

Areas for Improvement: 19% of institutions indicated that they would face major challenges addressing this issue

- Institutions cited challenges **with internal and external security stakeholders (e.g., campus police and local police departments) potentially disagreeing** on specific decisions and implementation methods
- Institutions also identified **lengthy leadership approval processes for public messaging** as a challenge that may stall any changes in communications due to new information

Key Resources:

- **G0367: Emergency Planning for Campus Executives.** This two-hour FEMA training course provides executives with insights into multi-hazard emergency planning and their role in protecting lives, property, and operations. For more information, visit:
<https://training.fema.gov/hiedu/aemrc/eplanning/g367.aspx>.
- **Preventing Vehicle Terror Attacks on Campus with Bollards.** This report discusses the benefits of using bollards in protecting public spaces against vehicle attacks. For more information, visit:
https://www.campussafetymagazine.com/public/preventing_vehicle_terror_attacks_on_school_college_campus_bollards/.

MODULE 2: RESPONSE AND RECOVERY

Overview

The response and recovery phase consisted of discussion on immediate and long-term efforts following a soft target attack during on-campus demonstrations. Topics included operational coordination with external entities, public messaging, crime scene management, and subsequent campus recovery.

Scenario

Scenario Update #3: Day of the Speaker Event (Morning)

- Demonstrators congregate near the building where the event will occur and the protest grows to nearly 1,500 protestors
- The crowd swarms around a two-block barricade perimeter from all sides and many individuals are becoming disorderly
- The crowd becomes violent and clashes with law enforcement, who begin to make arrests and report injuries to several officers and protestors
- A van suddenly appears and plows through a large crowd as it disperses

Scenario Update #4: Day of the Speaker Event (Afternoon)

- The speaker is escorted out of the event venue through a back exit
- The driver has been apprehended by law enforcement and current estimates indicate over 50 injuries with an unknown number of fatalities
- Media outlets continue to report on the incident and parents are overwhelming the institution with calls

Discussion Results

The response and recovery phase of this incident examined the following capabilities:

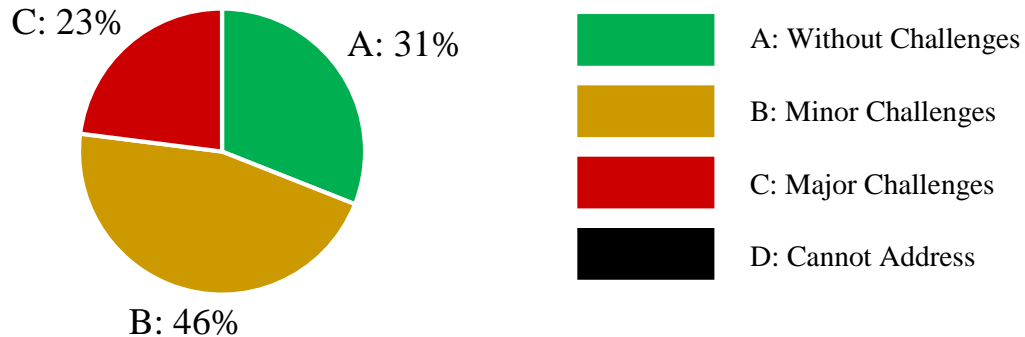
- **Operational Coordination and On-Scene Security**
- **Public Alert and Warning**
- **Scene Control and Fatality Management**
- **Public Assistance and Media Relations**
- **Campus Recovery**

Key Issue 1: Operational Coordination and On-Scene Security

In Module 2, Operational Coordination and On-Scene Security focused on institutions' abilities to establish incident command, reallocate resources as needed, and integrate with local responders.

Assess your institution's ability to establish an Incident Command System (ICS) and integrate with external stakeholders (law enforcement, emergency management) in response to an incident.

Results



Strengths: 77% of institutions indicated that they could address this issue without challenges or with minor challenges

- 31% of institutions, mostly **those located in resource-dense locations** such as the NCR, indicated that they could **effectively expand their ICS structure as needed**
- 46% of institutions said they would face minor challenges with this issue, as **additional resources would be required to augment command centers** and **response priorities would need to be balanced with addressing questions and demands** from parents and community members

Areas for Improvement: 23% of institutions indicated that they could address this issue with major challenges

- Some institutions cited **the need to improve relationships with local responders**, especially with local fire departments and emergency medical services (EMS) personnel, in order to ensure a well-coordinated response structure
- Transitioning from response operations for one planned event to two evolving incidents could create **potential jurisdictional issues** and increase challenges for institutions as they establish ICS

Key Resources:

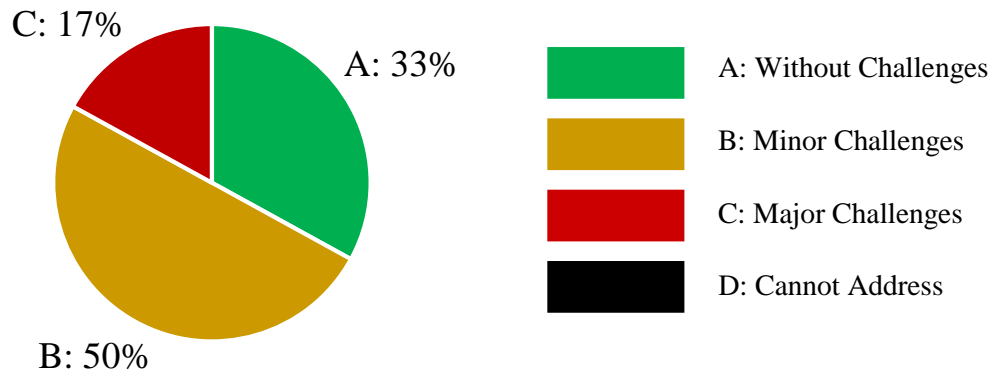
- IS-100.HE Introduction to the Incident Command System for Higher Education.** This FEMA training course introduces ICS and provides the foundation for higher level ICS training. This course uses the same objectives and content as other ICS courses with higher education examples and exercises. For more information, visit: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.HE>.
- Incident Command System Resource Center.** The FEMA ICS Resource Center website has a multitude of ICS reference documents including, but not limited to, ICS Forms, checklists, training course information, and links to other related resources. For more information, visit: <https://training.fema.gov/emiweb/is/icsresource/>.

Key Issue 2: Public Alert and Warning

Public Alert and Warning focused on the steps institutions would take to implement protective measures and public messaging in the wake of a violent incident on campus.

Assess your institution's ability to promptly implement and communicate coordinated protective measures across campus in response to a violent incident.

Results



Strengths: 83% of institutions indicated that they could address this issue without challenges or with minor challenges

- 33% of institutions said that they would be able to address this issue without challenges, citing **strong lockdown policies and practices and well-coordinated alert systems**
- 50% of institutions believed that they would face minor challenges due to the **coordination required to manage layered evacuations and lockdowns and to ensure medical and other needs are addressed** during a campus lockdown

Areas for Improvement: 17% of institutions indicated that they could address this issue with major challenges

- Larger campuses stated that they would face significant issues **locking down public spaces and buildings that are not equipped with computerized lockdown systems**
- Smaller institutions cited **resource constraints, as they typically have fewer staff numbers for events** than their larger peer institutions

Key Resources:

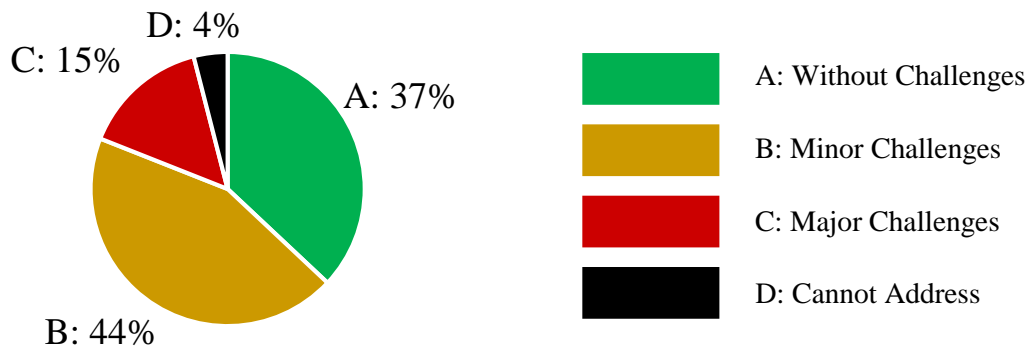
- Enhancing Campus Safety and Security.** DOJ's Bureau of Justice Assistance provides resources for campus safety training and best practices. For more information, visit: https://www.bja.gov/ProgramDetails.aspx?Program_ID=108#horizontalTab3.
- IS-29: Public Information Officer Awareness.** This course provides an overview of the public information function and the role of the Public Information Officer (PIO) in the emergency management environment. For more information, visit: <https://training.fema.gov/is/courseoverview.aspx?code=IS-29>.

Key Issue 3: Scene Control and Fatality Management

Scene Control and Fatality Management examined institutions' plans and procedures for coordinating with stakeholders to manage and secure a crime scene with potential fatalities.

Assess your institution's ability to secure and preserve a crime scene in the aftermath of campus unrest and a soft target attack.

Results



Strengths: 81% of institutions indicated that they could address this issue without challenges or with minor challenges

- 37% of institutions said that they would not face challenges with this issue, **as local and state police departments would be taking the lead** on crime scene establishment and preservation and they have **sufficient personnel to support** those efforts
- 44% of institutions said that they would face minor issues with crime scene management, citing **personnel conflicts** (i.e., campus police would not be able to perform regular duties) and difficulty **tracking students, staff, and faculty**

Areas for Improvement: 19% of institutions indicated that they could address this issue with major challenges or could not address this issue

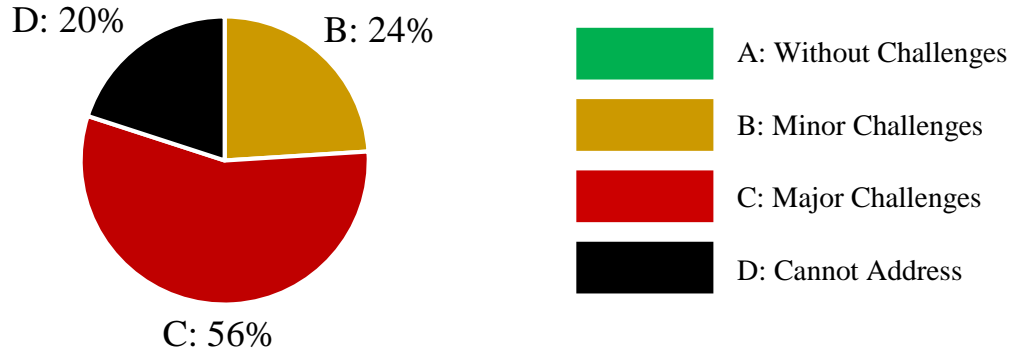
- 15% of institutions indicated that they would face major issues as they **do not have forensic resources** to sufficiently inspect crime scenes
- One institution stated that it would not be able to maintain a crime scene due to both **campus and local police personnel shortages**

Key Resources:

- Campus Security Guidelines: Recommended Operational Policies for Local and Campus Law Enforcement Agencies.** This report, produced jointly by the Major Cities Chiefs Police Association (MCC) and DOJ, provides guidelines for local and campus police coordination in preparation for and response to campus violence and other incidents. For more information, visit: https://www.majorcitieschiefs.com/pdf/MCC_CampusSecurity.pdf.

Assess your institution's ability to support fatality management efforts of emergency responders.

Results



Strengths: 24% of institutions indicated that they could address this issue with minor challenges

- Institutions cited **external resources, such as Virginia Department of Criminal Justice Services Victims Assistance Team, as critical factors** in supporting fatality management efforts

Areas for Improvement: 76% of institutions indicated that they would face major challenges addressing this issue or could not address this issue

- 56% of institutions said that they would face major challenges supporting fatality management efforts as **the victim identification process** usually lasts multiple days and may be complicated in an era of heightened social media activity
- 20% of institutions indicated that they could not address this issue, and **would rely entirely on the local, county, or state police department**
- **Coordination with stakeholders on processes that have proved effective for one fatality, such the notification process to victims' families, may be more challenging or unsuccessful in the event of multiple fatalities**

Key Resources:

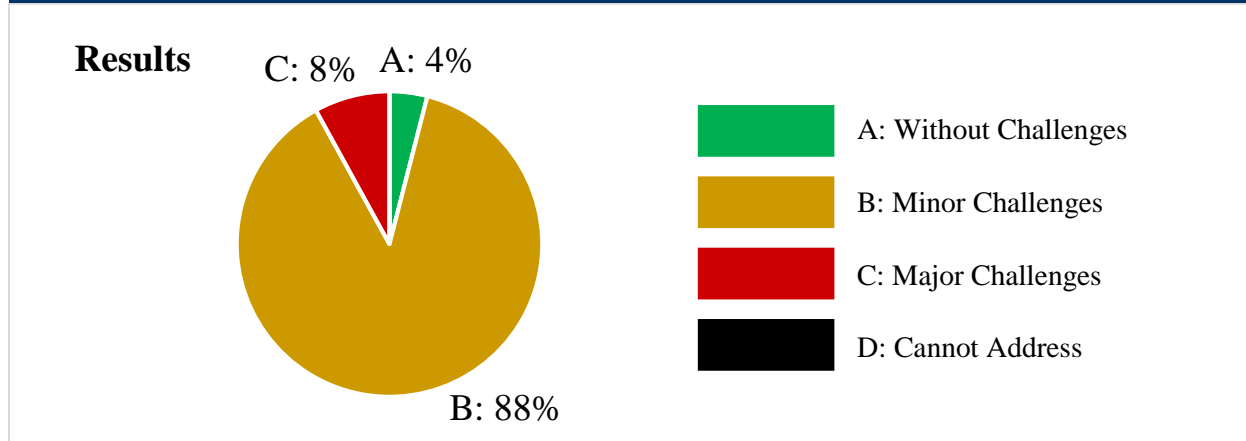
- **IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Places of Worship.** This course provides an overview of best practices and resources in developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents. For more information, visit:

<https://www.firstrespondertraining.gov/frt/nppcatalog?courseId=2364#anc-search-results>.

Key Issue 4: Public Assistance and Media Relations

In Module 2, Public Assistance and Media Relations focused on how institutions will provide external media messaging and manage incoming inquiries from community members.

Assess your institution's ability to provide clear and coordinated public messaging to key groups (parents, local community, the media, etc.) following a mass casualty event.



Strengths: 92% of institutions indicated they could address this issue without challenges or with minor challenges

- One institution stated that it could address this issue without challenges, citing **effective crisis communications processes**
- 88% of institutions said that they would be able to manage public messaging issues with minor challenges; although institutions felt confident in their **event management, media management, and credentialing plans**, they believed that the **scale and cascading events from the incident would severely challenge existing processes**

Areas for Improvement: 8% of institutions indicated that they could address this issue with major challenges

- Institutions said that they would **try to set and follow a scheduled timeline for information release to the media, but that the magnitude of the event may not allow for a controlled information environment** and that negative media coverage would be unavoidable

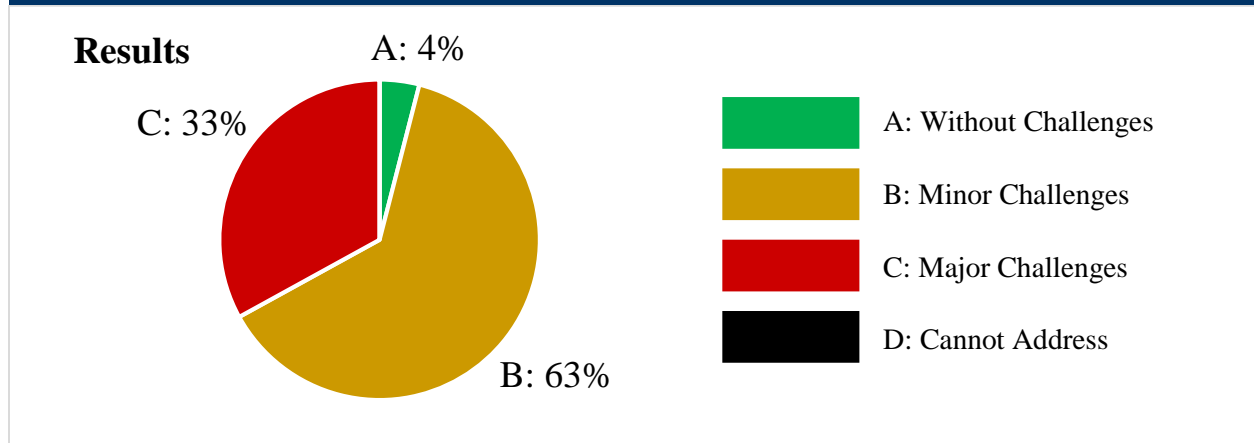
Key Resources:

- IS-42: Social Media in Emergency Management.** This course provides an overview of best practices including tools, techniques, and a basic roadmap to build capabilities in the use of social media technologies to further emergency response missions. For more information, visit: <https://training.fema.gov/is/courseoverview.aspx?code=IS-42>.
- Responding to Campus Protests: A Practitioner Resource.** This guide, jointly produced by the Education Law Association (ELA) and Student Affairs Administrators in Higher Education (NASPA), provides information regarding planning for and responding to on-campus protests. The report includes information on First Amendment and other legal considerations. For more information, visit: http://www.sa.sc.edu/sec/files/2016/01/LEGALLINKS_1-2_.pdf.

Key Issue 5: Campus Recovery

Campus Recovery examined institutions' abilities to support community members in the aftermath of an incident and how institutions would mitigate and prepare for future events.

Assess your institution's ability to recover and resume normal operations, including academic and residential services, and provide assistance to support community members after a violent incident.



Strengths: 67% of institutions indicated they could address this issue without challenges or with minor challenges

- One institution stated that it could address this issue without challenges, citing **effective integration of external community healing and recovery resources** with internal support
- 63% of institutions believed they would face minor issues addressing campus recovery, **including operating under fear of potential lawsuits** and other legal concerns

Areas for Improvement: 33% of institutions indicated that they could address this issue with major challenges

- The **magnitude of the event would stress institutions' plans** and institutions would face **significant public relations and branding challenges** in the aftermath of the incident
- Smaller campuses stated that they would **struggle to find adequate space to resume normal operations** if one or more buildings were rendered unusable

Key Resources:

- Critical Infrastructure Training.** DHS's Office of Infrastructure Protection (OIP) provides free training programs to government and private sector partners to support security and resilience of critical infrastructure. For more information, visit: <https://www.dhs.gov/critical-infrastructure-training>.
- 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 IHEs, 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>.

Appendix A: LEARNING SESSION DETAILS

Overview

The Learning Session consisted of an unclassified Homeland Security threat briefing designed to provide participants with insight into on-campus threats, examples of past incidents, and best practices for IHE preparedness and response efforts. The panelists included:

- **Matt Cyr**, Intelligence Officer, DHS Office of Intelligence & Analysis, Virginia Fusion Center
- **Robin Liberto**, Lead Intelligence Analyst, Virginia State Police
- **Austin C. White**, Special Agent, Virginia State Police

Key Discussion Points

Fusion Centers are valuable resources for IHEs, law enforcement personnel, and other critical stakeholders

- There are 79 Fusion Centers throughout the country
- Fusion Centers play a critical role in the intelligence community, acting as support agencies to their partners

Virginia Fusion Center roles and responsibilities

- Responsible for collecting information from various resources, analyzing data to determine threats and hazards, and sharing pertinent risks with local, state, Federal, and private sector partners to prevent terrorist and other criminal activity
- Virginia Fusion Center (VFC) also supports the Virginia Emergency Operations Center (VEOC)
- VFC develops multiple products, including but not limited to: tactical briefings, weekly training announcements, and intelligence bulletins

Collaboration is key to Fusion Center success

- VFC focuses on partnerships with the Virginia State Police, local law enforcement agencies, and Federal partners such as the Federal Bureau of Investigation (FBI) and DHS
- Fusion Centers also partner with key private sector organizations
 - For example, VFC works closely with Dominion Energy to assess threats to critical infrastructure and some Dominion Energy employees have security clearances to attend classified VFC briefings

College and university campuses as recruiting fields for organizations

- Organizations, including extremist groups, will use pamphlets and leaflets on campus to reach students and recruit them to join their ideologies
- Some organizations may violate civil rights of students or use violent action when they deem it necessary

Appendix B: RTTX SURVEY RESULTS

Event Surveys

Following the RTTX, pre- and post-survey data revealed how institutions understand their risks and vulnerabilities, how confident they are in addressing these risks and vulnerabilities, and the status of specific actions to address them.

In the post-event survey, respondents were asked to check all risks and vulnerabilities that they had not previously considered, but that they identified as a result of their participation in the RTTX. *Table 5* shows the categories participants chose.

Table 5: Risks and Vulnerabilities Identified by Participants

Risks and Vulnerabilities	Responses
Campus unrest incident planning	41%
Soft target incident planning	45%
Public communication while responding to campus unrest incident	35%
Public communication while responding to soft target incident	35%
Public communication while recovering from campus unrest incident	35%
Public communication while recovering from soft target incident	29%
Implementation of protective measures to limit the impacts of a campus unrest incident	28%
Implementation of protective measures to limit the impacts of a soft target incident	22%
Establishment of an Incident Command Structure	10%
Coordination with local law enforcement, office of emergency management, etc.	17%
Continuity of Operations Planning	21%
Management of impacts to your institution's reputation or brand	28%
I did not identify a new risk or vulnerability at my institution during the RTTX	17%

Participants noted that they became more motivated to review and revise their institution's plans and procedures. The chart below shows desired actions and the percent increase of IHEs to complete or make plans to implement these actions.

Table 6: Key Insights into IHE Actions from Event Surveys

Action	% increase of IHEs that completed / plan to complete
Integrate campus unrest incident preparedness into emergency planning	25%
Integrate soft target incident preparedness into emergency planning	26%
Conduct a risk assessment of campus unrest incident vulnerabilities	26%
Conduct a risk assessment of soft target incident vulnerabilities	23%

Conduct training or exercises to better prepare for a campus unrest incident	13%
Conduct training or exercises to better prepare for a soft target incident	17%
Conduct a senior leader briefing on current campus unrest emergency response plans	10%
Conduct a senior leader briefing on current soft target emergency response plans	14%
Engage key stakeholders in the local and campus community to assist in review or development of campus unrest incident preparedness plans	19%
Engage key stakeholders in the local and campus community to assist in review or development of soft target incident preparedness plans	26%
Conduct outreach to the local and campus community for the purpose of education on campus unrest incident preparedness (i.e. town halls)	5%
Conduct outreach to the local community for the purpose of education on soft target incident preparedness (i.e. town halls)	2%

In both the pre- and post-event surveys, participants were asked to identify their level of confidence in the ability of their respective institutions to respond to and recover from campus unrest and soft target incidents. After the event, participants noted increased confidence in their institution’s abilities.

Table 7: Key Insights into IHE Preparedness from Event Surveys

Capabilities	% increase in confidence
Respond to campus unrest incident	14%
Recover from campus unrest incident	7%
Respond to a soft target incident	19%
Recover from a soft target incident	13%

Appendix C: PARTICIPANT FEEDBACK FORMS

The following section reflects responses to the questions in the Participant Feedback Forms. Participants were asked to rate statements on a 1-5 scale, with 1 indicating: “strongly disagree” and 5: “strongly agree.” **Table 8: Exercise Assessment Feedback** below documents the distribution of responses for each statement.

Table 8: Exercise Assessment Feedback

Statement	Distribution												
Pre-exercise information and documentation were easy to understand and helped me prepare for exercise discussions.	<table border="1" style="display: none;"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>2%</td></tr> <tr><td>Disagree</td><td>1%</td></tr> <tr><td>Neutral</td><td>4%</td></tr> <tr><td>Agree</td><td>38%</td></tr> <tr><td>Strongly Agree</td><td>55%</td></tr> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	1%	Neutral	4%	Agree	38%	Strongly Agree	55%
Response	Percentage												
Strongly Disagree	2%												
Disagree	1%												
Neutral	4%												
Agree	38%												
Strongly Agree	55%												
The exercise scenario was realistic.	<table border="1" style="display: none;"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>1%</td></tr> <tr><td>Disagree</td><td>0%</td></tr> <tr><td>Neutral</td><td>3%</td></tr> <tr><td>Agree</td><td>28%</td></tr> <tr><td>Strongly Agree</td><td>68%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	0%	Neutral	3%	Agree	28%	Strongly Agree	68%
Response	Percentage												
Strongly Disagree	1%												
Disagree	0%												
Neutral	3%												
Agree	28%												
Strongly Agree	68%												
The exercise lasted for an appropriate amount of time.	<table border="1" style="display: none;"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>1%</td></tr> <tr><td>Disagree</td><td>2%</td></tr> <tr><td>Neutral</td><td>12%</td></tr> <tr><td>Agree</td><td>38%</td></tr> <tr><td>Strongly Agree</td><td>47%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	2%	Neutral	12%	Agree	38%	Strongly Agree	47%
Response	Percentage												
Strongly Disagree	1%												
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Neutral	12%												
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The exercise facilitator engaged participants and helped guide meaningful discussions.	<table border="1" style="display: none;"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>2%</td></tr> <tr><td>Disagree</td><td>0%</td></tr> <tr><td>Neutral</td><td>4%</td></tr> <tr><td>Agree</td><td>22%</td></tr> <tr><td>Strongly Agree</td><td>72%</td></tr> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	0%	Neutral	4%	Agree	22%	Strongly Agree	72%
Response	Percentage												
Strongly Disagree	2%												
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The use of SMS (text message) polling during the exercise enhanced participant involvement.	<table border="1" style="display: none;"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>3%</td></tr> <tr><td>Disagree</td><td>1%</td></tr> <tr><td>Neutral</td><td>9%</td></tr> <tr><td>Agree</td><td>27%</td></tr> <tr><td>Strongly Agree</td><td>59%</td></tr> </table>	Response	Percentage	Strongly Disagree	3%	Disagree	1%	Neutral	9%	Agree	27%	Strongly Agree	59%
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Strongly Agree	59%												

<p>Exercise discussion topics were relevant to my institution.</p>	<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>7%</td> </tr> <tr> <td>Agree</td> <td>39%</td> </tr> <tr> <td>Strongly Agree</td> <td>54%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	0%	Neutral	7%	Agree	39%	Strongly Agree	54%
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Strongly Agree	54%												
<p>Exercise discussion topics encouraged someone with my level of training and experience to participate.</p>	<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>4%</td> </tr> <tr> <td>Agree</td> <td>39%</td> </tr> <tr> <td>Strongly Agree</td> <td>54%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	1%	Neutral	4%	Agree	39%	Strongly Agree	54%
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Strongly Agree	54%												
<p>The exercise increased my understanding of my institution's risks and vulnerabilities when considering the threat of campus unrest and a soft target attack.</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>3%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> </tr> <tr> <td>Neutral</td> <td>5%</td> </tr> <tr> <td>Agree</td> <td>31%</td> </tr> <tr> <td>Strongly Agree</td> <td>59%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	3%	Disagree	1%	Neutral	5%	Agree	31%	Strongly Agree	59%
Response	Percentage												
Strongly Disagree	3%												
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Agree	31%												
Strongly Agree	59%												
<p>The exercise helped me gain a better understanding of the protection, response, and recovery actions my institution should implement when considering the threat of campus unrest and a soft target attack.</p>	<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>3%</td> </tr> <tr> <td>Neutral</td> <td>5%</td> </tr> <tr> <td>Agree</td> <td>31%</td> </tr> <tr> <td>Strongly Agree</td> <td>60%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	3%	Neutral	5%	Agree	31%	Strongly Agree	60%
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Appendix D: CAMPUS RESILIENCE RESOURCES

This section provides a list of resources useful for preparedness, response, and recovery related to campus unrest and soft target incidents near campus.

The Campus Resilience Program offers a Resource Library which organizes resources according to threat or hazard, and then further categorizes each resource according to its relevant mission area (*Prevention, Protection, Mitigation, Response, Recovery*), as outlined in the [National Preparedness Goal](#). The resources included reflect the collaborative efforts of many program and partner organizations, and represent a variety of Federal, state, local, private-sector, emergency management, and academic association entities. For more information and to access the Library, visit <https://www.dhs.gov/campus-resilience-program-resource-library>.

Any additional requests for information should be directed to DHS/OAE at: AcademicEngagement@hq.dhs.gov.

Emergency Preparedness Resources

Campus Security Guidelines: Recommended Operational Policies for Local and Campus Law Enforcement Agencies. This report, produced jointly MCC and DOJ, provides guidelines for local and campus police coordination in preparation for and response to campus violence and other incidents. For more information, visit: https://www.majorcitieschiefs.com/pdf/MCC_CampusSecurity.pdf.

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 also are encouraged to support emergency response agencies by taking a more active role in emergency preparedness projects in their communities. For more information, visit: <https://www.fema.gov/community-emergency-response-teams>.

Department of Education, Response and Emergency Management for Schools (REMS) Technical Assistance (TA) Center. The REMS TA Center, administered by the ED Office of Safe and Healthy Students (OSHS), supports public and private schools, school districts, and IHEs, with their community partners, in building their preparedness capacity (including mitigation, prevention, protection, response, and recovery efforts) and creating comprehensive emergency operations plans that address a variety of security, safety, and emergency management issues. For more information, visit: <https://rems.ed.gov/>.

Emergency Response: Preparing and Protecting Staff in a Crisis: This webinar provides an overview of best practices and tools critical to prepare staff to respond to an on-campus incident. To view the webinar, visit: https://www.campussafetymagazine.com/webcast/emergency_response_preparing_and_protecting_staff_in_a_crisis/.

FEMA Emergency Management Institute (EMI) Independent Study Program. Virtual training on a multitude of emergency preparedness and continuity resilience strategies is available through the FEMA EMI Independent Study Program. For more information and a list of courses, visit: <http://training.fema.gov/IS/>.

- **IS-100.HE Introduction to the Incident Command System for Higher Education.** This FEMA training course introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course uses the same objectives and content as other ICS courses

with higher education examples and exercises. For more information, visit: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.HE>.

- **IS-29: Public Information Officer Awareness.** This course provides an overview of the public information function and the role of the Public Information Officer (PIO) in the emergency management environment. For more information, visit: <https://training.fema.gov/is/courseoverview.aspx?code=IS-29>.
- **IS-42: Social Media in Emergency Management.** This course provides an overview of best practices including tools, techniques, and a basic roadmap to build capabilities in the use of social media technologies to further emergency response missions. For more information, visit: <https://training.fema.gov/is/courseoverview.aspx?code=IS-42>.
- **IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Places of Worship.** This course provides an overview of best practices and resources in developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents. For more information, visit: <https://www.firstrespondertraining.gov/frt/nppcatalog?courseId=2364#anc-search-results>.

G0367: Emergency Planning for Campus Executives. This two-hour FEMA training course provides executives with insights into multi-hazard emergency planning and their role in protecting lives, property, and operations. For more information, visit: <https://training.fema.gov/hiedu/aemrc/eplanning/g367.aspx>.

Incident Command System (ICS) Resource Center. The FEMA ICS Resource Center website has a multitude of ICS reference documents including, but not limited to, ICS Forms, checklists, training course information, and links to other related resources. For more information, visit: <https://training.fema.gov/emiweb/is/icsresource/>.

International Association of Emergency Managers Universities and Colleges Caucus (IAEM-UCC). The purpose of the IAEM-UCC is to represent emergency management issues surrounding college and university campuses. Although they are a part of the communities in which they reside, higher education institutions take on special and sometimes unique considerations when preparing their students, faculty, staff, and visitors for responding to, recovering from, and mitigating against emergencies. For more information, visit:

<http://www.iaem.com/page.cfm?p=groups/us-caucuses/universities-colleges&lvl=2>.

- **National Intercollegiate Mutual Aid Agreement (NIMAA).** NIMAA is a source for providing and/or receiving assistance. NIMAA membership includes both public and private institutions. The agreement allows IHEs to share equipment, personnel, and other resources. To request more information, visit: https://docs.google.com/forms/d/e/1FAIpQLSc-TvK2KASugln7sl0NEYyXCGDpR_4b95N7MwUi0_OSMBC8A/closedform.

Protecting Critical Infrastructure

Critical Infrastructure Training. DHS's Office of Infrastructure Protection (OIP) provides free training programs to government and private sector partners to support security and resilience of critical infrastructure. For more information, visit: <https://www.dhs.gov/critical-infrastructure-training>.

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 IHEs, 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>.

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>.

Exercise and Training Resources

Research on Threat Assessments and Various Types of Targeted Violence on Campuses. The United States Secret Service (USSS) provides research and reports on violence at schools and IHEs. Released in July 2018, "Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence" contains information useful for campus safety professionals charged with identifying, assessing, and managing violence risk at institutions of higher education. Additionally, the Safe School Initiative, a study of attacks on K-12 schools, was released in 2002. For more information, visit: <https://www.dhs.gov/publication/enhancing-school-safety-using-threat-assessment-model>.

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 IHEs 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

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 CR Program was created upon a recommendation from the Homeland Security Academic Advisory Council (HSAAC). This initiative builds upon best practices, lessons learned, and resources already developed to make U.S. colleges and universities more resilient. For more information on the DHS CR Program, visit <https://www.dhs.gov/campus-resilience> or contact the Office of Academic Engagement at AcademicEngagement@hq.dhs.gov.

Enhancing Campus Safety and Security. DOJ's Bureau of Justice Assistance provides resources for campus safety training and best practices. For more information, visit:

http://www.bja.gov/ProgramDetails.aspx?Program_ID=108#horizontalTab3.

Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education. This guide provides guidance to IHEs 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, the Department of Justice, ED, and HHS. IHEs 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/rem_s_ihe_guide.pdf.

The Security Strategy That Works for 2 College Campuses. This article, published in April 2017, details security strategies used by two different IHEs (University of San Francisco and Virginia Commonwealth University). For more information, visit: https://www.campussafetymagazine.com/safety/security_strategy_college_safety_campus/.

Campus Unrest and Soft Target Incident Resources

Center for Domestic Preparedness. The Center for Domestic Preparedness is an all-hazards training center for emergency responders. For a full list of course offerings, visit: <https://cdp.dhs.gov/>.

National Training and Education Division Trainings. The National Training and Exercise Division provides first responders with training, offering over 150 courses and serving state, local, and tribal entities in addition to private sector and citizens. For the full course catalog, visit: <https://www.firstrespondertraining.gov/frt/>.

Preventing Vehicle Terror Attacks on Campus with Bollards. This report, published in April 2017, discusses the benefits of using bollards in protecting public spaces against vehicle attacks. For more information, visit:

https://www.campussafetymagazine.com/public/preventing_vehicle_terror_attacks_on_school_college_campus_bollards/.

Preparing for and Responding to Student Activism on Campus. This article provides an overview of best practices when preparing for and responding to on-campus protests, along with links to other resources regarding campus security, community relations, and past examples of IHE responses to student activism. For more information, visit: <https://www.nccpsafety.org/news/articles/preparing-for-and-responding-to-student-activism-on-campus>.

Responding to Campus Protests: A Practitioner Resource. This guide, jointly produced by the ELA and NASPA, provides information regarding planning for and responding to on-campus protests. The report includes information on First Amendment and other legal considerations. For more information, visit: http://www.sa.sc.edu/sec/files/2016/01/LEGALLINKS_1-2_.pdf.

Appendix E: EVENT PARTICIPANTS

Institutions of Higher Education

Blue Ridge Community College	Norfolk State University
Central Virginia Community College	North Carolina State University
College of William & Mary	Northern Virginia Community College
Duke University	Old Dominion University
Eastern Shore Community College	Piedmont Virginia Community College
George Mason University	Radford University
George Washington University	St. John's College
Germanna Community College	University of Mary Washington
James Madison University	University of Richmond
John Tyler Community College	University of the District of Columbia
Liberty University	University of Virginia
Longwood University	Virginia Commonwealth University
Lynchburg College	Virginia Polytechnic Institute & State University
Mary Baldwin University	Virginia State University
Montgomery College	

Organizations and Associations (Observers)

Charlottesville-UVA-Albemarle Office of Emergency Management	Virginia Department of Emergency Management
Office of the Secretary of Public Safety & Homeland Security (VA)	Virginia State Police, Virginia Fusion Center
Virginia Center for School and Campus Safety	

Government Partners (Observers)

FBI	DHS OAE
FEMA NED	DHS Immigration & Customs Enforcement Agency
National Center for Campus Public Safety	DHS Office of Intelligence & Analysis
DHS National Protection & Programs Directorate Office of Infrastructure Protection	

Appendix F: ACRONYMS

CERT	Community Emergency Response Team
CR Program	Campus Resilience Program
DHS	Department of Homeland Security
DOJ	Department of Justice
ED	Department of Education
ELA	Education Law Association
EMI	Emergency Management Institute
EMS	Emergency Medical Services
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
HHS	Department of Health and Human Services
HSAAC	Homeland Security Academic Advisory Council
HSEEP	Homeland Security Exercise and Evaluation Program
IAEM-UCC	International Association of Emergency Managers Universities and Colleges Caucus
ICS	Incident Command System
IHE	Institution of Higher Education
MCC	Major Cities Chiefs Police Association
NASPA	Student Affairs Administrators in Higher Education
NCR	National Capitol Region
NDCAC	National Domestic Communications Assistance Center
NED	National Exercise Division
NIMAA	National Intercollegiate Mutual Aid Agreement
OAE	Office of Academic Engagement
OIP	Office of Infrastructure Protection
OSHS	Office of Safe and Healthy Students
PFF	Participant Feedback Form
PIO	Public Information Officer

PSA	Protective Security Advisor
REMS	Response and Emergency Management for Schools
RTTX	Regional Tabletop Exercise
STEP	Student Tools for Emergency Planning
TA	Technical Assistance
TTX	Tabletop Exercise
USSS	United States Secret Service
VEOC	Virginia Emergency Operations Center
VFC	Virginia Fusion Center