

# Learning History

*Designed to capture lessons learned during the dynamic process of discussion, innovation and cooperation which takes place among members of The Boston Consortium for Higher Education.*

November 2002

report from



THE BOSTON CONSORTIUM  
FOR HIGHER EDUCATION

The Boston Consortium for Higher Education's mission is to create a collaborative environment that inspires its member colleges and universities in the development and practical implementation of innovative cost management and quality improvement ideas.

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## Data, Dialogue, Decision Making: Disaster Planning for Higher Education

### What Did We Learn?

Our day of dialogue at the College of the Holy Cross is rooted in September 11, 2001. Every college and university in the country now understands that traditional planning for crisis events is inadequate. The scale of the problem has changed dramatically, and while most of the work done in the past to contend with disasters on campus provided a solid foundation on which to build, a very different kind of preparation and response is now necessary. In Massachusetts, we may not get earthquakes with the alarming regularity of California – but we could have earthquakes of a different sort. As John Curry emphasized

**... the crisis you plan for is not the crisis you get.**

We learned that even the most basic of assumptions can be violated. In a crisis, failure of phone lines should be expected, but not even cell phones worked consistently on 9/11. Transportation modes can and did cease. We may be unable to count on the public safety agencies that otherwise are reliable day and night, 365 days a year.

Evacuation cannot be coordinated in the moment. One must react to current circumstances and recall past preparation. There were 28,000 survivors in NYC on 9/11 because they had practiced emergency plans following the 1993 bombing of the World Trade Towers.

We agree that terrorism is a major concern, but earthquakes and social unrest can create parallel tragedies. Fire is part of most disasters, but the release of chemical or hazardous materials is now receiving the attention it deserves.

We are only partially prepared. We must follow up at our own school and with other schools. The Higher Education Consortia of the state must aid in the coordination of this effort. Collectively, we have the will and the resources to prepare for events we hope will never come to be. This report is intended to highlight what we shared and sustain the importance of emergency planning. As John Curry cautioned us, “the half-life of an emergency is very short.”

We must act on what we have discovered. The work has barely begun.

**Even a poor plan competently executed in the face of a disaster or an emergency is better and much more preferable to no plan at all.**

**- Marilyn McMillan**

## John Curry Shares His Experiences

We were fortunate to have John Curry, Executive Vice President, from the Massachusetts Institute of Technology share his experiences in disaster planning and management that were put to the test in California during the North Ridge earthquake and the aftermath of the Rodney King trial.

If there were to be only one lesson to take away from his experience, it would be that planning for any emergency is vital to your success in dealing with a disaster.

After the 1989 earthquake that struck northern California, the reaction in southern California was to get real – it could happen to you. Emergency preparedness began in earnest. USC carried out earthquake emergency simulations. This planning was essential to their success in dealing with the next disaster which came, not in the form of an earthquake, but in the form of social unrest and riots in the wake of the Rodney King trial. The campus was at risk, students and parents were terrified. Command central moved into high gear and was able to carry out a plan.

John said that it was the same advanced planning that enabled USC to respond effectively to the Northridge earthquake. The command

plant for the campus. There were a second set of building plans housed there as well as utility plans. Emergency plans included agreements to use off campus empty warehouses to serve as classrooms should campus facilities be damaged.

From paper, pens and tape to mutual aid agreements, and sophisticated communications and data back-up, the planning was key to dealing with whatever crisis unfolded.

**'The earthquake you plan for is not the earthquake you get'**

**Command Central at USC was effective for many reasons:**

- \* They decided that the campus could be a refuge for the community. LAPD was invited to come to campus to set up a command post.

**'Rumor management was as crucial as getting out the truth'**

- \* Great effort was put into quelling rumors.
- \* Students were moved to secure central areas that were prepared to house and feed them.
- \* The president stayed on campus for four days.
- \* Phones were manned with the appropriate staff. Use top, upper, or middle level management – people who have the expertise to answer questions. Callers will speak with mature, sensitive, caring, and wise leaders.
- \* They relied on management. In a crisis, most people's first obligations are to family. The institution may not be a top priority. They addressed this issue in advance by identifying and designating staff who could make the institution their first priority.

**'Is someone up there, awake, present, and thinking? Just the notion that the leadership is engaged is as important an idea that you can get across to a broad community as anything else'**

center was in a large building that had been structurally reinforced and housed the energy

## Lessons Learned

- ◆ Your campus may be a place of refuge. Engage local services in your emergency planning. Don't secure your campus to keep others out.
- ◆ Create redundant and multiple communication channels. From primitive semaphore flags, paper and pencils to sophisticated radios and cell phones, have it all.
- ◆ Have redundant data that you can access for students, faculty and staff.
- ◆ Management has to be there, senior tier, second tier and third tier.
- ◆ Carry an emergency kit in your car that includes shoes for walking, something to keep you warm. Keep a kit in your office so you can stay there if needed.
- ◆ Make your campus an outpost for key emergency services. Don't forget your neighbors and civic services.
- ◆ Parents will think their children are in more danger than they are. Parents will need to be reassured that their children are being fed and cared for by competent adults on campus.
- ◆ Stay put, but know when and how to flee an unsafe building. Practice emergency evacuation drills. Expand on routines (campus events such as graduation) to develop broader routines as you create emergency plans.
- ◆ Have another place to go if your campus is not accessible.

- ◆ Have alternative computer centers that can serve as back-up for data and network capabilities.
- ◆ Prepare faculty in scientific and technical departments to be confronted by HAZMAT teams.
- ◆ Have a PR plan in place. Campus Radio and TV may be the best place to hear about yourself.
- ◆ Have staff equipped with videotape, cameras, to assess and document damage and loss to support needs for disaster funds. The audit must be as detailed as possible.
- ◆ Mutual aid pacts are essential. Be seen as a friend at all times.
- ◆ Physical upheavals are often accompanied by social upheavals.
- ◆ Have all building plans, including utility connections, in more than one location.
- ◆ Have basic supplies on hand, including posters, markers, and tape. Have runners available to post and date the information. It may be the only form of communication you have.
- ◆ A strong psychological message can change the way people work and think.

**The leadership of the organization in its daily life, is important to the leadership of the organization in its critical moments**

**- John Curry**

- ◆ Conditions may demand that you break the rules as you think to a larger heroic goal.

## Marilyn McMillan Shares Her Experiences

Marilyn McMillan is the Chief Information Technology Officer at New York University. NYU has 52,000 students at 14 schools and colleges in the city, it houses 12,000 students at more than 24 sites, and employs 10,000 people. When Marilyn heard the first plane pass over her apartment on Tuesday morning, September 11, 2001, she was writing an e-mail to her daughter in Moscow. When she realized what was happening, she asked her daughter to notify the family that she was OK. Then Marilyn left for work.

By 11 AM that morning, NYU had implemented its Y2K plan and had its command center up and running in the city. Within a 15-minute period, more than 3,500 students were evacuated from university-owned residences and private residences.

Many of those students were without IDs, money, or clothes – and would be unable to return to their rooms for months. With the entire city closed on Wednesday, NYU’s athletic center became a place of refuge. The university pulled together, from the bursar’s office to the bookstore, to help the students with clothes, books, IDs, laptops, and stipends. NYU’s secure internet portal was a crucial link .

NYU has its own telephone system – with some planned redundancy – and power was sustained throughout. Internet connectivity was sustained as well. Marilyn called on colleagues at MIT to establish an alternate Web site to keep connections to the world open should the need arise. She was also in touch with Cornell and Columbia for network

emergency; she needed to encourage their spirit as well as their skill. She commandeered a few hundred NYU hats for everyone to wear. Realizing that the extremely diverse staff was having difficulty coping, she knew that it was important for all to believe and act as a team. “Under the hat,

**‘Don’t expect things to get back to the familiar normal anytime soon.’**

we were all a part of the NYU community and respectful of each other.”

Friday was set as the date to reopen, to begin the restoration to new normal. The long-planned for admissions open house for that Sunday went forward and hundreds of potential students showed up.

The call staff proved invaluable in the return to the new normal. Its main task was to “coordinate information currency and flow.” New hours and locations of services were dispersed and an unprecedented volume of calls was logged. The servers would have been overwhelmed if NYU had not been prepared. In the university’s favor was a newly merged client services center, not even one month in place, which had the ability to add more workers. The big result was that NYU sustained connectivity.

**‘However prepared you were able to get at the point when a real disaster strikes is better than not having tried to be prepared at all. Every step you take toward being prepared helps.’**

routing. As John Curry had discovered in California, reaching out to pre-established networks outside of the area was invaluable in a large-scale disaster.

Marilyn knew that her IT staff was under duress. Many had friends and relatives involved in the

The wide range of caring, the connectivity, and the communication, from the most sophisticated IT to the most basic systems – post-its, markers, and bulletin boards – all paid off. Usually, NYU has about 150 students leave in a given year, last year 250 students left. And there was no impact on applications. But most fulfilling was the outpouring of appreciation and support from parents, alumni and students.

# Lessons Learned: Doing the Right Thing in the Right Way

1. **Risk Assessment.** Estimate viability, classify criticality of essential systems and services. There are three eventualities: What if the system or service goes down, but the people are there to run it; What if the system or service is up, but the people are not there to run it; and What if the sites, systems, and services are all unavailable?

2. **Continuity Planning.** Four points to plan for are: How to conduct business in the event of an outage; What steps to take to prolong the viability of a particular system or service; What information and training are necessary to provide to staff, managers, and vendors; and What ongoing awareness activities and training should be provided for your community?

**Continuity readiness is an ongoing activity and the responsibility of every senior officer, all DRs, and staff. The ability to pinch hit in an emergency has to be part of everyone's skill set.**

*- Marilyn McMillan*

3. **Continuity Readiness.** Execute plans that prepare people to respond to a disruption. Clarify who your essential personnel are – and make sure that they have proof of that status in case of an emergency. Some elements of a plan may be routine, some periodic, others one-time. For example, handing out flashlights in case of an emergency will also mean that batteries need to be changed periodically. Time for attention to this critical function has to be factored into everyone's plans.

4. **Incident Management.** At the time, it may be very difficult to determine if all parts of an incident are being recognized. Incorporate

**However prepared you were able to get at the point when a real disaster strikes is better than not having tried to be prepared at all. Every step you take toward being prepared helps.**

viability of resources into plans; rely on technology wherever possible.

5. **Restoration to the New Normal.** It's not always clear when an incident is over – but closure is important. Choose a date to resume functions, and encourage everyone to work toward that goal.

6. **Perpetuating the Cycle.** The most difficult of all. Do anticipate that the interest and tolerance for risk assessment and continuity planning will drop back to the fourth or fifth place on everyone's list as the crisis moves into the background. We all have to be catalysts of that continuity of attention to preparedness.

## Identifying Risks and Vulnerabilities

In identifying risks and vulnerabilities, groups determined three major areas of concern; communications failures, natural disasters, and the role of leadership in the planning process. In reaching these top concerns, groups explored and identified the critical elements of these issues.

The broad encompassing area of communication was a major concern. The complete system wide failure of all communication components is a disaster in itself. The groups identified areas of vulnerability that went far beyond the loss of conventional phone and cable lines. Having no way to communicate was an overwhelming thought. The discussion centered on a variety of communication issues, including the need to maintain internal communications for faculty, students, and staff; reaching this same community if they are not on campus at the time of a disaster; communicating with parents, other institutions, and city, state, and federal public safety officials.

Natural disasters were a second major concern with fire noted as a serious danger. Participants felt that most institutions had good plans in place to deal with fire. They stressed the difference between emergency and crisis planning. Emergency planning, as for fire, is a specific incident for which there are a set series of steps in place. Crisis planning represents the need for a more encompassing plan to prepare for the unknown such as bio-hazards or bombs. Planning, even for the unknown, helps create competency.

Those in leadership roles in the institution were identified as a resource for planning, funding and priority setting. Leaders could also be roadblocks, if

they did not take responsibility for maintaining a sense of urgency and commitment to emergency planning. It was noted that leadership was not a synonym for senior management. Leadership can come from all levels of the organization.

Leadership can come from anyone who wants to make a difference.

Participants shared that keeping the level of urgency high is a challenge. Planning

for many emergencies is based on facts and data from past experience; planning for the unknown is based on ‘what if?’ There is a reluctance to move from dependency – we pull an alarm, leave, and someone takes care of things. Deadlines need to be set for planning or it will not happen. Complacency is the enemy of any drive for emergency preparation.

- ◆ Communications
- ◆ Natural Disasters
- ◆ Leadership

### When asked what got in the way of planning, there was a broad range of responses including:

- ◆ Limitations of internal and external resources
- ◆ Need for more training and education
- ◆ Failure to maintain a plan
- ◆ Moving planning from the important to the urgent category
- ◆ Understanding the perspectives, that the plan is always evolving
- ◆ Raising the level of urgency
- ◆ Placing disaster planning on the same level of importance as budget preparation

## Best Practices Inventory

- ❑ Our organization's President/Chancellor has appointed an emergency planning committee.
- ❑ My organization is currently exploring emergency preparedness through a deliberate, strategic process.
- ❑ My college has formed a planning team, and is in the process of identifying risks/emergency situations we potentially face.
- ❑ My counterparts and I have begun to meet regularly to discuss how we could collaborate on key issues that could affect our functional areas.
- ❑ We have benchmarked some best practices around the state and country about emergency preparedness.
- ❑ We have conducted an initial assessment at our college, meeting with various groups/disciplines to better understand our vulnerabilities.
- ❑ My college has conducted Incident Command System Training for critical staff members.
- ❑ My college has engaged the faculty in the design of emergency response scenarios.
- ❑ We have met with community safety officials to begin a series of conversations about how we could build a collaborative relationship.
- ❑ My college participates actively on the Fire Department's Local Emergency Management Team.
- ❑ We have shared information with our students and their families about how our college is approaching emergency preparedness.
- ❑ We have established and publicized internal recorded message lines to update staff on emergency conditions or other key information.

**The half life of an  
emergency is very short.**

**- John Curry**

## Two Ways to Manage

Real leadership is often more quiet than heroic. It is connected, involved and engaged. It is about teamwork and taking the long-term perspective, building an organization slowly, carefully and collectively.

### Heroic Management

Managers are important people, quite apart from others who develop products and deliver services.

The higher “up” these managers go, the more important they become. At the “top,” the chief executive is the corporation.

Strategy – clear, deliberate and bold – emanates from the chief who takes the dramatic steps that drive up share price. Everyone else “implements.”

Implementation is the problem, because although the chief embraces the change, most others resist it. That is why outsiders – consultants and new managers – must be favored over insiders.

To manage is to make decisions and allocate resources – including “human” resources. Managing means analyzing, often calculating.

Rewards for increasing the share price go largely to the leader, the risk taker (who pays no penalty for drops in share price).

### Engaging Management

Managers are important to the extent that they help other people be important.

An organization is an interacting network, not a vertical hierarchy. Effective leaders work throughout; they do not sit on top.

Strategies, often initially modest and even obscure, emerge as the people who develop the products and deliver the services solve little problems that merge into new initiatives.

Implementation cannot be separated from formulation. Healthy change requires a respect for the old alongside a recognition of the new.

To manage is to bring out the energy that exists naturally within people. Managing thus means inspiring and engaging.

Rewards for making the company a better place go to everyone, and they are significantly psychic.

Henry Mintzberg et al., “Beyond Selfishness,” *MIT Sloan Management Review*, Fall 2002, p. 71.

### Could you influence planning or must you wait for leadership?

- You need to think outside the box. There is too much waiting for hierarchy. It is important to build an internal lateral consensus and move up.
- Those at the VP level need to stress the importance of the planning process, it is hard to accomplish from the bottom up.
- Pre 9/11 all safety concerns and training came from the police and security organizations. We now know we need a greater commitment in a crisis. Every individual can be called upon to make decisions at the moment of crisis.

*From group comments during open discussion 10/28/02*

## Closing Reflections

As the day of reflection, sharing of concerns and ideas came to a close, participants were asked to answer three questions. Several people volunteered to share their responses with the group.

### Think about the day, the dialogue, and group discussions. What stands out for you?

- ◆ In the morning my thoughts were centered on ‘it can’t happen’, we need direction, then as the afternoon progressed I realized we can make it possible, we can do this.
- ◆ I was amazed at the commonality of issues facing all of us regardless of the size and demographics of our respective schools.
- ◆ That we are all in the same boat; we are very much together in this.
- ◆ The importance of the basics such as planning and communication. The importance of these in order to drive and influence specific actions, both in advance of and during a crisis.
- ◆ The number of people and the diversity of people here.
- ◆ The farther away you get from an incident, the less people care about it.
- ◆ I am sensitive as to what we can do better as senior leaders.
- ◆ The common thread that we all recognize the importance of this work.
- ◆ I was struck by how far from being prepared we are at my institution.
- ◆ We are empowered as leaders and must go forward to do the work.
- ◆ Discovering how a crisis can be subjective. The diversity of what constitutes a crisis situation.

### Who do you wish could have been here at the table and why?

- ◆ Our VP of Finance and our IT director, both are on our emergency planning team.
- ◆ Our patrol personnel, the rank and file. So they could see the advances we are making and see how difficult it is for administration to make and finalize plans and get the job done.
- ◆ The media, so that people would know we were working on this.
- ◆ More representatives from government agencies, experts from police and fire departments.
- ◆ Our incident commander.
- ◆ The Governor or other high state official. We need to coordinate with public service organizations.
- ◆ Families of 9/11 victims to tell us their story. Our charge is to do the right thing and plan.
- ◆ We came with Senior Management; I wish we had our Facilities, Security, and IT with us.
- ◆ Rudy Guiliani; he represents how we wish to perform in a crisis situation.

### Where should we go from here?

- ◆ Collaboration is a powerful tool. We should share best practices, form a disaster planning group and have regular meetings to define needs and make it happen.
- ◆ I would like to see a formalization of a group to create plans and processes to assist all of us in reaching our objectives. Consider the experience of the people in this room; we don’t want to reinvent the wheel.
- ◆ Come together again in groups that would be organized relative to size and composition of the community.
- ◆ On campus I want to reconvene our committee. It would be helpful to have a follow-up regional meeting organized by the Consortia, and perhaps create an annual event.
- ◆ Annual updates and drills of emergency plans.
- ◆ Bring together emergency planning leaders from our campuses to share plans and be proactive.
- ◆ Have a clearinghouse for information, so that we can all share plans, and get updated information.
- ◆ Forward. Don’t forget yesterday, but don’t dwell on the past either.

A note of recognition and thanks to the host, the sponsors, and the 300 attendees from 64 colleges and universities—all believers and leaders in mutual aid and teamwork.

Amherst College	Mass. College of Liberal Arts
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While world events continually remind us that bad things happen to good people, they have also taught us that in times of need good people are eager to help one another. There is no doubt that preparedness and planning are essential to a quick and effective response. But at the heart of that response is the willingness of people to act. From that action, we found, comes true heroism.

*- Frank Vellaccio, Provost  
The College of the Holy Cross*

For more information on terrorism and the issues involved in dealing with terrorism, refer to the document from which the following excerpts were taken: "Addressing the Threat of Terrorism: Guidelines for prevention and response," by Shari F. Epstein, Associate Director of Research, International Facility Management Association (IFMA Foundation, Houston, 2002).

## Biological Agents Introduced Into Air-Handling Equipment From Outside

### Preventive steps

- ◆ Secure equipment room. Access should be limited to known maintenance personnel.
- ◆ Maintenance logs should be kept.
- ◆ Use of electronic keys and other locks that are not easy to duplicate or break are recommended.
- ◆ Monitor the air to classify and quantify hazardous substances.
- ◆ Use surveillance to monitor outside air intakes if they are close to the ground.
- ◆ For some agents, only HEPA filters would be effective.
- ◆ Hire specialists to inspect ventilation systems.
- ◆ Keep the HVAC system clean to prevent the build-up of organic materials.
- ◆ Provide protective equipment including rubber gloves and shower stations. Test the stations.
- ◆ Train employees how to deal with biological agents and apply first aid.
- ◆ Establish contacts with the local police and fire departments and nearby hospitals.
- ◆ Obtain basic medical training.

### After the event

- ◆ Evacuate the building.
- ◆ Have an evacuation plan and various gathering places.
- ◆ Have medical assistance equipment available.
- ◆ Shut off fans and blowers and air intake and close outside openings.
- ◆ Have disconnect switches outside the fan room for safety.
- ◆ Keep in mind that elevator shafts are very efficient ventilators. If a ventilation system is attacked, lock off the elevators if possible. Bring them to the first floor and get them ready for emergency personnel.
- ◆ Hire specialized services for clean up. Pre-screen and interview contractors before an incident.
- ◆ Update evacuation plan. Insurance companies are good sources of information.
- ◆ Disinfect all surfaces including the inside of the HVAC system.

## Bomb Threats

The pointers below are designed to help reduce the vulnerability to explosive devices of all types.

- ◆ Develop a bomb incident plan.
- ◆ Contact local authorities to learn their procedures.
- ◆ Find out if the public safety forces will assist in searching for a bomb.
- ◆ Ask if they offer the services of dogs that are trained in bomb detection.
- ◆ Since you know your facility better than police, you may be asked to search first.
- ◆ Designate a command center area, preferably in a communications center.
- ◆ All personnel should be aware of their particular assignments.
- ◆ The command center should have an updated floor plan and a checklist of possible places where bombs could be hidden. Keep floor plans that show work areas with occupants' names and phone numbers.

- ◆ Establish a chain of command, as this will instill confidence and minimize panic.
- ◆ For those in multi-tenant buildings, each tenant should have a representative as part of the plan.
- ◆ Have an evacuation plan in place. Plans must include routes and exits (primary and alternates).
- ◆ Have a means of communicating with staff to steer them away from dangerous routes.
- ◆ Establish a meeting point at least 1600 ft. (500 m) away from the building.
- ◆ If a danger area is identified, evacuate that floor and the floors above and below.
- ◆ Once an area is searched, it should be marked as such.
- ◆ If a device is located, leave it alone and notify the bomb squad.
- ◆ If using hand-held radios, move out of the immediate vicinity to avoid operation of the device.
- ◆ Allow the professionals to remove or disarm a bomb.

## Chemical and Hazardous Materials

- ◆ Make sure doors and windows are open to minimize damage and leave the building.
- ◆ Unlike biological hazards, with which you may not notice the effects for a few hours to days, chemical contamination is usually instantaneous. If you walk into an area and suddenly you have a burning sensation on your skin or eyes, or your nose starts to run, or your eyes start watering, these could be signs of the presence of a chemical agent.
- ◆ Also look for discolored droplets or powder on the ground, plants or cars, an unusual smell, a fog, low cloud or smoke. Other signs include suddenly feeling faint or the appearance of skin blisters.
- ◆ If you suspect there has been a release of chemicals, immediately leave the area and seek help.
- ◆ Ensure that unnecessary people are moved away in a crosswind direction and denied entry.
- ◆ Avoid contact with others until seen by hazmat or fire fighter personnel.
- ◆ Be calm. Among other things it slows down the bodies ability to absorb chemicals. This is why the first thing a responder does is tell someone to calm down.
- ◆ You may need to establish a protective action zone, an area in which people can be assumed to be at risk of harmful exposure and may be in need of either in-place protective shelter or evacuation.
- ◆ If you are responding to an emergency, walk up to the site. If you run you could be the next victim before you know it.
- ◆ If you have not received training in how to respond to these emergencies, then work on evacuation.
- ◆ If possible, have the following information available for hazmat personnel:
  - ◆ Time and quantity of the release.
  - ◆ Color and odor of vapors and any health effects noted.
  - ◆ Direction and height of any vapor cloud or plume.
  - ◆ Weather and terrain conditions.
  - ◆ Entry of material into the environment.
  - ◆ Any actions initiated by on-site personnel.

## Web Resources for Emergency Planning

American Institute of Architects (AIA)

<http://www.aia.org/>

Site provides a resource center that offers architects and others up-to-date, in-depth material on building security issues.

American Red Cross

<http://www.crossnet.org/>

Site offers community disaster response materials.

American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE)

<http://www.ashrae.org/>

Site provides risk management guidance for building health and safety for extraordinary incidents.

American Society of Industrial Security (ASIS)

<http://www.asisonline.org/>

Locates security specialists and provides Crises Response Resources link to find information related to terrorism and building security.

Association of Contingency Planners (ACP)

<http://www.acp-international.com/>

This nonprofit trade association's website offers information on effective contingency and business resumption planning.

Building Owners and Managers Association (BOMA)

<http://www.boma.org/emergency/>

Site contains Information on emergency planning and security assessments.

Building Protection: Collective Protection Against Airborne Hazards Including Chemical and Biological Agents

<http://buildingprotection.sbcom.army.mil/basic/>

Site connects to a document that presents ways to protect building occupants from airborne hazards.

Business Recovery Managers Association (BRMA)

<http://www.brma.com/>

Information on business recovery, disaster recovery, contingency and continuity planning, and emergency response management.

Center for Civil Force Protection

<http://www.nleetc.org/ccfp/>

The National Institute of Justice, through the Joint (Justice-Defense) Program Steering Group (JPSG), has provided funding to Sandia National Laboratories (SNL) to establish a Center for Civil Force Protection (CCFP). The Center provides physical security counterterrorism assistance to state and local law enforcement agencies, other organizations within State and local governments, and private industry.

Centers for Disease Control, Bioterrorism Preparedness, and Response

<http://www.bt.cdc.gov/>

Site contains health alerts, advisories, and updates.

Center for Education and Research in Information Assurance and Security (CERIAS)

<http://www.cerias.purdue.edu/>

CERIAS is the Purdue University-sponsored center for multidisciplinary research and education in the areas of computer, network, and communications security as well as information assurance.

Community Preparedness Web Site Project

<http://www.preparenow.org>

Prepare Now was developed to provide free preparedness resources to nonprofits serving special-needs and high-risk clients. There is useful information in nine languages.

Contingency Planning & Management Magazine

<http://www.contingencyplanning.com>

Good source for free articles on contingency planning and management.

Counterterrorism and Incident Response

<http://www.llnl.gov/nai/rdiv/rdiv.html>

This site covers technologies and capabilities to deal with weapons of mass destruction or terrorist incidents.

Disaster Resource Guide

<http://www.disaster-resource.com/>

The site contains resources for: planning and management, information technology and telecommunications, facility issues, human concerns, and crisis communications and response.

DisasterPlan.com

<http://www.disasterplan.com/>

Contains very useful information related to disaster planning.

Education Resources Information Center (ERIC)

<http://www.eric.ed.gov/>

Contains information on school security, safety, and violence and related legal issues, as well as the use of technology in these areas.

Emergency Information Infrastructure Partnership (EIIP)

<http://www.emforum.org/index.html/>

Source of online documents, such as FEMA Project Impact Manual and Red Cross Disaster Safety.

Extension Disaster Education Network (EDEN)

<http://www.agctr.lsu.edu/eden/>

EDEN is a collaborative multi-state effort to reduce the impact of disasters. The site contains disaster planning information.

Extension Disaster Handbook  
<http://disaster.ifas.ufl.edu/>  
Links to the Disaster Handbook, which is an excellent resource for all types of disasters.

Federal Emergency Management Agency (FEMA)  
<http://www.fema.gov/>  
FEMA's Emergency Management Institute provides independent study courses on disaster preparedness, disaster assistance, and hazardous materials and are available to the general public at no cost. Special seminars, workshops, and broadcasts are also offered at no cost via satellite as part of FEMA's Emergency Education Network.

Global Continuity  
<http://www.globalcontinuity.com/>  
Good source of information on business continuity planning.

Information Security News  
<http://www.infosecnews.com/>  
The news service gathers security-related information globally through a network of correspondents and over 200 news services. Key links associated with the news direct you to further sources of information relevant to the news item being reported.

International Association of Campus Law Enforcement Administrators  
<http://www.iaclea.org/>  
Useful information on campus security issues.

International Association of Emergency Managers (IAEM)  
<http://www.iaem.com/>  
Source of many online publications related to emergency management. This organization created the Certified Emergency Manager program, an internationally recognized program that certifies achievements within the emergency management profession.

International Facility Management Association (IFMA)  
<http://www.ifma.org/>  
Information on security-related training courses.

Lawrence Berkeley National Laboratory  
<http://securebuildings.lbl.gov/>  
Advice for safeguarding buildings against chemical or biological attack.

Massachusetts Emergency Management Agency (MEMA)  
<http://www.mass.gov/mema/>  
MEMA is a member of the Executive Branch of Government within the Commonwealth of Massachusetts responsible for the coordination of Federal, State, local, voluntary, and private resources during disasters and emergencies. The website contains extensive links to other agencies involved in emergency response and security issues.

National Alliance for Safe Schools (NASS)  
<http://www.safeschools.org/>  
Founded by a group of school security directors to provide technical assistance, training, and research to schools interested in reducing school-based crime and violence.

National Institute for Occupational Safety and Health (NIOSH)  
<http://www.cdc.gov/niosh/homepage.html/>  
Health and safety guidance, publications, and training information.

National Security Institute  
<http://nsi.org/>  
Links to relevant legislation and information.

Oklahoma City National Memorial Institute for the Prevention of Terrorism  
<http://mipt.org/lessonslearned.html/>  
Resources for information on training program for First Responders, numerous resources, reports, and other lessons learned from their experience.

Security Magazine on the Web  
<http://www.secmag.com/>  
Contains a great deal of useful information on a variety of school security topics.

U.S. Department of Education  
<http://www.ed.gov/>  
Website contains useful information including guides, publications, and resource directories. Very useful is the publication *Early Warning, Timely Response: A Guide to Safe Schools* and links to other sites.

U.S. General Services Administration (GSA)  
<http://hydra.gsa.gov/pbs/pc/facilitiesstandards/>  
This website connects to a document that provides information on conducting building security assessments.

U.S. Office of Homeland Security (OHS)  
<http://www.whitehouse.gov/homeland/>  
This new Executive office the coordinates more than 40 federal agencies. Site contains updates on current homeland security issues.

US EPA Counter Terrorism Efforts  
<http://www.epa.gov/swercepp/cntr-ter.html/>  
This web site outlines the counter-terrorism efforts of the U.S. EPA.

Whole Building Design Guide  
<http://www.wbdg.org/>  
Internet site featuring security-related design information.



## History & Background

The Boston Consortium for Higher Education (TBC) is a not-for-profit membership organization founded in 1995 by the chief financial officers of Boston-area colleges and universities. Its mission is to create a collaborative environment that inspires member institutions in the development and practical implementations of innovative cost management and quality improvement ideas. TBC assists higher education professionals and institutions as they envision the future, initiate dialogue, share knowledge, create trustful relationships, and build collaborative partnerships that enable them to realize their goals. The Boston Consortium actively:

- Facilitates ‘communities of practice’ for dialogue, innovation, shared effort, and mutual learning between and among its member schools;
- Advances initiatives and programs which are quality-enhancing, practical and cost-effective;
- Supports the creation of economies of scale and intellect to push administrative costs down and drive quality up;
- Enhances individual and organizational capacity by supporting work-based learning and offering professional development opportunities.

As the only Fiscal Officer governed-and-lead Higher Education collaborative in the United States, The Boston Consortium utilizes both behavioral and analytical tools to drive change from middle management up, as well as from top management down.

Our distinction is that we also provide informal forums for leaders and senior managers from non-academic functions to explore similar interests and concerns. Consortium participants embrace sharing best practices, utilizing systems thinking, and engaging the intrinsic motivation to excel. They use The Boston Consortium to augment and expand their on-going efforts to reduce costs and improve operations on their individual campuses.

The Consortium’s successes demonstrate how each school benefits from its association as well as how collaborative actions can extend and even multiply increasingly constrained resources.

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