



2018 National Seminar and Tabletop Exercise for Institutions of Higher Education

Summary Report



HANDLING INSTRUCTIONS

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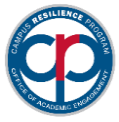


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INTRODUCTION

The *National Seminar and Tabletop Exercise (NTTX) for Institutions of Higher Education (IHE)* is part of a broader series dedicated to empowering IHEs to improve preparedness and build resilience. The 2018 NTTX 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 Texas at San Antonio (UTSA), the event took place in San Antonio, TX on September 24-25, 2018. The NTTX focused on threats and hazards related to campus disorder during a large on-campus event and sought to provide participants with insights into preparedness, response, and recovery best practices. The event consisted of both seminars and a tabletop exercise (TTX) and brought together over 400 participants from academia, public safety, and law enforcement.

The *2018 National Seminar and Tabletop Exercise for Institutions of Higher Education Summary Report* provides NTTX 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 both on key findings from event activities and insights gained from various feedback opportunities.

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

Background

The Campus Resilience Program (CR Program) TTX Series is a set of events focused on specific resilience-related topics that impact the higher education community. DHS OAE held the inaugural NTTX in 2014, and the event is now part of a wider series of campus-based events that includes Regional Tabletop Exercises (RTTX) and Leadership Tabletop Exercises (LTTX). The goal of these events is to enhance participants' knowledge of emergency preparedness and identify opportunities to improve response and recovery capabilities. DHS facilitates each 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.

Campus Resilience Program

DHS launched the 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 IHEs build, sustain, and promote resiliency to better manage and respond to the threats they face.

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 (ESK) are self-conducted exercises 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. ESK scenarios currently available to the higher education community focus on cyber breaches, hurricanes, and active shooter incidents. Recently the CR Program has launched ESKs specific to the K-12 community on the topic of Active Shooter with customized kits available for elementary schools, middle/junior high schools and high schools. To obtain an ESK, please visit: <https://www.dhs.gov/esks>





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Additional information on the CR Program TTX Series is accessible [here](#).



EXERCISE OVERVIEW

Exercise Name 2018 National Seminar and Tabletop Exercise for Institutions of Higher Education

Exercise Dates Monday, September 24–Tuesday, September 25, 2018

Event Scope The **2018 National Seminar and Tabletop Exercise (NTTX) for Institutions of Higher Education (IHE)** event aimed to empower the higher education community to improve preparedness and build resilience for the variety of threats and hazards that pose the greatest risk to campus communities across the nation. The 2018 NTTX included the following:

- A **Learning Session** consisting of an unclassified threat briefing provided by the San Antonio Division of the Federal Bureau of Investigation (FBI)
- **Seminars** designed to provide participants with tools and knowledge to help institutions of higher education prepare for threats and risks associated with major on-campus events
- A three-module tabletop exercise (**TTX**) consisting of a scenario-driven, facilitated discussion designed to examine roles, responsibilities, authorities, and capabilities to enhance the resilience of IHEs

Mission Areas Response, Recovery

- Objectives**
1. Identify strengths and opportunities of improvement in an institution’s emergency preparedness for, response to, and recovery from a complex on-campus event.
 2. Assess the quality, comprehensiveness, and level of understanding of campus leadership, operations staff, and other emergency personnel of emergency response plans for multiple threats during a large event.
 3. Evaluate the effectiveness of inbound and outbound information channels, public information and warning systems, and internal communications capabilities during a major campus event.
 4. Assess standing processes for maintaining situational awareness during a major event.
 5. Assess the quality and comprehensiveness of an institution’s existing plans to restore operations after an incident during a campus event.
 6. Evaluate established coordination efforts with external agencies’ plans, including intelligence and law enforcement stakeholders with shared jurisdiction.

Scenario Campus disorder during a large on-campus event.

Sponsors Department of Homeland Security (DHS) Office of Academic Engagement (OAE), Federal Emergency Management Agency (FEMA) National Preparedness Directorate (NPD) National Exercise Division (NED), and University of Texas at San Antonio (UTSA).

Participating Organizations Refer to *Appendix E* for participating organizations.

SEMINAR AND EXERCISE STRUCTURE

The two-day NTTX consisted of one 60-minute Learning Session, three 90-minute Exercise Modules, two 60-minute Seminar Sessions, and one 30-minute After-Action Review.

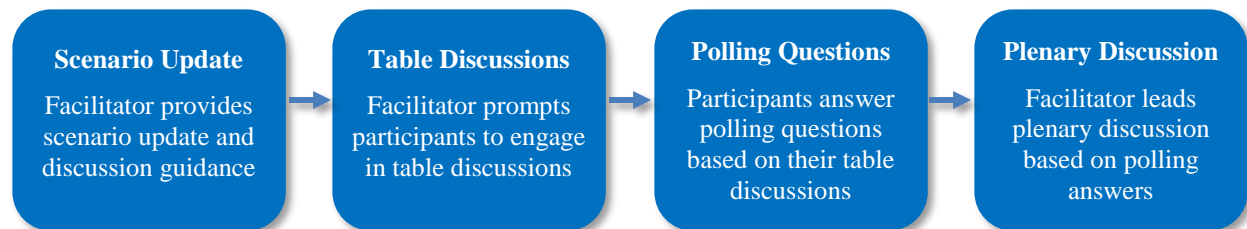
Additionally, opening remarks were provided by the following individuals over the course of both days:

- **Dr. Daniel Kaniewski**, FEMA Deputy Administrator, Resilience
- **Dr. Lorenzo Sanchez**, UTSA Director of Business Continuity and Emergency Management
- **Gerald Lewis**, UTSA Chief of Police
- **Tony Robinson**, FEMA Region VI Regional Administrator
- **Steven Nicholas**, DHS National Protection and Programs Directorate (NPPD) Region VI Regional Director

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.

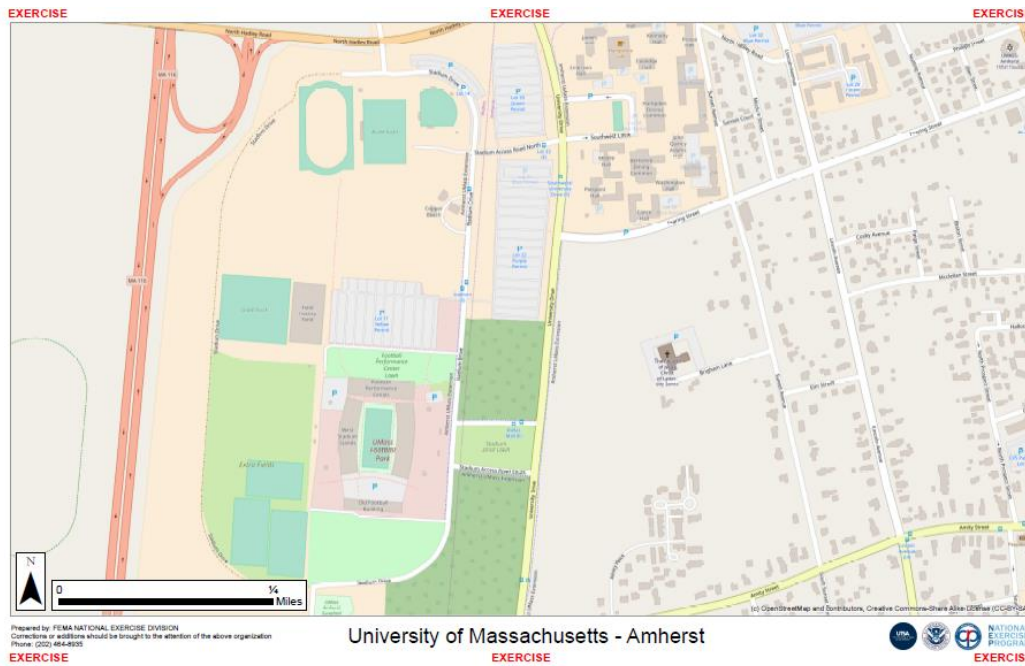
Figure 1: Exercise Activities



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 (*Figure 2*). Maps were developed using Geographic Information System (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



Organization of Break-Out Groups

To reflect the diverse capabilities and challenges across the higher education community, the NTTX break-out sessions and analyses in this report were organized according to four categories of IHEs (*Table 1*). IHEs with athletic programs were grouped by institutional size and athletic facility size. A fourth group consisted of IHEs without athletic programs. IHEs were divided into the following groups:

Table 1: TTX Break-Out Groups

<p>Large IHEs with large athletic programs</p> <ul style="list-style-type: none"> IHEs with more than 20,000 students Large athletic facilities with capacities over 15,000 	<p>Small IHEs with athletic programs</p> <ul style="list-style-type: none"> IHEs with fewer than 5,000 students Small athletic facilities with capacities under 5,000 Also included state university system campuses without athletic programs or facilities
<p>Medium IHEs with athletic programs</p> <ul style="list-style-type: none"> IHEs with 5,000–20,000 students Mid-sized athletic facilities with capacities between 5,000–15,000 Also included large two-year IHEs with athletic programs 	<p>IHEs without athletic programs</p> <ul style="list-style-type: none"> IHEs without athletic programs or facilities

Seminar Organization

The NTTX included two sessions of seminars focusing on mechanisms and capabilities to help IHEs prepare for large, complex on-campus events and respond to and recover from campus disorder. There were seven seminar options in the first session and eight in the second.



Table 2: Session 1 Seminars

Title	Presenter(s)
Responding to Hate Events on Campus	Laurie Wood, Director of Investigations, Intelligence Project/Southern Poverty Law Center
Integrated Crisis Communication – Emergency Notification Solutions	Dr. Lorenzo Sanchez, Director of Business Continuity and Emergency Management, and Mrs. Jacqueline Silva, Emergency Management Coordinator, UTSA – Department of Public Safety
Case Study in Campus Protest from a Chief of Police	John Vinson, Ph.D., Assistant-Vice President/Chief of Police, University of Washington
Soft Targets and Crowded Places Resource Guide	Edwin (Lee) Otten, Protective Security Advisor, DHS/NPPD /Infrastructure Protection/Region VI
University Emergency Notifications	Steven Lake, Director, and James “Boyd” Hodges, Deputy Director, Carson-Newman University Department of Public Safety
Legal Considerations & Perspectives from Law Enforcement and Higher Education	Matthew J. McPhillips, Chief Division Counsel/Supervisory Special Agent, FBI San Antonio Division; Mary Phelps Dugan, General Counsel, University of Nevada, Reno
Coordination and Communication: Transitioning from Event to Incident	Daniel Ward, Director of Curriculum, National Center for Spectator Sports Safety and Security (NCS4); Andy Burchfield, Director of Emergency Management, University of Michigan; Joe Monroe, Chief of Police, University of Kentucky

Table 3: Session 2 Seminars

Title	Presenter(s)
National Intercollegiate Mutual Aid Agreement (NIMAA) Overview	Krista Dillon, Director of Operations, Safety and Risk Services, University of Oregon
Lessons Learned from On-Going Campus Disruptions and a Plan for Recovery	Bill Mikesell, Emergency Response Planning Coordinator, The Evergreen State College
Practitioners' Solutions to Managing Protests and Demonstrations: Interactive Workshop on Campus Protests Practices	Andrea Young, Program and Training Manager, National Center for Campus Public Safety
Tabletop Exercises (TTX): Applied Methods from Counterterrorism-Based TTXs	Dr. Peter Forster, Associate Teaching Professor, Penn State University
CAMPUS CERT; UNTIL Help Arrives and other Federal Preparedness Resources for IHEs	Natalie Enclade, Director of Individual and Community Preparedness (ICPD), FEMA



Title	Presenter(s)
Communication During a Crisis Event	Michelle Lee, San Antonio FBI Public Affairs Officer, FBI
Leadership in a Crisis: Law Enforcement Perspective	Christopher Combs, Special Agent in Charge, FBI, San Antonio Division
Coordination and Communication: Transitioning from Event to Incident	Daniel Ward, Director of Curriculum, NCS4; Andy Burchfield, Director of Emergency Management, University of Michigan; Joe Monroe, Chief of Police, University of Kentucky



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 large on-campus events, response to campus protests and disorder, capabilities across the region, participants' overall impression of the event, and the impact of the 2018 NTTX on institutions' ongoing preparedness efforts.

Strengths

During the exercise, each IHE was asked to report on their own 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 20% of institutions reported no challenges and more than 75% of institutions reported having minor or no challenges* addressing the issue.

Table 4: Key Strengths

Information Sharing:

85% of institutions indicated they would experience minor or no challenges monitoring information channels across the campus community and effectively share information with key stakeholders.

- 20% of institutions stated they would be able to address this issue with no issues **citing strong relationships with internal and external stakeholders, including regular communications with local law enforcement and first responders prior to an event**
- 65% of institutions said they would be able to address this issue with minor challenges; many of these institutions have a strong culture of preparedness, but noted that **integrating communication technology across multiples campuses of the same institution could pose issues**

Operational Coordination and On-Scene Security:

81% of institutions indicated they would experience minor or no challenges establishing an Incident Command System (ICS) response structure and integrating with external stakeholders during an on-campus incident.

- 26% of institutions believed they would face no challenges addressing this issue as **ICS would already be established for a large on-campus event and local and state resources would be available to augment campus personnel**
- 55% of institutions said they would experience minor challenges, citing **strong relationships with local law enforcement** but a **lack of integrated technology between internal and external stakeholders**, therefore hindering operational communication
- 95% of large institutions believed they would face minor or no challenges compared to only 61% of institutions without athletic programs who believed the same; large institutions credited **regularly exercising establishing command posts with internal and external partners** while institutions without athletic programs and fewer on-campus events indicated they do not do so to the same extent

Public Alert and Warning:

92% of institutions indicated they would experience minor or no challenges promptly implementing and communicating protective measures across campus in response to a violent incident on campus.

- 23% of institutions indicated they would experience no challenges addressing this issue as they have **pre-scripted messages** for different audiences and **would utilize media outlets present at the event to disseminate public alerts**



- 69% of institutions said they could address this issue with minor challenges due to **difficulties reaching non-English speaking and access and functional needs populations** and the high potential for **misinterpretation of public messaging**
- All large institutions believed they could address this issue with minor or no challenges, citing the prevalence of **internal public relations and external media personnel on campus for large events**

Engaging Senior Leadership:

95% of institutions indicated they would experience minor or no challenges providing senior leadership with information required to make necessary decisions during a campus incident.

- 33% of institutions believed they would experience no challenges addressing this issue as a result of the **inclusion of senior leadership representatives** in pre-event exercises and planning meetings
- 62% of institutions said they would be able to address this issue with minor challenges as there are strong relationships between leadership and emergency management personnel, though some IHEs cited a **need for additional senior leadership training on response priorities and operations**

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 *less than 15% of institutions reported no challenges and more than 20% of institutions reported being unable to address the issue or only able to address with major challenges.*

Table 5: Key Areas for Improvement

Situational Awareness:

39% of institutions indicated they would have major challenges evaluating ongoing and evolving threats and maintaining situational awareness in the event of an on-campus incident.

- Institutions cited **limitations to monitoring technology** (e.g., social media monitoring tools and on-campus cameras) as **impediments to maintaining awareness** about an evolving threat
- Institutions also indicated that **an increased reliance on nontraditional partners during events**, including event volunteers and part-time staff, would **pose a challenge to information sharing during an incident**

Public Information and Media Relations:

22% of institutions indicated they would have major challenges or be unable to respond to public inquiries and inform key stakeholders of critical information in a coordinated and efficient manner following a large on-campus incident.

- 21% of institutions indicated they would face major challenges, including **addressing rumors and correcting false information on social media** and **connecting with all stakeholder groups**, including students, staff, parents, community members, and other campus visitors

Scene Control:

46% of institutions indicated they would have major challenges or be unable to maintain control of an incident scene and ensure the safety of event attendees and first responders.

- Institutions indicated they would face major challenges **tracking patients due to complications with privacy laws and a lack of defined processes** in addition to **crowd and traffic management issues**



- 4% of institutions believed they would be unable to address this issue, citing **lack of trained personnel and other resources constraints**; supplemental resources from local law enforcement and existing mutual aid agreements **may take significant time to be deployed**
- All large institutions believed they could address this issue with minor or no challenges, citing established protocols and routes for emergency medical services (EMS) personnel

Campus Recovery:

23% of institutions indicated they would have major challenges effectively implementing continuity-of-operations plans and restoring impacted campus services and functions.

- Medium and small IHEs cited major challenges addressing this issue at higher rates than large IHEs, including needing **additional resources, staff support, and external security personnel** during campus recovery activities
- Institutions also cited **brand management concerns** and the need for **increased student and staff mental health support** as additional challenges

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 event are provided in *Table 6* and *Table 7* below, and detailed results can be found in *Appendix C: Participant Feedback Forms*.

Table 6: Key Insights from Seminar Assessments

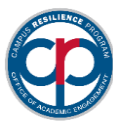
- 95% of participants believed the **presentations helped them gain a better understanding of the response and recovery actions their institution should implement** when considering the threat of campus disruption during a large event
- 92% of participants thought the **seminar/workshop sessions were relevant to the exercise scenario**
- 94% of participants believed the **seminar/workshop registration process was simple and easy to understand**

Table 7: Key Insights from Exercise Assessments

- 95% of participants believed the **exercise helped them gain a better understanding of the protection, response, and recovery actions their institution should implement** when considering the threat of campus disruption during a large event
- 94% of participants said the exercise **increased understanding of their institution’s risks and vulnerabilities** when considering the threat of campus disruption during a large event
- 92% of participants thought the **exercise discussion topics encouraged someone with their level of training and experience to participate**
- 94% of participants believed **the exercise facilitators engaged participants and helped guide meaningful discussions**

Event Impact

The NTTX event had a significant impact on participants’ understanding of their own institution’s risks and vulnerabilities as well as their preparedness posture regarding on-campus events and campus disorder.



Following the NTTX, a comparison of pre- and post-survey data revealed the extent to which 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. Based on the feedback data, **92% of respondents identified at least one new risk or vulnerability at their institution** based on their participation in this year’s NTTX.

Top 3 Categories of Risk and Vulnerability Identification (% of respondents identifying the category as a new risk or vulnerability)

1. Campus disorder during a large event planning (47%)
2. Public communication while responding to campus disorder during a large event (45%)
3. Continuity of operations planning for essential functions (34%)

Pre- and post-event surveys also demonstrated the change in participants’ confidence in their institutions’ abilities when responding to and recovering from an incident and participants discussed and indicated their intentions to review and revise their respective IHE’s plans and procedures. The pre- and post-event surveys revealed the following notable insights:

- IHEs became **10% more confident in their ability to respond** to campus disorder during a large campus event and **17% more confident in their ability to recover** to those types of events.
- There was an average **15% increase in respondents intending to revisit their plans and procedures** related to campus disorder during large events.

For detailed results, please refer to *Appendix B: 2018 NTTX Survey Results*.

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 three major scenario phases: 1) Preparedness; 2) Response; and 3) Recovery. These phases were developed based on FEMA’s five Mission Areas (Prevention, Protection, Mitigation, Response, and Recovery)¹, which are organized according to 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.

Associated findings were developed based on polling questions using the scale outlined in *Table 8* below, and observational notes provided by HSEEP-trained staff.

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



Table 8: 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 feedback channels recorded prior to, during, and after the NTTX. 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 NTTX;
- Post-event survey, distributed after the NTTX; and,
- PFF, provided to participants at the NTTX.



MODULE 1: PRE-INCIDENT

Overview

The pre-incident phase covered the preparedness actions taken prior to a sporting event (or other major on-campus event), coordinated planning with internal and external stakeholders, maintaining awareness of potential threats or hazards to the event, and information sharing with all relevant groups.

The pre-incident module examined the following core capabilities:

- Planning
- Intelligence and Information Sharing

Scenario

September 24, 2018 (5 Days Prior to Event)

- Your institution's homecoming sporting event (or other major on-campus event) is scheduled for this upcoming Saturday, September 29, 2018
- Today is the start of a week-long schedule of campus-wide activities
- An increased number of students, alumni, community members, and external vendors will be present on campus throughout the week
- Your institution's on-campus security organization has been preparing for months and has been supported by local external law enforcement
- No specific, credible threat to the event has been identified; there has been minimal aggravated chatter on social media from outside groups and students

Discussion Results

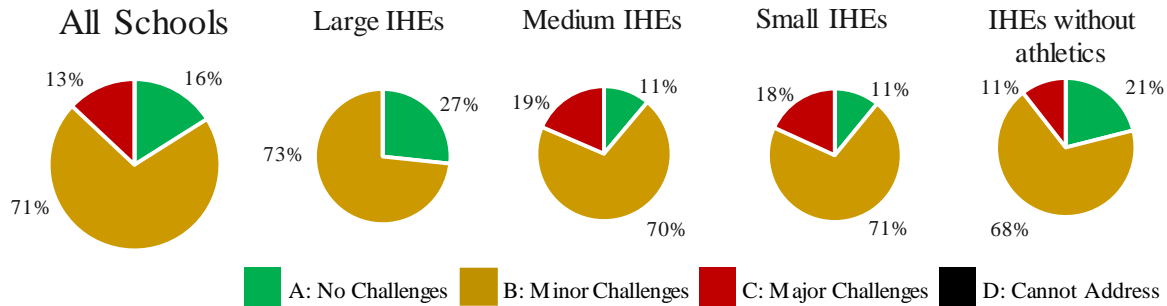
The pre-incident phase of this exercise examined the following capabilities:

- **Event Planning**
- **Situational Awareness**
- **Information Sharing**

Key Issue 1: Event Planning

The Event Planning discussion focused on whether institutions' plans support event security and safety and what resources are available to institutions as they prepare for a complex on-campus event.

Assess the extent to which your institution's plans enable your institution to effectively plan for a major on-campus event, ensure the safety of community members, and coordinate necessary resources.



Strengths: 87% of institutions indicated they could address this issue without challenges or with minor challenges

- 16% of institutions stated they could address this issue without challenges, citing **strong cultures of preparedness, annual pre-event exercises, and the development of common operating pictures with external local, state, and federal partners**
- 71% of institutions said they could address this issue with minor challenges due to **difficulties ensuring all information was continuously provided to all campus groups**, particularly nontraditional planning partners

Areas for Improvement: 13% of institutions indicated they would face major challenges addressing this issue

- Emergency management personnel stated they are often **brought into the planning process too late and therefore do not have sufficient time or resources to prepare for risks and threats associated with complex events**
- Institutions also cited a **lack of centralized event planning processes that incorporate all stakeholders** and noted a need for one **master events calendar and deliberate inclusion of emergency management personnel** in all planning meetings

Key Resources:

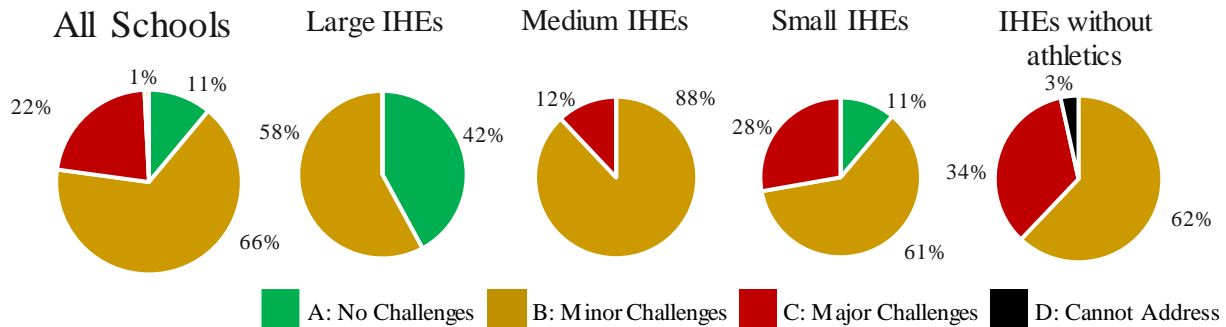
- Emergency Response: Preparing and Protecting Staff in a Crisis:** This webinar provides an overview of best practices and tools critical to preparing staff to respond to an on-campus incident. To view the webinar, visit: https://www.campussafetymagazine.com/webcast/emergency_response_preparing_and_protecting_staff_in_a_crisis/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

In Module 1, Situational Awareness included discussions about maintaining awareness of potential credible threats prior to on-campus events, monitoring social media, and tracking event logistics and attendance.

Assess your institution's ability to maintain overall awareness and determine credibility of potential threats prior to a major on-campus event.



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

- 11% of institutions stated they could address this issue without challenges using **specific monitoring technologies (e.g., geo-fencing technology, social media mining tools) that help planning stakeholders understand specific threats to an event**
- Large IHEs, particularly those with **strong relationships with their fusion centers or local law enforcement, expressed confidence in pre-event threat assessments**
- 66% of institutions said they could address this issue with minor challenges; some **monitoring tools are constrained in their effectiveness** as they typically only screen open discussions, follow certain platforms not as heavily used by younger generations of students, or include irrelevant information that needs to be manually filtered out

Areas for Improvement: 23% of institutions indicated they would face major challenges addressing or could not address this issue

- Small institutions that only hold a few large events each year said they often **lack the funding or leadership buy-in for social media monitoring tools**
- Institutions also noted that during the planning for and execution of large on-campus events, **staff members often have multiple lanes of responsibilities** and institutions are **unable to dedicate sufficient resources to monitoring and analyzing social media and other information sources**

Key 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 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>.

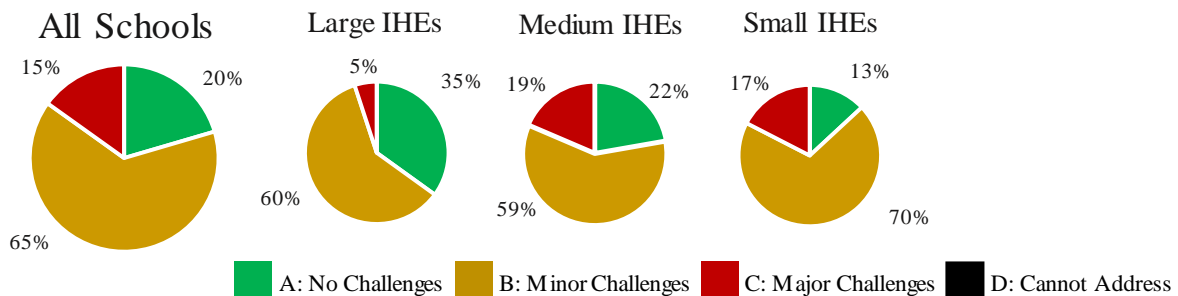


- **Preparing for and Responding to Student Activism on Campus.** This article provides an overview of best practices when preparing for and responding to on-campus protests, along with links to other resources regarding campus security, community relations, and past examples of IHE responses to student activism. For more information, visit: <https://www.nccpsafety.org/news/articles/preparing-for-and-responding-to-student-activism-on-campus>.
- **Fusion Centers.** State and major urban area fusion centers serve as primary focal points within the state and local environment for the receipt, analysis, gathering, and sharing of threat-related information among federal, state, local, tribal, and territorial (SLTT) partners. Fusion centers are uniquely situated to empower front-line law enforcement, public safety, fire service, emergency response, public health, critical infrastructure protection, and private sector security personnel to lawfully gather and share threat-related information. Fusion centers are valuable partners for IHEs in evaluating threat-related information and other preparedness activities.

Key Issue 3: Information Sharing

Information Sharing focused on communication mechanisms with internal and external stakeholders, planning discussions, and communicating with different groups in attendance.

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



Note: The IHEs without athletic programs break-out group did not record polling data for this question.

Strengths: 85% of institutions indicated they could address this issue without challenges or with minor challenges

- 20% of institutions believed they could address this issue without challenges due to having **multiple avenues available for sharing information with different groups**, including **email, social media, text notification systems, and institution-specific tools**
- 65% of institutions said they could address this issue with minor challenges as **communication would need to be modified to reach non-English speaking attendees and populations with access and functional needs**

Areas for Improvement: 15% of institutions indicated they would face major challenges addressing this issue

- Many institutions said they would face **difficulty effectively communicating with nontraditional stakeholder groups who were not involved in the planning process**
- Schools with multiple campuses cited a **lack of integrated communication technology across all campuses** as a major challenge



Key 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>.



MODULE 2: RESPONSE

Overview

The response phase consisted of discussion on immediate response efforts following initial occurrences of campus disorder and on-campus protests, maintaining situational awareness throughout an incident, on-scene operational coordination and communication, and engaging senior leadership in effective decision-making processes.

The response phase examined the following core capabilities:

- Intelligence and Information Sharing
- Operational Coordination
- Operational Communications
- Public Alert and Warning

Scenario

September 29, 2018 – 3:15 PM

- Shortly after the event begins, a large group of students begins protesting near the main venue gate
- Event spectators become more aware of the protest activity and begin to form a crowd around the protestors
- Counter-protestors begin assembling near the original protestors
- The hashtag #ShutDownHomecoming is trending with multiple social media platforms
- Multiple national groups with records of motivating violent political statements express support on social media, with some claiming credit for the disruptions
- The flash mob-style protest rises in intensity and violence breaks out
- A roman candle firework is set off, which sends the entire crowd into a panic and multiple livestreams catch the sound and aftermath, though none visually capture the actual source of sound
- Students take pictures of an individual openly carrying a firearm near the protest scene and send those pictures out on social networks; social media begins erroneously reporting about a “shooter” and “rampage”

Discussion Results

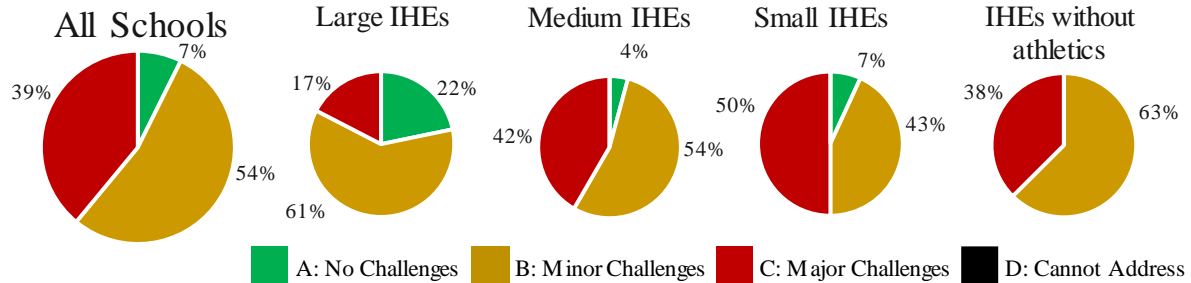
The response phase of this incident examined the following capabilities:

- **Situational Awareness**
- **Operational Coordination and On-Scene Security**
- **Public Alert and Warning**
- **Engaging Senior Leadership**

Key Issue 1: Situational Awareness

The Situational Awareness discussion focused on how institutions conduct real-time information assessments, share information between event and response teams, and enable intelligence sharing between external and internal stakeholders.

Assess your institution's ability to evaluate ongoing and evolving threats and maintain situational awareness in the event of an on-campus incident.



Strengths: 61% of institutions indicated they could address this issue without challenges or with minor challenges

- Large institutions with Emergency Operations Centers (EOC) set up for the event stated they could address this issue without challenges as **pre-positioned personnel could quickly gather and analyze information from a variety of data sources**
- 54% of institutions said they could address this issue with minor challenges, **citing multiple sources of information, including on-campus cameras and data-mining tools, but potential risks due to reliance on event volunteers and staff outside of command structure for information**

Areas for Improvement: 39% of institutions indicated they would face major challenges addressing this issue

- Small institutions said they would face major challenges **ensuring multiple locations (e.g., protest site, event facility) were being monitored** and knowing **how and where to establish barriers between the protestors and counter protestors without prior knowledge of the different groups and their tactics**
- Institutions that do not establish an EOC for each event cited **the duration of time required to set up an incident command post as a significant challenge to maintaining awareness** around real-time incidents and threats
- Medium and small schools and IHEs without athletics indicated they would face challenges **verifying incoming information and addressing disinformation in an efficient manner** and noted that information management and validation are becoming increasingly difficult as social media evolves to include new platforms
- Institutions of all sizes noted that **key decision-makers and personnel involved in analyzing new information would most likely be present at the event**, resulting in **potentially lengthy delays convening** cabinet meetings or operationalizing EOCs

Key Resources:

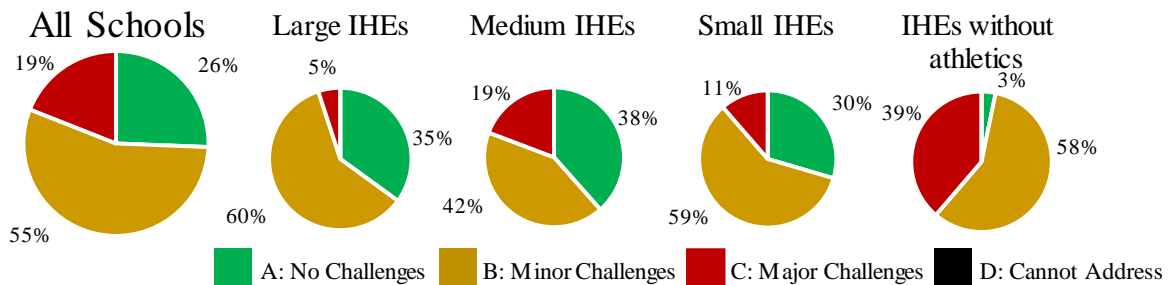
- Responding to Campus Protests: A Practitioner Resource.** This guide, jointly produced by the Education Law Association (ELA) and the Student Affairs Administrators in Higher Education (NASPA), provides information regarding planning for and responding to on-campus protests. The

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 2: Operational Coordination and On-Scene Security

Operational Coordination and On-Scene Security focused on how institutions establish ICS, operational communication between internal and external stakeholders during an incident, and the effectiveness of security personnel and technology.

Assess your institution’s ability to establish an ICS response structure and integrate with external stakeholders (law enforcement, emergency management) during an incident.



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

- 26% of institutions believed they could address this issue without challenges as they establish **ICS for all large events** and frequently exercise **unified command structure with external law enforcement and response personnel**
- 55% of institutions said they could address this issue with minor challenges **as internal and external response teams have strong relationships but often use different communication and security technology**, affecting the ability to communicate effectively during response operations

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

- Institutions without athletic events **indicated the need for increased training and exercises on operational structures and ICS**
- Institutions with **command structures that require incorporation of multiple jurisdictions said they would face major challenges** responding to an evolving incident

Key Resources:

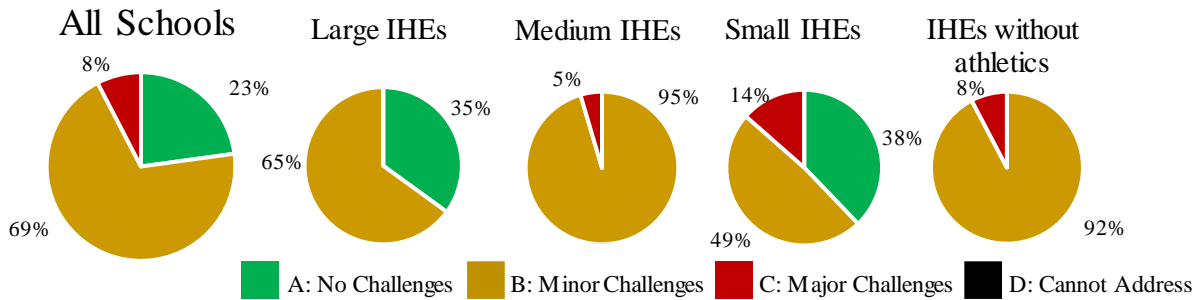
- IS-100.HE Introduction to the Incident Command System for Higher Education.** This FEMA training course introduces ICS and provides the foundation for higher level ICS training. This course uses the same objectives and content as other ICS courses with higher education examples and exercises. For more information, visit:

<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.HE>.

Key Issue 3: Public Alert and Warning

Public Alert and Warning included discussion on the technology and resources used to implement public messaging, effectiveness of alert systems during complex events, and communication with external stakeholders.

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



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

- 100% of large institutions said they could address this issue without challenges or with minor challenges by **utilizing media outlets present during athletic events** and **implementing text message and other alert technology to reach all groups** in attendance
- Large institutions also cited **development of pre-scripted crisis messages, including in languages other than English**, and unified messaging through **game-day Public Information Officers (PIO)** as best practices for effective implementation of public alerts
- Most institutions said they could address this issue with minor challenges as they have **processes, technology, and resources required to implement messaging** but would be **concerned about inconsistent or misinterpreted messaging causing confusion among event attendees**; for example, shelter-in-place and evacuation alerts may be interpreted in a variety of ways

Areas for Improvement: 8% of institutions indicated they would face major challenges addressing this issue

- Small institutions and institutions without athletics said they would be **unable to reach campus visitors due to lack of inclusive alert systems**; most of these institutions are **not integrated with Integrated Public Alert & Warning System (IPAWS)**

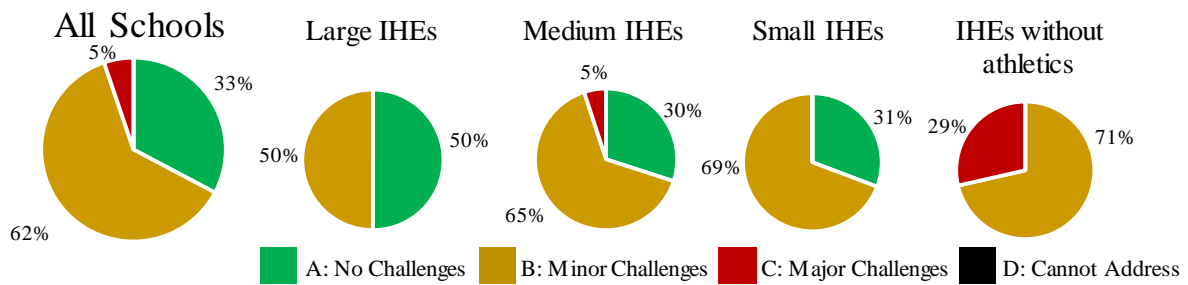
Key Resources:

- Mass Notification for Higher Education.** Published by the National Clearinghouse for Educational Facilities (NCEF), this guide covers considerations, tools, and recommendations for mass notification for institutions of higher education. The publication also outlines the benefits and disadvantages of different forms of notification systems. For more information, visit: <http://www.ncef.org/pubs/notification.pdf>.

Key Issue 4: Engaging Senior Leadership

The Engaging Senior Leadership section focused on plans and procedures for leadership decision-making during an incident, communication between senior leadership and emergency response teams, and leadership priorities and messaging.

Assess the extent to which existing plans and mechanisms enable emergency response teams to effectively provide your institution's leadership with information required to make necessary decisions during a campus incident.



Strengths: 95% of institutions indicated they could address this issue without challenges or with minor challenges

- Institutions stated they could effectively address this issue due to **strong relationships with senior leadership liaisons, the presence of senior leaders in the EOC, and experience exercising and testing processes with leadership teams**
- 62% of institutions said they could address this issue with minor challenges; while there are **existing processes for leadership decision-making during events**, some IHEs highlighted the **need for including senior leadership representatives in all pre-event meetings and planning**

Areas for Improvement: 5% of institutions indicated they would face major challenges addressing this issue

- Some institutions indicated the **need for senior leadership training to increase awareness of response priorities and response team operations** to support more efficient decision-making during an incident

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>.



MODULE 3: RECOVERY

Overview

The recovery phase focused on continued response and initial recovery operations, securing the incident scene, managing public relations and communication with the media, and prioritizing and implementing campus restoration efforts.

The recovery phase examined the following core capabilities:

- Operational Coordination
- Operational Communications
- Community Resilience

Scenario

September 29, 2018 – 4:15 PM

- An hour after the roman candle firework blast, law enforcement personnel begin interviewing and recording statements from protesters, counter-protestors, and spectators
- An overwhelming number of injuries resulted from the incident, and additional emergency medical services arrive on-scene to triage and treat the injuries
- Local, regional, and national media outlets have remained on campus and begun live reporting from the venue
- There has been no official statement issued aside from official social media accounts reposting law enforcement safety announcements and guidance
- The public is experiencing inconsistent and unreliable mobile service, and many event attendees are unaware of the status of the protests and are confused as to the delayed activities
- Students and community members continue to actively post on social media about their safety and emotional reactions, as well as false and unsubstantiated rumors
- Some campus services have begun experiencing staff shortages and some employees do not feel comfortable coming to work because of the incident; a number of residence halls and building managers have requested extra security for the night

Discussion Results

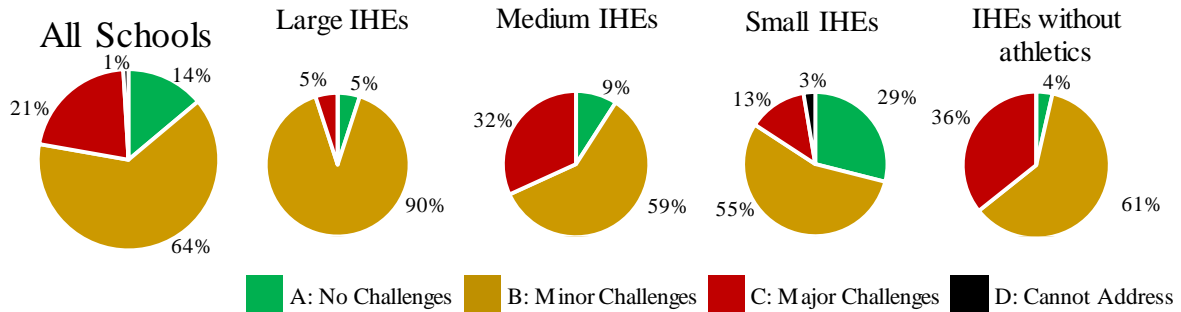
The recovery phase of this incident examined the following capabilities:

- **Public Information and Media Relations**
- **Scene Control**
- **Campus Recovery**

Key Issue 1: Public Information and Media Relations

In Module 3, Public Information and Media Relations focused on mechanisms for backup communications systems, addressing social media and traditional media reports, and integrating internal messaging with external partners' messaging.

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



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

- 14% of institutions stated they could address this issue without challenges due to **resources such as off-campus call centers with pre-scripted messages and redundant communications mechanisms** (e.g., cell trucks) in the event of downed communications infrastructure
- 64% of institutions said they could address this issue with minor challenges as their **call centers and media and public relations management processes may be overwhelmed by the scale of requests for information**
- Institutions cited holding a **joint press conference with local jurisdictions** and **disseminating one coordinated message from the EOC at pre-identified intervals** as best practices enabling them to effectively address this issue

Areas for Improvement: 22% of institutions indicated they would face major challenges addressing or be unable to address this issue

- Institutions said they would face major challenges due to the **difficulties correcting false reports and addressing rumors on social media** and **managing the large volume of parent inquiries**

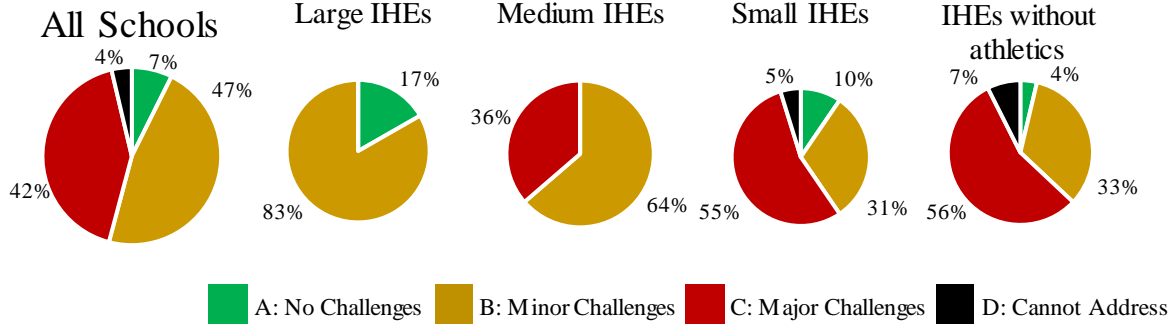
Key Resources:

- IS-29: Public Information Officer Awareness.** This course provides an overview of the public information function and the role of the 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>.

Key Issue 2: Scene Control

Scene Control included discussion on integration of external security personnel and protocols, patient tracking, and crowd and traffic management following an incident.

Assess your institution’s ability to maintain control of an incident scene and ensure the safety of event attendees and first responders.



Strengths: 54% of institutions indicated they could address this issue without challenges or with minor challenges

- 100% of large institutions said they would be able to address this issue without challenges or with minor challenges, citing **institutionalized processes for integrating with local and state responders** and an **increased presence of security personnel pre-positioned for large on-campus events**
- 47% of all institutions noted they would be able to address this issue with minor challenges due to **established processes for coordination with internal and external EMS personnel**, such as **state-led EMS tasks forces** and **specialized routes and on-site extraction sites for EMS vehicles** to reach the event

Areas for Improvement: 46% of institutions indicated they would face major challenges addressing or be unable to address this issue

- Small and medium institutions cited **immediate needs for increased response and security personnel on campus** as a major challenge to addressing this issue; many campuses have **memorandums of understanding (MOU) and mutual aid agreements with other institutions or organizations**, but **deployment of additional resources and personnel would take time**
- Institutions also noted that **patient tracking would be a challenge due to Health Insurance Portability and Accountability Act (HIPAA) and other privacy laws**
- 7% of institutions stated they could not address this issue on their own, citing the **need for additional security and law enforcement personnel for crowd management, traffic control, and patient transportation purposes**

Key Resources:

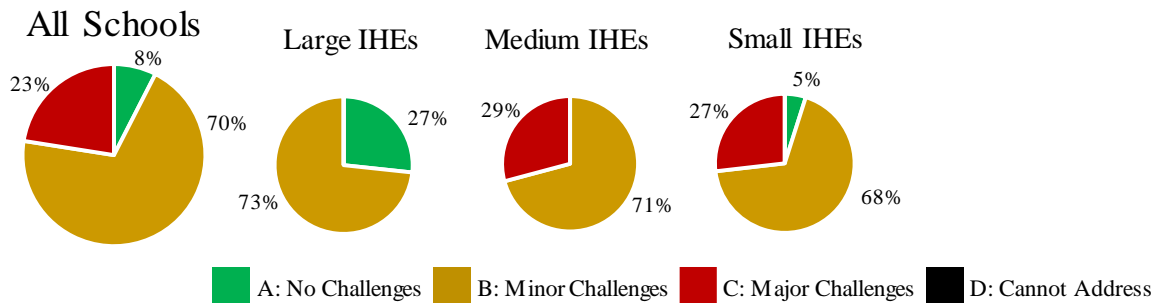
- Campus Security Guidelines: Recommended Operational Policies for Local and Campus Law Enforcement Agencies.** This report, produced jointly by the Major Cities Chiefs Police Association (MCC) and DOJ, provides guidelines for local and campus police coordination in preparation for and response to campus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

- Community Emergency Response Team (CERT) Programs.** 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>.

Key Issue 3: Campus Recovery

Campus Recovery focused on operations restoration plans and priorities, contingency plans for student services, and brand management issues.

Assess your institution’s ability to effectively implement continuity-of-operations plans and restore impacted campus services and functions.



Note: The IHEs without athletic programs breakout group did not record polling data for this question.

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

- Institutions indicated they could effectively implement continuity-of-operations (COOP) plans by **requesting additional assistance from other IHEs and local organizations and activating existing mutual aid agreements**

Areas for Improvement: 23% of institutions indicated they would face major challenges addressing this issue

- Institutions in rural areas indicated they would face major challenges due to **small number of local law enforcement officers** and **inability to efficiently augment staff shortages from surrounding areas**
- Institutions noted that brand management would be a major challenge as **backlash on social media or traditional media platforms could negatively affect attendance at future campus events**
- Institutions also cited the need for resources to **support students affected emotionally by the incident**; for example, **campus counseling services and other support services would be overwhelmed** in the event of a large incident

Key Resources:

- 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.



APPENDIX A: SEMINAR SESSION DETAILS AND TAKEAWAYS

Overview

The NTTX included two sessions of seminars focusing on mechanisms and capabilities to help IHEs prepare for large, complex on-campus events and respond to and recover from campus disorder. There were seven seminar options in the first session and eight in the second.

Table A1: Session 1 Seminars

Title	Presenter(s)
Responding to Hate Events on Campus	Laurie Wood, Director of Investigations, Intelligence Project/Southern Poverty Law Center
Integrated Crisis Communication – Emergency Notification Solutions	Dr. Lorenzo Sanchez, Director of Business Continuity & Emergency Management, and Mrs. Jacqueline Silva, Emergency Management Coordinator, UTSA – Department of Public Safety
Case Study in Campus Protest from a Chief of Police	John Vinson, Ph.D., Assistant-Vice President/Chief of Police, University of Washington
Soft Targets and Crowded Places Resource Guide	Edwin (Lee) Otten, Protective Security Advisor, DHS/NPPD/Infrastructure Protection/Region VI
University Emergency Notifications	Steven Lake, Director, and James “Boyd” Hodges, Deputy Director, Carson-Newman University Department of Public Safety
Legal Considerations & Perspectives from Law Enforcement and Higher Education	Matthew J. McPhillips, Chief Division Counsel / Supervisory Special Agent, Federal Bureau of Investigation (FBI) San Antonio Division; Mary Phelps Dugan, General Counsel, University of Nevada, Reno
Coordination and Communication: Transitioning from Event to Incident	Daniel Ward, Director of Curriculum, NCS4; Andy Burchfield, Director of Emergency Management, University of Michigan; Joe Monroe, Chief of Police, University of Kentucky

Table A2: Session 2 Seminars

Title	Presenter(s)
NIMAA Overview	Krista Dillon, Director of Operations, Safety & Risk Services, University of Oregon
Lessons Learned from On-Going Campus Disruptions and a Plan for Recovery	Bill Mikesell, Emergency Response Planning Coordinator, The Evergreen State College
Practitioners' Solutions to Managing Protests and Demonstrations: Interactive Workshop on Campus Protests Practices	Andrea Young, Program and Training Manager, National Center for Campus Public Safety



Title	Presenter(s)
Tabletop Exercises (TTX): Applied Methods from Counterterrorism-Based TTXs	Dr. Peter Forster, Associate Teaching Professor, Penn State University
CAMPUS CERT; UNTIL Help Arrives and other Federal Preparedness Resources for IHEs	Natalie Enclade, Director, ICPD, FEMA
Communication During a Crisis Event	Michelle Lee, San Antonio FBI Public Affairs Officer, FBI
Leadership in a Crisis: Law Enforcement Perspective	Christopher Combs, Special Agent in Charge, FBI, San Antonio Division
Coordination and Communication: Transitioning from Event to Incident	Daniel Ward, Director of Curriculum NCS4; Andy Burchfield, Director of Emergency Management, University of Michigan; Joe Monroe, Chief of Police, University of Kentucky

Key Discussion Points

In the PFF and post-event survey, participants were provided an opportunity to assess the seminars and workshops they attended. In the PFF, participants rated the seminars and workshops on their effectiveness, relevance to the NTTX discussion topics, and relevance to their institution. Please refer to **Appendix C: Participant Feedback Forms** for detailed results.

In the post-event survey, participants had the opportunity to evaluate the quality of seminars and workshops.

- Top 5 Rated Seminars and Workshops (% of attendees rating the session good or excellent)***
1. Communication During a Crisis Event (94%)
 2. Responding to Hate Events on Campus (89%)
 3. Coordination and Communication: Transitioning from Event to Incident (89%)
 4. Case Study in Campus Protest from a Chief of Police (88%)
 5. Tabletop Exercises: Applied Methods from Counterterrorism-Based TTXs (86%)



APPENDIX B: 2018 NTTX SURVEY RESULTS

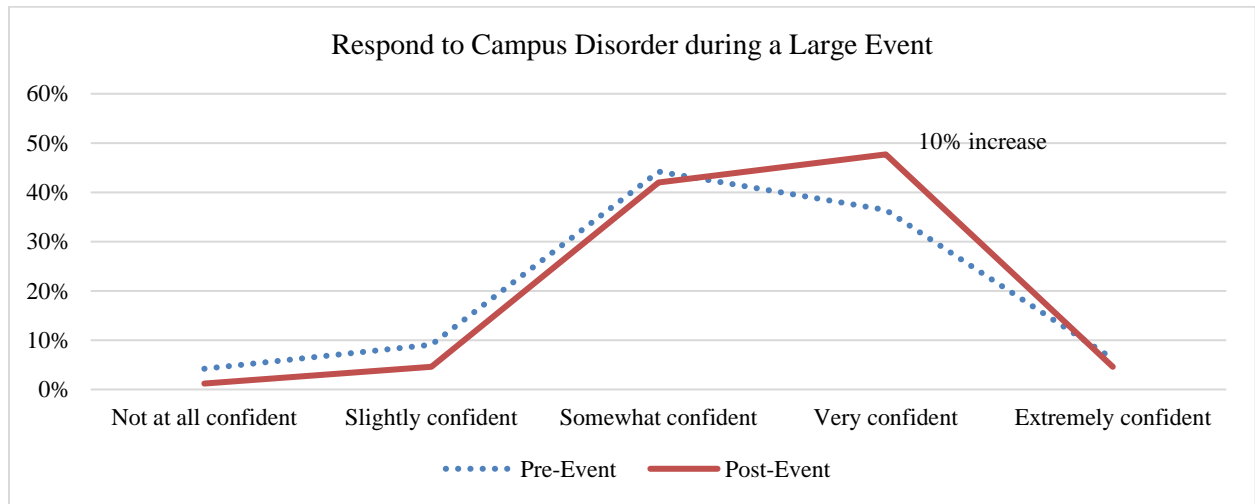
Event Survey

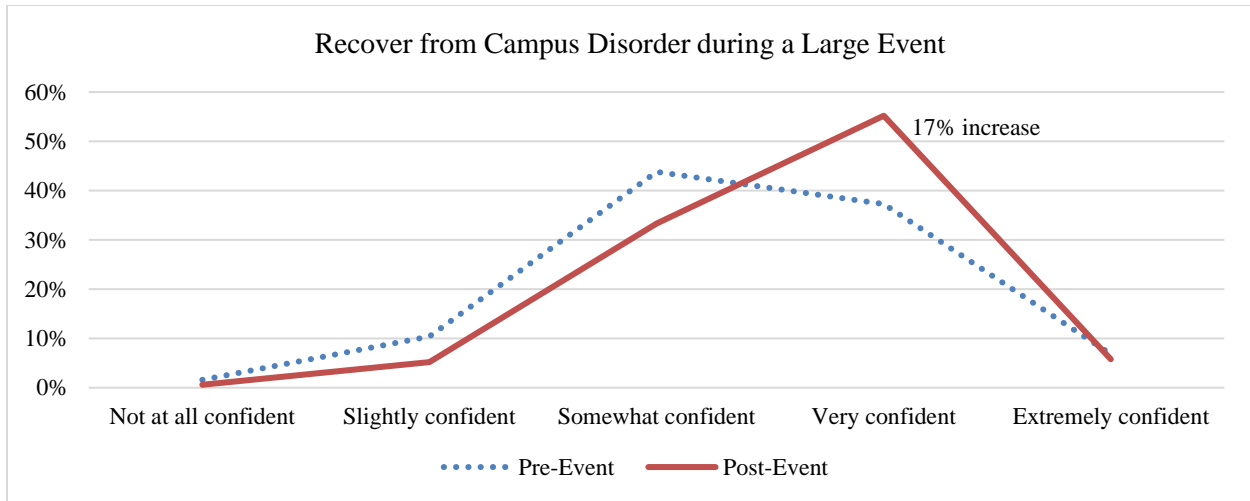
Following the 2018 NTTX, pre- and post-survey data revealed how institutions understand their risks and vulnerabilities, how confident they are in addressing these risks and vulnerabilities, and the status of specific actions to address them. Based on the feedback data, **92% of respondents identified at least one new risk or vulnerability at their institution** based on their participation in this year’s NTTX. *Table B1* demonstrates the percentage of participants identifying each category as a newly identified risk or vulnerability.

Table B1: Risk and Vulnerability Identification Following NTTX

Category	% of participants
Campus disorder during a large event planning	47%
Assessment of campus disorder during a large event impacts	33%
Public communication while responding to campus disorder during a large event	45%
Public communication while recovering from a campus disorder during a large event	24%
Establishment of an Incident Command Structure	14%
Continuity of Operations Planning for essential functions	34%
Continuity of Operations Planning for non-essential functions	26%
Legal liabilities or obligations following campus disorder during a large event	20%
Financial liabilities or obligations following campus disorder during a large event	16%

The following graphs highlight differences in participant confidence levels before and after the NTTX in responding to and recovering from campus disorder at a large on-campus event. IHEs on average rated **confidence in their ability to respond to campus disorder during a large campus event 10% higher** and **confidence in ability to recover to those incidents 17% higher** than before the NTTX.





Following the event, participants discussed and indicated their intentions to review and revise their respective IHE’s plans and procedures. There was an average **15% increase in respondents intending to revisit their plans and procedures** related to campus disorder during large events. The table below reflects their specific responses.

Table B2: Key Insights from the Post-Event Survey

Action	% increase of IHEs that completed/ plan to complete post-NTTX
Integrate campus disorder during a large event preparedness into emergency planning	23%
Conduct a risk assessment of campus disorder during a large event	15%
Conduct training and/or exercises to better prepare for a campus disorder during a large event	13%
Sign a mutual aid agreement to increase campus disorder during a large event staffing and resources	9%



APPENDIX C: PARTICIPANT FEEDBACK FORMS

The following section reflects responses to the questions in the PFFs. Participants were asked to rate statements on a 1-5 scale, with 1 indicating: “strongly disagree” and 5: “strongly agree.” *Table C1: Seminar Assessment Feedback* and *Table C2: Exercise Assessment Feedback* below document the distribution of responses for each statement.

Table C1: Seminar Assessment Feedback

Statement	Distribution												
The seminar/workshop registration process was simple and easy to understand.	<table border="1"> <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>5%</td></tr> <tr><td>Agree</td><td>33%</td></tr> <tr><td>Strongly Agree</td><td>61%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	0%	Neutral	5%	Agree	33%	Strongly Agree	61%
Response	Percentage												
Strongly Disagree	1%												
Disagree	0%												
Neutral	5%												
Agree	33%												
Strongly Agree	61%												
The seminar/workshop sessions were relevant to the exercise scenario.	<table border="1"> <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>7%</td></tr> <tr><td>Agree</td><td>40%</td></tr> <tr><td>Strongly Agree</td><td>52%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	0%	Neutral	7%	Agree	40%	Strongly Agree	52%
Response	Percentage												
Strongly Disagree	1%												
Disagree	0%												
Neutral	7%												
Agree	40%												
Strongly Agree	52%												
The presentations during the sessions were relevant to my institution.	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>1%</td></tr> <tr><td>Disagree</td><td>1%</td></tr> <tr><td>Neutral</td><td>12%</td></tr> <tr><td>Agree</td><td>40%</td></tr> <tr><td>Strongly Agree</td><td>46%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	12%	Agree	40%	Strongly Agree	46%
Response	Percentage												
Strongly Disagree	1%												
Disagree	1%												
Neutral	12%												
Agree	40%												
Strongly Agree	46%												
The duration of each presentation was appropriate.	<table border="1"> <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>15%</td></tr> <tr><td>Agree</td><td>33%</td></tr> <tr><td>Strongly Agree</td><td>50%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	0%	Neutral	15%	Agree	33%	Strongly Agree	50%
Response	Percentage												
Strongly Disagree	1%												
Disagree	0%												
Neutral	15%												
Agree	33%												
Strongly Agree	50%												



Statement	Distribution												
<p>The seminars/workshops increased my understanding of available resources to respond to and recover from a campus protest with potential for violence.</p>	<table border="1"> <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>13%</td></tr> <tr><td>Agree</td><td>47%</td></tr> <tr><td>Strongly Agree</td><td>37%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	2%	Neutral	13%	Agree	47%	Strongly Agree	37%
Response	Percentage												
Strongly Disagree	1%												
Disagree	2%												
Neutral	13%												
Agree	47%												
Strongly Agree	37%												
<p>The presentations helped me gain a better understanding of the response and recovery actions my institution should implement when considering the threat of campus disruption during a large event.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>1%</td></tr> <tr><td>Disagree</td><td>1%</td></tr> <tr><td>Neutral</td><td>3%</td></tr> <tr><td>Agree</td><td>47%</td></tr> <tr><td>Strongly Agree</td><td>48%</td></tr> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	3%	Agree	47%	Strongly Agree	48%
Response	Percentage												
Strongly Disagree	1%												
Disagree	1%												
Neutral	3%												
Agree	47%												
Strongly Agree	48%												

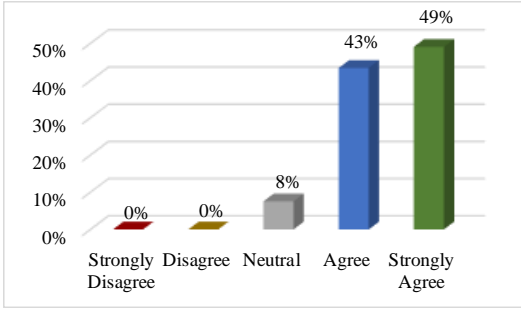
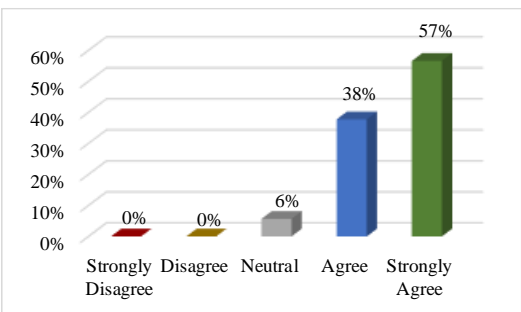
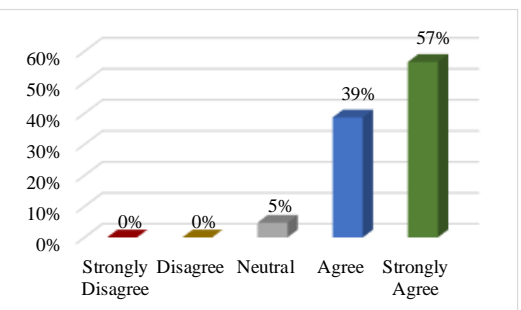
Table C2: Exercise Assessment Feedback

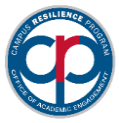
Statement	Distribution												
<p>Pre-exercise information and documentation were easy to understand and helped me prepare for exercise discussions.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>0%</td></tr> <tr><td>Disagree</td><td>2%</td></tr> <tr><td>Neutral</td><td>9%</td></tr> <tr><td>Agree</td><td>35%</td></tr> <tr><td>Strongly Agree</td><td>54%</td></tr> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	2%	Neutral	9%	Agree	35%	Strongly Agree	54%
Response	Percentage												
Strongly Disagree	0%												
Disagree	2%												
Neutral	9%												
Agree	35%												
Strongly Agree	54%												
<p>The exercise scenario was realistic.</p>	<table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Strongly Disagree</td><td>0%</td></tr> <tr><td>Disagree</td><td>0%</td></tr> <tr><td>Neutral</td><td>10%</td></tr> <tr><td>Agree</td><td>37%</td></tr> <tr><td>Strongly Agree</td><td>53%</td></tr> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	0%	Neutral	10%	Agree	37%	Strongly Agree	53%
Response	Percentage												
Strongly Disagree	0%												
Disagree	0%												
Neutral	10%												
Agree	37%												
Strongly Agree	53%												



Statement	Distribution												
<p>The exercise lasted for an appropriate length of time.</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>1%</td> </tr> <tr> <td>Neutral</td> <td>12%</td> </tr> <tr> <td>Agree</td> <td>37%</td> </tr> <tr> <td>Strongly Agree</td> <td>49%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	12%	Agree	37%	Strongly Agree	49%
Response	Percentage												
Strongly Disagree	1%												
Disagree	1%												
Neutral	12%												
Agree	37%												
Strongly Agree	49%												
<p>The exercise facilitator engaged participants and helped guide meaningful discussions.</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>3%</td> </tr> <tr> <td>Agree</td> <td>40%</td> </tr> <tr> <td>Strongly Agree</td> <td>57%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	0%	Neutral	3%	Agree	40%	Strongly Agree	57%
Response	Percentage												
Strongly Disagree	0%												
Disagree	0%												
Neutral	3%												
Agree	40%												
Strongly Agree	57%												
<p>The use of SMS (text message) polling during the exercise enhanced participant involvement.</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>1%</td> </tr> <tr> <td>Neutral</td> <td>10%</td> </tr> <tr> <td>Agree</td> <td>38%</td> </tr> <tr> <td>Strongly Agree</td> <td>50%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1%	Disagree	1%	Neutral	10%	Agree	38%	Strongly Agree	50%
Response	Percentage												
Strongly Disagree	1%												
Disagree	1%												
Neutral	10%												
Agree	38%												
Strongly Agree	50%												
<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>1%</td> </tr> <tr> <td>Neutral</td> <td>12%</td> </tr> <tr> <td>Agree</td> <td>41%</td> </tr> <tr> <td>Strongly Agree</td> <td>46%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	1%	Neutral	12%	Agree	41%	Strongly Agree	46%
Response	Percentage												
Strongly Disagree	0%												
Disagree	1%												
Neutral	12%												
Agree	41%												
Strongly Agree	46%												



Statement	Distribution												
<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>0%</td> </tr> <tr> <td>Disagree</td> <td>0%</td> </tr> <tr> <td>Neutral</td> <td>8%</td> </tr> <tr> <td>Agree</td> <td>43%</td> </tr> <tr> <td>Strongly Agree</td> <td>49%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	0%	Neutral	8%	Agree	43%	Strongly Agree	49%
Response	Percentage												
Strongly Disagree	0%												
Disagree	0%												
Neutral	8%												
Agree	43%												
Strongly Agree	49%												
<p>The exercise increased my understanding of my institution's risks and vulnerabilities when considering the threat of campus disruption during a large event.</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>6%</td> </tr> <tr> <td>Agree</td> <td>38%</td> </tr> <tr> <td>Strongly Agree</td> <td>57%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	0%	Neutral	6%	Agree	38%	Strongly Agree	57%
Response	Percentage												
Strongly Disagree	0%												
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Neutral	6%												
Agree	38%												
Strongly Agree	57%												
<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 disruption during a large event.</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>5%</td> </tr> <tr> <td>Agree</td> <td>39%</td> </tr> <tr> <td>Strongly Agree</td> <td>57%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	0%	Disagree	0%	Neutral	5%	Agree	39%	Strongly Agree	57%
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Strongly Disagree	0%												
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Strongly Agree	57%												



APPENDIX D: CAMPUS RESILIENCE RESOURCES

This section provides a list of resources useful for preparedness, response, and recovery related to institution event planning and campus disorder.

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 (*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 by 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.

CERT Programs. 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.campusmagazine.com/webcast/emergency_response_preparing_and_protecting_staff_in_a_crisis/.

Establishing Appropriate Staffing Levels for Campus Public Safety Departments. This document, published by the International Association of Campus Law Enforcement Administrators (IACLEA), explores lessons learned and best practices regarding the unique challenges related to campus policing. For more information, visit: <https://ric-zai-inc.com/Publications/cops-p210-pub.pdf>.

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 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 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>.

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/>.

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>.

- **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.

Fusion Centers. State and major urban area fusion centers serve as primary focal points within the state and local environment for the receipt, analysis, gathering, and sharing of threat-related information among SLTT partners. Fusion centers are uniquely situated to empower front-line law enforcement, public safety, fire service, emergency response, public health, critical infrastructure protection, and private sector security personnel to lawfully gather and share threat-related information. Fusion centers are valuable partners for IHEs in evaluating threat-related information and other preparedness activities. For more information, visit: <https://www.dhs.gov/state-and-major-urban-area-fusion-centers>.



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 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: https://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, DOJ, 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.campusmagazine.com/safety/security_strategy_college_safety_campus/.

Protests and Campus Disorder

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/>.

Mass Notification for Higher Education. Published by the NCEF, this guide covers considerations, tools, and recommendations for mass notification for institutions of higher education. The publication also outlines the benefits and disadvantages of different forms of notification systems. For more information, visit: <http://www.ncef.org/pubs/notification.pdf>.

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/>.

- **AWR-148: Crisis Management for School-Based Incidents –Partnering Rural Law Enforcement, First Responders, and Local School Systems.** Developed by the University of Findlay and provided by the Rural Domestic Preparedness Consortium (RDPC), this training provides law enforcement personnel and school administrators with the tools and knowledge to effectively respond to rural school-based emergencies. Rural emergency responders and schools face unique challenges due to limited resources, and this course provides opportunities for information sharing and collaboration to achieve coordinated awareness of and response to incidents. For more information, visit:

<https://www.firstrespondertraining.gov/frt/npccatalog?courseId=53#anc-search-results>

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

- Agnes Scott College
- Alamo Colleges District
- Alvin Community College
- Angelina College
- Angelo State University
- Arizona State University
- Arkansas State University
- Augusta University
- Austin Community College District
- Baylor University
- Brookhaven College
- Carson-Newman University
- Case Western Reserve University
- Coastal Bend College
- College of DuPage
- College of the Mainland
- Collin County Community College District
- Columbia Basin College
- Concordia University Texas
- Cornell University
- Creighton University
- CUNY York College
- Dallas County Community College District
- Eagle Mountain-Saginaw Independent School District
- El Centro College
- Emerson College
- Estrella Mountain Community College
- Fayetteville State University
- George Washington University
- Gordon State College
- Harrisburg University of Science and Technology
- Harvard University
- Hofstra University
- Houston-Tillotson University
- Illinois State University
- Iowa State University
- Jefferson Community and Technical College
- Lakehead University
- Lincoln Memorial University
- Lone Star College
- Los Angeles Trade Technical College
- Metropolitan Community College – Kansas City
- Metropolitan State University of Denver
- Middle Tennessee State University
- Morehouse College
- Mount Vernon Nazarene University
- Mountain View College
- Neosho County Community College
- New York University
- North Central Texas College
- Northeast Lakeview College
- Northwestern University
- Oregon Health & Science University
- Pacific Northwest College of the Art
- Palm Beach State College
- Pennsylvania State University
- Princeton University
- Purdue University – Fort Wayne
- Rensselaer Polytechnic Institute
- Rice University
- Saint Edward’s University
- Saint Leo University
- San Antonio College
- San Jacinto Community College
- Stephen F. Austin State University
- Schreiner University
- South Texas College of Law - Houston
- Southern Adventist University
- Southern Methodist University
- St. Philip’s College



St. Mary’s University
 Tarrant County College District
 Texas A&M – Central Texas
 Texas State University
 Texas Woman’s University
 Truckee Meadows Community College
 University of Alaska – Fairbanks
 University of Arizona
 University of Denver
 University of Houston
 University of Houston – Downtown
 University of the Incarnate Word
 University of Massachusetts – Amherst
 University of Michigan
 University of Mississippi
 University of North Texas
 University of Oregon
 University of Tennessee Health Science Center
 University of Texas at Austin
 University of Texas at Rio Grande Valley
 University of Texas at Tyler
 University of Texas Health Science Center at Tyler
 University of Utah
 University of Wisconsin – Madison
 Wake Technical Community College
 Western Nevada College

Syracuse University
 Texas A&M
 Texas A&M – San Antonio
 Texas Wesleyan University
 Trinity University
 University of Alaska – Anchorage
 University of Alaska – Southeast
 University of California – San Francisco
 University of Georgia
 University of Houston – Clear Lake
 University of Houston – Victoria
 University of Kentucky
 University of Miami
 University of Montana – Western
 University of Nevada – Reno
 University of North Texas Health Science Center
 University of St. Thomas
 University of Texas
 University of Texas
 University of Texas at El Paso
 University of Texas at San Antonio
 University of Texas Health Science Center at San Antonio
 University of Texas MD Anderson Cancer Center
 University of Washington
 Wake Forest University

Organizations and Associations (Observers)

Alamo Area Council of Governments
 California State University-Sacramento
 The Evergreen State College
 International Association of Campus Law Enforcement Administrators
 Mother Tutoring Academy
 National Center for Spectator Sports Safety and Security / University of Southern Mississippi
 Palo Alto College
 Radford University
 Alamo Area Council of Governments – Public Safety
 Cisco
 Global Teen Team LLC
 Living Stream Ministry
 National Center for Campus Public Safety
 Naval Postgraduate School – Center for Homeland Defense and Security
 Pennsylvania State University – Harrisburg
 Research & Education Networking Information Sharing & Analysis Center (REN-ISAC)



San Antonio Fire Department

Texas A&M Engineering Extension Service

UTSA Department of Public Safety

Southern Poverty Law Center – Intelligence Project

UTSA Police Department

Western Interstate Commission for Higher Education

Government Partners (Observers)

U.S. Department of Homeland Security (DHS)

U.S. DHS - Federal Emergency Management Agency (FEMA)

U.S. DHS – FEMA Voluntary Agency Liaison

U.S. DHS - FEMA National Preparedness Directorate (NPD)

U.S. DHS – FEMA NPD National Exercise Division (NED)

U.S. DHS - FEMA Region VI

U.S. DHS - National Protection and Programs Directorate (NPPD)

U.S. DHS Office of Academic Engagement (OAE)

U.S. DHS Office of Infrastructure Protection

U.S. Department of Justice (DOJ)

U.S. DOJ - Federal Bureau of Investigation (FBI)

U.S. DOJ - FBI – Joint Terrorism Task Force

U.S. DOJ - FBI – San Antonio Division



APPENDIX F: ACRONYMS

CERT	Community Emergency Response Team
COOP	Continuity-of-operations
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
EOC	Emergency Operations Center
ESK	Exercise Starter Kit
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
GIS	Geographic Information System
HHS	Department of Health and Human Services
HIPPA	Health Insurance Portability and Accountability Act
HSAAC	Homeland Security Academic Advisory Council
HSEEP	Homeland Security Exercise and Evaluation Program
IACLEA	International Association of Campus Law Enforcement Administrators
IAEM-UCC	International Association of Emergency Managers Universities and Colleges Caucus
ICPD	Individual and Community Preparedness
ICS	Incident Command System
IHE	Institution of Higher Education
IPAWS	Integrated Public Alert & Warning System
LTTX	Leadership Tabletop Exercise
MCC	Major Cities Chiefs Police Association
MOU	Memorandum of Understanding



NASPA	Student Affairs Administrators in Higher Education
NCEF	National Clearinghouse for Educational Facilities
NCS4	National Center for Spectator Sports Safety and Security
NDCAC	National Domestic Communications Assistance Center
NED	National Exercise Division
NIMAA	National Intercollegiate Mutual Aid Agreement
NPD	National Preparedness Directorate
NPPD	National Protection and Programs Directorate
NTTX	National Tabletop Exercise
OAE	Office of Academic Engagement
OIP	Office of Infrastructure Protection
OSHS	Office of Safe and Healthy Students
PIO	Public Information Officer
PFF	Participant Feedback Form
PSA	Protective Security Advisor
REN-ISAC	Research & Education Networking Information Sharing & Analysis Center
RDPC	Rural Domestic Preparedness Consortium
REMS	Response and Emergency Management for Schools
RTTX	Regional Tabletop Exercise
SLTT	State, local, tribal, and territorial
STEP	Student Tools for Emergency Planning
TA	Technical Assistance
TTX	Tabletop Exercise
USSS	United States Secret Service
UTSA	University of Texas at San Antonio