Association of American Universities
August, 2007

Survey on Safety on AAU Campuses after the Virginia Tech Shootings

After the tragic shootings on the Virginia Polytechnic Institute (Virginia Tech) campus on April 16, 2007, there was great concern among AAU presidents and chancellors about safety on campus. In order to find out what AAU institutions are doing to protect their students, to identify and get help for those members of the campus community who may pose a danger to themselves or others, and to cope with campus emergencies, the AAU membership asked staff to conduct an internal survey on these issues. The goal of the survey was to ensure that AAU universities can learn from the positive steps that other universities are taking, for the benefit of all. Forty-two institutions responded.

This survey, sent out in early May of 2007, identified many positive actions being taken by AAU campuses. Some of these are outlined in the categories listed below. For examples in each category, click the links. Immediately following the summary is a tabulation of the responses.

Executive Summary: Responses from AAU Institutions by Category

1. Identification of Troubled Students (*see examples*)
2. Assistance for Students In Need of Help (*see examples*)
3. Changes to Security and New Security Measures on Campus
4. Firearms on Campus
5. Action Plans for Emergencies (*see examples*)
6. Communication Plans for Emergencies (*see examples*)
7. Business Recovery Plans (*see examples*)
8. Additional Comments (*see examples*)

Tabulation of AAU Institutional Survey Responses (*see tabulation*)

EXECUTIVE SUMMARY
RESPONSES FROM AAU INSTITUTIONS BY CATEGORY

1. **Identification of Troubled Students**: Institutions identify students in need of assistance through gatekeepers such as faculty and staff members, resident assistants (RAs), medical professionals, law enforcement officers, peers, and other members of the university community. Some students self-identify. One institution pointed out that many students with mental and emotional problems abuse alcohol, and are identified when they violate the school's alcohol policy. Another said that troubled students often are identified by professors because of academic difficulties.
(*see examples*)

2. **Assistance for Students In Need of Help**: Most institutions (81 percent) mention their campus counseling services as a source of assistance for students in need; about 20 percent also mention the availability of referrals for off-campus services. Three institutions, however, comment that they are legally unable to force students to get counseling, and can only make strong recommendations. In some cases, an institution may involve family or even law enforcement to ensure that individual students receive the help they need. (*see examples*)

3. **Changes to Security and New Security Measures on Campus**: Twenty-two of 30 respondents to the question (73 percent) said their university was planning to increase security on campus or reduce campus access. Among the changes were adding greater scrutiny and restrictions to those entering campus buildings (12 institutions), increasing the number of security personnel or number of security patrols on campus (10 institutions), and instituting greater video surveillance on campus or in campus buildings (10 institutions). Other solutions include expanded methods for campus officials to alert students about an emergency (text message programs, sirens, etc.), improved lockdown procedures, more ways for students to call for help (call stations or call tracking systems), improved lighting or environmental design, safety audits, and greater interaction with community law enforcement.

4. **Firearms on Campus**: Nearly all institutions ban weapons on campus, except for licensed security personnel or police. Three say their security personnel are unarmed, but one says it is exploring possible changes to that policy. Two institutions are required by state law to allow licensed users to carry guns on campus (however, an institution in the same state reports that guns are banned on campus by state law). Even those campuses where firearms are allowed ban the possession of guns where they are permitted to do so, such as in campus buildings or residence halls. No institutions appear to be considering further expanding their policy to allow students to have or carry guns.

5. **Action Plans for Emergencies**: Ten universities mention the use of the Incident Command System (ICS) or National Incident Management System (NIMS), which are management plans designed to provide clear lines of communication, responsibility, and planning in a crisis. The ICS was developed after a series of fires in urban California, and the NIMS by the Department of Homeland Security in 2004 (and based, in part, on the ICS). Both systems are intended to increase the efficiency and success of responses to critical crises. (*see examples*)

6. **Communication Plans for Emergencies**: While communicating information quickly to a large number of students scattered over a wide campus can be difficult, AAU universities find multiple ways to do so. One campus also discussed how its public affairs office prepares for handling the media in a campus crisis
(*see examples*).

7. **Business Recovery Plans**: A business recovery plan can enable an institution to bounce back more quickly after a disaster, depending on how well and efficiently it is implemented. An institution may need to consider everything from the preservation of data on computer servers to the need to continue functioning from a distance if a campus becomes inaccessible. A good recovery plan can ensure that these issues are addressed in a manner that enables the university to return to normal functioning as quickly and safely as possible, with as little permanent damage as possible. (*see examples*)

8. **Additional Comments**: Several institutions had additional comments to make that they felt would be helpful to their fellow AAU members. (*see examples*)

Identification of Troubled Students:

Institutions identify students in need of assistance through gatekeepers such as faculty and staff members, resident assistants (RAs), medical professionals, law enforcement officers, peers, and other members of the university community. Some students self-identify. One institution pointed out that many students with mental and emotional problems abuse alcohol, and are identified when they violate the school's alcohol policy. Another said that troubled students often are identified by professors because of academic difficulties.

Some institutions conduct detailed, intensive training programs to help RAs, faculty members, and others to identify students in need of assistance.

Use a Public Health Model. One public university uses a public health model to educate community members about depression and suicide and to train "gatekeepers" in how to identify those in need of help and where to get them the assistance they need. Once trained, gatekeepers are issued green stickers for display in their offices which identify them to troubled students as potential sources of help. About 600 people on campus have been trained in the program. These include RAs, peer counselors, health workers, graduate student instructors, and graduate division staff, as well as a few deans and professors.

Train Faculty, Staff, Student Leaders. Another public university conducts yearly training through the Psychological & Counseling Services (P&CS) department for faculty, staff and student leaders. P&CS staff regularly attend student affairs staff meetings at each of the university's six colleges, where they provide consultation on students who are perceived to have conduct or mental health problems. Plans for managing those students are developed in the meetings. P&CS staff also provide annual training for RAs on mental health topics, crisis intervention, counseling skills, and ways to identify students who are potentially dangerous. They also consult about students with difficulties with academic advisors, graduate school officials, and faculty who run the college writing programs. The campus is developing online training for new faculty and staff.

Review Student Incidents, Take Action. A private university holds a regular Monday-morning meeting to discuss student incidents of the previous week with on-call staff members, the dean of students, and officials dealing with residence life, student activities & facilities, fraternity and sorority life, and judicial affairs. This group generates a list of students of concern and assigns a staff member at the meeting to follow up with the student and report back in a week. In addition, a campus official each day reviews reports from the police, the on-call staff, and RAs and forwards any of concern to the appropriate department/people for follow up. Liaison and consulting are provided to various departments such as athletics, student health, and student advising for discussing students of concern, identifying risks, and planning needed services.

Create a 24/7 Hotline for Assistance. Another private university runs an award-winning 24/7 hot line system called the "Wellness Exchange" which serves as a principal point of contact for troubled students. The hotline can be reached by any campus phone, by email, or by walk-in. Awareness and use of the hotline is high because of heavy advertising on campus; mandatory sessions for incoming students, including a student-written and performed show directed by a Tony-nominated faculty member; and significant training for RAs and others. The campus will soon publish a guide for faculty and staff in how to deal with student mental health crises.

The Wellness Exchange is staffed by mental health professionals and is connected to the university counseling service and to special "crisis response teams" which are available nights and weekends to evaluate and assist students. While maintaining a commitment to patient confidentiality and the spirit of FERPA, clinicians and health administrators regularly review "at risk" students. The university will not hesitate to prevent someone from harming himself /herself or others and will involve families or others if it feels a student is significantly "at risk. The university will provide services to help students succeed academically, but recognizes that sometimes students need to be in another setting to focus on their well-being. The university will act in those instances.

Identify At-Risk Students Early. A private university requires all admitted students to fill out a health form in which they are asked about prior and current mental illnesses and their needs for continued care. Health center staff read the forms and follow up as appropriate.

Get Early Evaluation, Use an Assessment Group for Follow-up. A public university says that reports of students acting in a dangerous or disturbing manner are directed to the university police, who take such individuals to the university medical center's psychiatric emergency room for evaluation. The university's counseling center, in conjunction with the Behavior Assessment Committee (BAC) may recommend follow-up treatment as a condition for continuing as a resident or commuter student at the university. If the student remains a threat, the BAC may also recommend a voluntary medical leave of absence or a mandatory administrative withdrawal to obtain appropriate treatment and professional documentation of safe behavior before the student may resume study at the university. Any student registered for at least six credit hours is eligible for time-limited mental health services at the university's counseling center. Students needing long term psychological and psychiatric treatment are referred to local off-campus or home-community treatment services. Campus officials are reviewing the threshold they use in deciding when to notify a parent-guardian about a student's threatening behavior. The university has developed a workplace violence policy for its medical centers, which will be extended to the entire campus. All faculty and staff will receive training and awareness information.

Assistance for Students In Need of Help:

Most institutions (81 percent) mention their campus counseling services as a source of assistance for students in need; about 20 percent also mention the availability of referrals for off-campus services. Three institutions, however, comment that they are legally unable to force students to get counseling, and can only make strong recommendations. In some cases, an institution may involve family or even law enforcement to ensure that individual students receive the help they need.

Use the Counseling Center for Triage. A private university uses its counseling center as a first response unit in case of a student crisis, with the back up of medical and clinical staff from the student health center. The center provides crisis assessment, triage, and medication evaluation, as well as aid for students affected by a crisis, such as a roommate of a student who has tried to commit suicide. The campus may require behavioral contracts for students who have been hospitalized and are returning to campus, which may include the requirement to take medication and to see a counselor each week. Students who fail to comply with their contracts are referred to Judicial Affairs and may be suspended if there is evidence they pose a threat to themselves or others or to the stability and continuance of normal university activities. A student suspended on an interim basis will be scheduled by the chief judicial affairs officer for a hearing prior to being allowed back on campus.

Create a Behavior Risk Assessment Team. A public university has a Behavior Risk Assessment Team (BRAT). BRAT is composed of several campus units with special expertise and professional training, including experts from such areas as the police department and the counseling, student affairs, housing, and human resource offices. The assessment team, which is designed to augment existing campus resources, systematically assesses and addresses behavior perceived as disruptive, intimidating, threatening, or violent. It also provides campus intervention training, incident response management, plans for safety, and post-incident follow-up. The campus may also use restraining orders, emergency protective orders, interim suspensions, and campus exclusion orders as tools to manage situations.

Make It Easier for Students to Receive Treatment. A private university reports that all students have access to free mental health treatment at the campus counseling center, and they can use their mandatory student health insurance to receive free care off-campus if needed. Campus officials are conducting an internal review of the Safety Net, the formal and informal network designed to identify students in distress and refer them to counseling services. They expect to recommend ways to strengthen the Safety Net, but anticipate no major policy changes.

Action Plans for Emergencies:

Ten universities mention the use of the Incident Command System (ICS) or National Incident Management System (NIMS), which are management plans designed to provide clear lines of communication, responsibility, and planning in a crisis. The ICS was developed after a series of fires in urban California, and the NIMS by the Department of Homeland Security in 2004 (and based, in part, on the ICS). Both systems are intended to increase the efficiency and success of responses to critical crises.

Set up a Formal Emergency Management System. One private university sets up an Incident Command System in case of an emergency, which will vary depending on the nature and scope of the emergency. In a serious emergency, the next step is creating an Emergency Operations Center, staffed by key executives from a variety of departments, which directs all response activities. Regular training is conducted for a wide range of staff in such areas as building emergency response, which involves teams in such areas as public safety, housing, health, and public relations. The university has a mass emergency notification system to contact essential emergency responders. A system to quickly notify all staff and students is under development.

Coordinate Emergency Responses with Law Enforcement. A public university coordinates its emergency response activities with local police forces. There is regular training of identified key university personnel as well as table-top and full-scale exercises on a variety of types of emergencies. The police department is responsible for testing the emergency systems, for maintaining the emergency operations center, and for coordinating the development of response plans. This is done in accordance with delegation of authority by the university president and by state statute. Communications plans in place and the access to the systems allows for the police department to send out emergency communications 24/7 at the direction of the on-duty police supervisor.

Use a Two-Level Emergency Management System. A private university conducts incident command at two levels: on-scene incident command is provided by police and safety officials, and if the impact is broader and of a longer duration, the emergency management team is activated. The emergency management team conducts drills to test the various unit operational plans, and to educate members of the emergency management team on their roles and responsibilities. The campus emergency plan is reviewed each year, conducts table-top exercises, and specific members are trained as area watch commanders. A university dean is on call 24/7 for student-related emergencies.

Create a University-Wide Preparedness/Response Office. Another private university maintains a crisis management team and can activate an emergency operations center to engage senior leadership for decisions about the university's response to a specific emergency. The university also has created (and not as a reaction to the Virginia Tech shooting) a new Office of Critical Event Preparedness and Response (CEPAR), which facilitates an institution-wide perspective for planning and response among the university's nine schools. The office will coordinate all internal and external

communications in conjunction with the senior university leadership and its Office of Communications.

Establish Clear First-Responder Authority. A private university gives first-responder authority to its public safety department, with the understanding that if a situation escalates, the Emergency Management Group (EMG) can be convened. The EMG, which includes senior-level officials and represents all campus constituencies, manages the institutional-level response to large-scale emergencies including communicating with the campus community and committing necessary resources to respond and recover. During an actual emergency, the group is led by the executive vice-president or designate and may be supplemented by others with particular expertise and training. The EMG meets several times a year to review plans and to discuss emergencies that occur on campus and elsewhere in order to determine how to improve the campus's capabilities. The group has access to the public safety department's command center and secure, redundant communications infrastructure. During a power outage in January 2007 that affected several dormitories and academic buildings, the campus was able to provide alternate sleeping space in the recreation center and to test its overall emergency preparedness. Based on the critique of that event, the campus improved its shelter supplies and looked for ways to improve coordination and communication. Regular testing of the system provides important opportunities to keep the emergency management group engaged and its planning current.

Communication Plans for Emergencies:

While communicating information quickly to a large number of students scattered over a wide campus can be difficult, AAU universities find multiple ways to do so. One campus also discussed how its public affairs office prepares for handling the media in a campus crisis (see below).

Have in Place Multiple Sources for Communications. One public university uses a network of sirens and communications links to warn the campus community about an emergency or disaster and how to respond. This includes dangers resulting from natural or technical hazards such as chemical spills, flooding, fires, storms, power outages, transportation problems, and other public safety incidents.

This system includes:
- Four warning sirens strategically located on campus, activated by university police, and tested once a month. Depending on the incident, sirens and/or public address announcements may be transmitted over this system.
- An opt-in general e-mail list serve for Clery Act (potential crime) alerts and other critical information from the police department. An emergency Web site is reachable anytime, from anywhere. If the local area power fails or other crisis conditions exist the operation of this Web site will not be affected.
- An opt-in desktop notification system. The system is used for Clery alerts and other critical information from the police department. Building coordinators are required to have it on their computers.
- An emergency information line. This out-of-area number allows recorded messages to be accessed by any standard, cell, or pay phone, free of toll charges. Information about the emergency is recorded as an outgoing message and is updated as the situation evolves.
- A building coordinator e-mail list serve. This system is managed by the Office of Emergency Preparedness and is used for emergency and non-emergency information.
- A campus radio station, broadcasting at 500 watts, which disseminates emergency information during critical incidents and disasters.
- Emergency telephone notification procedures for executives and building managers, triggered as part of each building emergency plan.
- Emergency radios for building coordinators (used in major emergencies).
- Patrol car public address systems, activated as needed by patrol officers.
- Communications center interagency telecommunications and radio systems, activated as needed by the public safety dispatchers.

The campus is reviewing new technologies for its emergency communications. The police department is upgrading its dispatch center and moving to an interoperable radio system that meets federal homeland security guidelines.

Coordinate Communications with Local Police. A private university works closely with its local police department during emergencies. The university can create a radio patch

directly into the city police frequency to expedite information sharing. Messages can be sent to various members of the crisis management team using e-mail, pagers, radios, direct-connect messages, and text messages and the director for external communications can send e-mail bursts to a broader audience informing all of the status of any emergency. The university is reviewing proposals for installation of an emergency notification and alert system which will allow public safety messages to reach 52,000 clients (28,000 staff and 23,000 students) via text messages and voice messages in less than 10 minutes.

Use a Broad Range of Communications Tools. Another private university uses e-mail, broadcast voicemail, and an emergency information telephone hotline and Web page. The campus security department can send alerts through radio-equipped officers in each residence hall and on each quadrangle where academic and administrative buildings are located. The institution also is exploring the possibility of using the sirens on the more than 80 "blue light" emergency telephones around campus to warn of an emergency or as a public address system.

Advertise What to Do in an Emergency. A third private university has emphasized Web and e-mail communications during emergencies. Beginning with 9/11, the campus designated a special emergency information page on its Web site, and a broadcast e-mail capability allows it to reach thousands of e-mail account holders in minutes. Many buildings are equipped with public address systems and security officers are equipped with two-way radios, making them a crucial source of information and instructions even in the event of a power loss. A campus advertising campaign titled "Know Where to Go," reminds students in an emergency to find a security officer. The university is about to begin testing a Web-based software system to provide a mass text-message capability. Some 17,000 student cell phone numbers have already been collected for this purpose.

Keep Emergency E-Mail Systems and Lists Updated. Another private university has purchased a service called CONNECT-ED that allows officials to send telephone, e-mail, and text-message emergency information to more than 12,000 students, faculty, and staff or targeted subsets of that population based on campus location. The new capability allows officials to more readily "push" emergency information to the campus community and supplements the more traditional methods of communication including mass e-mail, Web site postings, an automated message line, a campus cable TV emergency alert system, local radio stations, door-to-door notifications, and posters. Public safety vehicles are each equipped with a public address system. Campus outreach efforts have focused on ensuring that students and employees use the self-service feature in the campus data bases to regularly update their work, home, and emergency contact information.

Use Web, Radio, PA Systems. A public university has instituted a computer-based system that allows university police to send emergency notices to every computer registered for the program. The university is encouraging everyone to register for the service. Along with other Web and electronic-based notification systems, the university operates an internal 400-mg radio system, which is used each day by many departments and is expandable in a crisis, and has integrated local ham radio operations into the

emergency communication plans of the university police. Handheld radios, bullhorns, and portable PA systems maintained by the athletics department also are available for emergencies. The university is working to involve campus radio and local television stations in its communication system.

Involve Communications Office from the Beginning. A private university explicitly includes the university communications office in its emergency management group, ensuring that the director of media relations is there to advise on communications strategies for both the media and the university community. The response plan includes setting up a site for media availability immediately outside the perimeter established by the safety personnel managing an emergency scene. A member of the media relations team remains at that location to consolidate information from the various health and/or public safety authorities and to provide it to the media. Doing this immediately outside of the staging area—and within the safest proximity to the crisis or incident—allows the university to avoid confrontations that might arise when dealing with reporters' inevitable efforts to gain a sightline of the crisis area.

Business Recovery Plans:

A business recovery plan can enable an institution to bounce back more quickly after a disaster, depending on how well and efficiently it is implemented. An institution may need to consider everything from the preservation of data on computer servers to the need to continue functioning from a distance if a campus becomes inaccessible. A good recovery plan can ensure that these issues are addressed in a manner that enables the university to return to normal functioning as quickly and safely as possible, with as little permanent damage as possible.

Develop a Clear Plan. One public university maintains a Business Continuity and Disaster Recovery Plan, guided by the institution's four goals: 1) to preserve lives and health; 2) to stabilize the incident; 3) to protect public and private property; and 4) to return to a state where the institution can reasonably conduct normal operation. The system is applicable to a broad range of risks/emergency incidents, but is primarily a guide for managing major threats and/or emergencies.

Create a Recovery Template for Use by Different Campus Units. A public university has an Office of Business Resumption, which is implementing business continuity planning across the campus, using a Web-based template, customized as appropriate for each unit of a division. The current template is being updated to include infectious disease events, such as a possible avian pandemic.

Take an All-Hazards Approach to Planning. A private university has adopted an "all hazards" approach to emergency planning, with plans for providing shelter, food and water, and other materials necessary in an emergency. The information technology (IT) and facilities departments have plans in place to manage IT, telecommunications, power, or other disruptions in critical infrastructure, and a space has been designated as an emergency operations center. The campus has a well-understood decision-making structure, contact lists, insurance information, access to financial resources, and other elements needed to continue to operate a large residential campus during an emergency. Most planning has been for shorter-term emergencies, such as severe weather, but work is underway to plan for longer-term emergencies such as a pandemic or other major public health emergency. This includes determining what additional functions are critical to maintain in a longer-term emergency and updating definitions of "essential or critical personnel."

Additional Comments:

Several institutions had additional comments to make that they felt would be helpful to their fellow AAU members. Among these were:

Proposed Legislation Could Worsen Dangerous Situations. One campus leader noted that federal legislation has been proposed (S.1228) that would require universities to notify their communities of a "law enforcement emergency" within a short time frame. "For obvious reasons, it is not reasonable to expect broad notification of an in-progress incident that lasts less than 15 minutes such as most school "active shooter" incidents. Additionally, since most school shooting incidents involve a suspect with ties to the school, the requirement to publish detailed response plans or give specific directions to the population could add to the danger since the suspect could have that information at the same time as the general population.

Training and Interagency Cooperation are Key. "First responders need appropriate and adequate training, equipment, and funding. Based on information from officials at Virginia Tech (they had to move their command post multiple times), there is value to having a properly equipped mobile command post. Specially trained units are beneficial. Interagency cooperation, training, memoranda of understanding, and protocols need to be in place prior to any incident. It is useful to exercise campus disaster/emergency plans with surrounding agencies and coordinate with local, county and state emergency planners. Consider how FERPA gets in the way of gaining information on at-risk students before an emergency occurs. Consider having all access control be managed by the police and have the ability to control card key access to buildings."

Make the Investment. "An effective program requires buy-in at the very top. Buy-in is demonstrated by active participation in planning and exercises, i.e. making time for program activities. An effective program also requires full-time personnel for momentum and focus. We need to recognize that such programs are the cost of doing business in today's world."

Consider a Threat Management Team. The threat management team at one university is operated out of the university policy division and staffed by officers with advanced training in identification, assessment and management of threatening situations. The primary threat manager is a licensed psychologist who is also a state certified peace officer. This has facilitated outstanding coordination and collaboration with other human services, especially in cases involving persons with mental illness.

Plan, Train, Communicate. "The counseling and mental health services on campus work closely with the police. Four police officers are trained as professional emergency managers. The campus has elaborate incident command centers and mobile incident command centers and routinely conducts exercises for a variety of emergencies. It has made a significant investment in equipment, facilities, personnel, and training. No one can guarantee that a horrific situation such as Virginia Tech will not occur, but we can plan, train and communicate."

Promote Teamwork. Another campus leader said that no single individual can manage the operations of an institution the size and complexity of a university or be expert in all areas of emergency planning. "Successfully handling an emergency requires the sustained effort of a group of individuals and their collective knowledge of the university. A standing preparedness task force is one good way to do this. The team should meet periodically to discuss progress, review events, and identify needs. Campus officials should not prepare for the last emergency. They can determine the lessons from Virginia Tech that apply to their campus, but those lessons should be viewed in the context of the overall planning effort and not as the primary driver of their efforts."

Focus on Safety. Another leader said, "Safety must be a university-wide effort. Whether it is a faculty member identifying a troubled student, a therapist making the proper mental health referral, or a campus police officer arresting a trespasser, safety must be everyone's concern. It is therefore important to review, update, and practice your emergency plans. These plans should not be so specific that you cannot adapt them to the particular emergency you may be facing. Practice of the plans can be achieved through drills or real-life events. As a final note, we feel that a well-trained and well-equipped campus police force, coupled with technology-based security initiatives, pays dividends."

Take an All-Hazards Approach. Another president said it is essential that all institutions develop, exercise and amend emergency management plans using an all-hazards approach. "A key element of emergency planning is the development of mutual aid partnerships and mutual aid agreements, which should be reviewed and validated by county and state officials. An integrated security plan includes three elements: people, policy/procedures, and equipment or technology. It is essential that personnel receive training and understand their roles. Solid, widely distributed procedures based on industry best practices should be reviewed annually or after a significant event to ensure they are current. Also essential is the use of proven, integrated physical security countermeasures such as cameras and electronic access control and intrusion detection systems.

"You are only as good as your training. Practice."

AAU Responses to the Post-Virginia Tech Survey on Campus Safety

Question	Responses (except where noted, 42 universities responded to the questions)
How does your institution identify students/faculty/staff with potentially dangerous mental problems?	"Gatekeepers" such as faculty/staff, RAs, etc.: 86% [1] Regular staff/faculty/admin meetings to discuss problem students: 12% Informal or situational meetings to discuss problem students: 17% Specific mention of cooperation between departments, and/or with local/university police: 21%
Do you provide training for resident assistants, faculty, and staff to help them identify individuals who may pose harm to themselves or others?	Training available for "gatekeeper personnel": 8% Did not mention: 12%
Are there contacts for reporting mental health concerns?	Coordinated system of contacts: 55% Less formal system of contacts: 29% Developing more coordinated system: 2% Did not specify: 14%
Do you maintain information about mental health and dangerous behavior in a single location?	Separate locations for mental health information vs. behavior information: 29% Multiple databases: 36% No central location, but planning one: 2% File kept for students who are potential threats to self or others: 2% Did not specify: 33%
How does your institution deal with students with potentially dangerous mental problems?	Counseling services: 81% Offsite care (e.g. hospital): 45% Removal from campus: 43% Conference to decide actions on a case-by case basis: 33% Referral to Judicial Committee: 21% Involvement of family: 19% Cannot force student into counseling: 7% Counseling/support for friends of affected student, witnesses of incidents, etc.: 5% Protective custody/police involvement: 12% Will typically not know if student has mental problems: 2%

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[1] In some instances, percentages add up to more or less than 100%, as many respondents had more than one response to each question, and some respondents only answered part of certain questions.

How does your institution deal with faculty/staff with potentially dangerous mental problems?	*Employee Assistance Plan: 50%* *Insurance provides counseling/mental health care: 21%* *Removal from campus: 7%* *Paid leave: 5%* *Protective custody: 5%* *Will typically not know if employee has mental problems: 2%*

Does your institution require mental health treatment as a condition of active student status for those whose documented behavior indicates that they may be a threat?	For students?
	  o Formally: 62%
	  o Informally: 5%
	  o No: 33%
	
	For faculty and staff?
	  o Yes: 10%
	  o No: 90%

How does your institution ensure that students are able to receive mental health services?	Counseling center: 93% Referral to long-term community providers, i.e. hospitals: 62% Insurance coverage provided or required:14% Medical social worker: 2% $2000 provided to student needing intensive mental health care, to ensure rapid attention by medical services: 2%
How does your institution ensure that faculty and staff are able to receive mental health services?	Employee Assistance Plan: 50% Health insurance: 21% Counseling services on campus:17% Did not specify: 38%
Absent changes in federal privacy and related laws, does your institution plan to change its policies or procedures for dealing with mental health problems?	No: 24% Routine review: 17% Reviewing policies/procedures: 21% Providing more training: 7% Improving communications: 5% Standardizing policies/procedures among constituent colleges: 2% Did not specify: 24%
3. Does your institution plan to expand physical campus security measures and/or reduce campus access? (41 respondents)	Yes: 76% No: 24%

4. What is your institution's policy concerning guns on campus? Does your institution intend to amend its gun policy? (40 respondents)	**No guns for students/faculty/staff: 90%** **Specifically mention security personnel unarmed: 7%** **Guns permitted under certain circumstances for licensed persons: 5%** **Reconsidering policy (security personnel may be allowed weapons): 2%**
5. In an emergency, who is responsible for making decisions about the university's response?	Public Safety/Police: 29% President/Chancellor: 21% Team (no specific commander) 21% Varies by emergency: 21% First on the scene: 2% Need to specify in updated plan: 2%
Does your institution have a crisis management team?	Yes: 86% Does not specify: 14%
What training do team members receive?	NIMS/ICS or similar: 36% Regular exercises/discussions: 43% Regular training: 21% Self trained/trained through department: 7% Police training: 7% Experience of past emergencies: 5% Considering expanding training: 5% No training as such: 5%
Who is responsible during and after a crisis for deciding how and when to contact students, faculty, staff, parents, government officials, the surrounding community, the media, and others?	Crisis response team: 26% Incident Commander and/or President: 17% Public Affairs: 12% Public Affairs in conjunction with police media representative: 2% Depends on the emergency: 10% Head of Communications Office: 7% Office of Critical Event Preparedness and Response: 2% Campus media outlets: 2% Mass notification system: 2% Police and administrators in conjunction: 2% Did not specify: 17%
How do you test your institution's emergency-response systems?	Tabletop drills: 45% Real-time drills: 52% Considering more drills in the future: 5%

How does your institution communicate with its various constituencies in an emergency (e.g., e-mail, text messaging, cell phones, Web site, bullhorns, building PA systems, etc.)?	*Email: 90%* *Web site: 71%* *PA system: 50%* *Text messages: 50%* *Other phone alerts (call trees/hotline): 40%* *Campus radio: 40%* *Voicemail: 33%* *Campus TV: 31%* *Outside/local media: 24%* *Two-way radios: 29%* *Cell phones: 26%* *Paging: 10%* *Signs/bulletin boards: 10%* *Sirens: 7%* *Police officers: 7%* *Door to door: 5%* *Fax: 2%* *Voice fire alarm: 2%*
Is your institution planning any changes in its emergency communications?	Adding or improving: Text messages: 40% Email: 10% PA: 19% Voicemail: 14% Sirens: 12% Cell phone alerts: 7% Public address systems: 5% Radios and satellite phones: 2% Digital signs: 2% Voice fire alarm: 2% Two-way radio: 2% Phone/Info trees: 2% Key fobs: 2% Pop-ups on website: 2% Other Web site: 2% Ads on university public transit: 2% None specified: 19%

Does your institution have a media plan for campus emergencies that includes how and where to talk to the media?	*Yes: 100%* *No: 0%* *Designated location: 26%* *Spokespeople, where specified:* o *Public Affairs Staff: 24%* o *Communications director/VP: 7%* o *University News Service: 2%* o *Subject matter experts: 2%* o *Emergency executive: 2%*
Does your institution have a plan for institutional continuity in case of an emergency? (41 respondents)	Yes: 83% Yes, in certain areas – will be expanded campus-wide: 12% No, but preparing one: 5%
If so, does the plan apply to multiple types of emergencies/crises? (41 respondents)	Yes: 88% Focused on avian influenza now – will be expanding: 2% Did not specify: 10%