



U.S. Department of Education
Office of Safe and Drug-Free Schools
Emergency Management for Higher Education



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EMHE Supported Emergency Management Projects at Seton Hall University

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Thomas Giordano is currently the Assistant Director for Emergency Management at Seton Hall University (SHU) in South Orange, New Jersey. He assumed that position in 2008 and is responsible for the coordination of the University's emergency management efforts. At SHU, he developed a NIMS compliant Emergency Operations Plan, organized the institution's Community Emergency Response Team (CERT) and Fire Awareness and Safety Team (FAST), provided Incident Command System (ICS) and other emergency management related training to University officials, and has designed and managed a series of emergency exercises for the University.

Prior to his employment at Seton Hall, Mr. Giordano served for four years as a Senior Planner in the Preparedness Unit of the New Jersey Office of Emergency Management. At NJOEM, he revised and expanded the State Emergency Operations Plan, developed operating procedures for the State Emergency Operations Center (SEOC), and served as an operations officer and instructor in the SEOC.

Mr. Giordano served with the Rutgers University Police Department in New Brunswick, NJ for 25 years, retiring in 2003. During his police career, Mr. Giordano served as a patrol officer, squad supervisor, firearms instructor, training officer, police academy instructor, division commander and deputy chief of police. His police service also included 18 years as a member of the Middlesex County Special Operations and Response Team as a police marksman, squad leader, and deputy team commander. He began his involvement in the field of emergency management while serving as Deputy Chief of Police when he was assigned to develop an Emergency Operations Plan for the University.

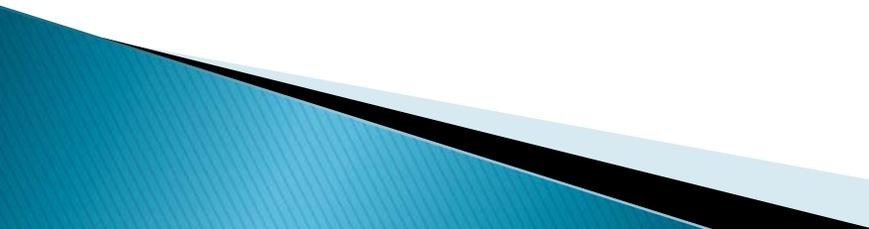
Mr. Giordano received a Bachelor's Degree in Political Science from Rutgers University and is a graduate of the FBI National Academy.

EMHE SUPPORTED EMERGENCY MANAGEMENT PROJECTS AT SHU

DISCUSSION TOPICS

- ▶ Organizing and implementing EMHE supported emergency management projects at SHU
 - ▶ Engaging governmental and institutional partners in these efforts
 - ▶ Utilizing the planning process, training, exercises and public education as means of engagement and capability improvement
 - ▶ Sharing experience and lessons learned with other IHEs
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SUPPORTING OFFICES/ORGANIZATIONS

- ▶ University/College Administration
 - ▶ Department Heads
 - ▶ Grants and Research Office
 - ▶ Grants Accounting Office
 - ▶ Human Resources (Student Employment)
 - ▶ Procurement Department
 - ▶ Grant Oversight Committee
 - ▶ Volunteers and Student Interns
 - ▶ Government Emergency Response Organizations
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SHU EMHE PROJECT AREAS

- ▶ **PLANNING**
 - ▶ **TRAINING AND EDUCATION**
 - ▶ **EXERCISES**
 - ▶ **SHARING KNOWLEDGE**
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SHU EMHE PROJECTS: PLANNING

SHU Emergency Operations Plan (EOP)

- ▶ The institution's blueprint or framework for the management of emergencies or disasters
 - ▶ Assigns roles and responsibilities for emergency functions
 - ▶ Designed to help ensure the optimum use of institutional resources
 - ▶ Provides for coordination between the institution, government agencies, and private sector entities
 - ▶ Utilizes a capabilities based, all-hazard approach that addresses a variety of natural, technological, and intentional hazards.
 - ▶ NIMS compliant (CPG-101)
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PLANNING PROCESS (SHU EOP)

- ▶ Created a planning team
 - ▶ Conducted a Hazard Analysis/Risk Assessment – determine the types of hazards and quantify the probability and severity of their impact on the institution.
 - ▶ Determined the emergency functions that would need to be performed in response to those hazards.
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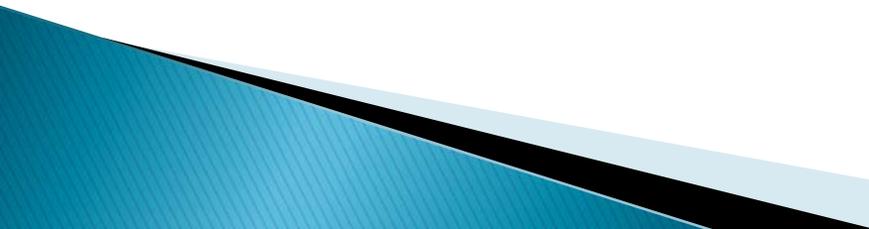
EOP PLANNING PROCESS: CONTINUED

- ▶ Developed a draft EOP Basic Plan that outlines the institution's:
 - Emergency management policies
 - Demographic and geographic information
 - Planning assumptions
 - Emergency management structure
 - Basic concept of operations
- ▶ Developed draft annexes for each of the emergency functions

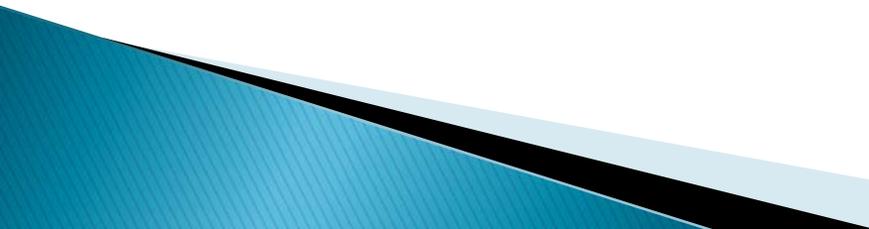
SHU EOP EMERGENCY MANAGEMENT FUNCTIONS

- ▶ Emergency Communications
 - ▶ Transportation/Evacuation
 - ▶ Public Works and Facilities
 - ▶ Firefighting and Fire Safety
 - ▶ Emergency Management
 - ▶ Logistics
 - ▶ Mass Care
 - ▶ Search and Rescue
 - ▶ Hazardous Materials Response
 - ▶ Public Safety and Security
 - ▶ Public Information
 - ▶ Long-Term Recovery
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SHU EOP PLANNING PROCESS: CONTINUED

- ▶ Created hazard/incident specific attachments (checklist format)
 - ▶ Sent out the draft documents for review
 - ▶ Made necessary modifications and submitted for approval and promulgation
 - ▶ Tested the plan components during emergency exercises and identify needed modifications.
 - ▶ Reviewed and updated the plan on a regular basis.
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Continuity of Operations Plan (COOP)

- ▶ Loss of the institution's administrative, academic, and support operations can prevent it from fulfilling its educational mission.
 - ▶ Describes measures undertaken by the institution's operating units to maintain or restore their functions.
 - ▶ Addresses the impact of the loss of working areas, records, personnel, etc. and steps taken in response.
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SPECIAL NEEDS PLANNING

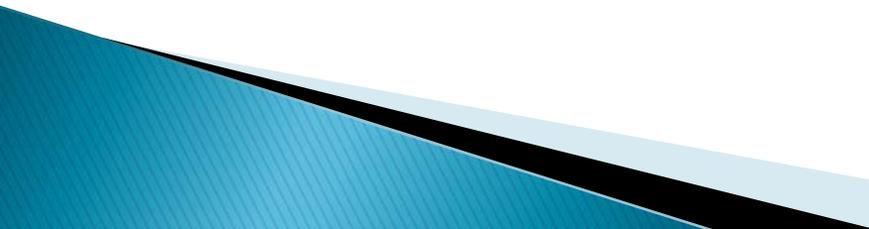
- ▶ ADA compliance survey of campus facilities
 - ▶ Fire safety & evacuation planning risk assessment and benchmarking report
 - ▶ Corrective action and improvement plan regarding evacuation procedures for persons with disabilities
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SHU EMHE PROJECTS: TRAINING AND EDUCATION

EMERGENCY MANAGEMENT TRAINING PROGRAM

- ▶ Training is essential for effective emergency management!
 - ▶ Many emergency management related skills are perishable. Refresher training and exercises can help personnel stay prepared.
 - ▶ Training is time consuming and labor intensive and is often one of the first items cut when budgets are reduced.
 - ▶ Insufficient training can be a significant liability.
 - ▶ Training records and certification records must be maintained.
 - ▶ Assess your training needs based on expected emergency functions/needed capabilities.
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SHU INCIDENT COMMAND SYSTEM (ICS) TRAINING GOALS

- ▶ **Institutional Executives:** ICS-402
 - ▶ **Department Heads:** ICS-100 and 200 (ICS-300, and 400 for those who might serve as Incident Commanders)
 - ▶ **Departmental Emergency Coordinators:** ICS-100, 200 and 300
 - ▶ **Emergency Response Supervisors:** ICS-100 and 200
 - ▶ **Individual Field Responders:** ICS-100
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COMMUNITY EMERGENCY RESPONSE TEAM (CERT)

- ▶ Volunteer group of SHU employees and students
- ▶ Receive 20 hours of basic training in:
 - Disaster Preparedness
 - Fire Safety & Utility Controls
 - Disaster Medical Operations
 - Light Search and Rescue
 - CERT Organization
 - Disaster Psychology
 - CERT and Terrorism
 - Radio Communications

SHU CERT

- ▶ CERT team can be called upon as a response asset during emergencies
- ▶ CERT has become a popular program on campus (80+ members trained)
- ▶ Incorporated into student leadership program
- ▶ Additional training offered to CERT members including:
 - CPR/AED/First Aid
 - Point of Distribution (POD) Operations
 - Incident Command System (ICS) training

GRANT ENHANCEMENTS TO SHU CERT

- ▶ Purchase of needed personal and team equipment (based on their training and expected emergency functions):

- Radio communications equipment

- Personal protective equipment

- Backboards and straps

- First aid kits/triage tape kits

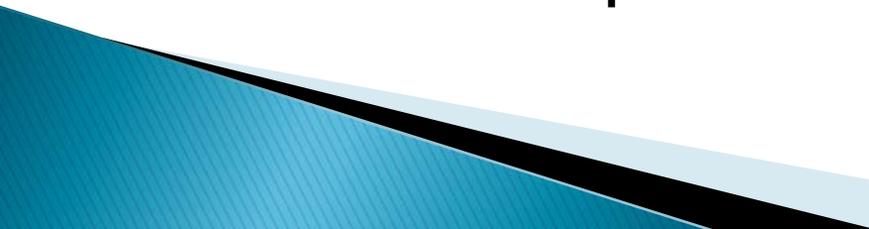
- Stair chairs

- Headlamps

- Bullhorns

- ▶ CPR/AED/First Aid training materials
- ▶ Injury simulation materials
- ▶ Field Operations Guides

DEPARTMENTAL EMERGENCY COORDINATOR TRAINING

- ▶ Management level representatives from departments with responsibilities under the University's EOP
 - ▶ Coordinate their department's support of emergency management efforts
 - ▶ Represent their departments/offices in the EOC
 - ▶ Trained in applicable sections of the EOP as well ICS and EOC operations
 - ▶ Provided copies of the EOP (flash drives)
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PUBLIC EDUCATION

A critical component of emergency management programs is educating faculty, staff, and students to:

- ▶ **BE AWARE** of possible hazards that may impact the campus and sources of emergency information and instructions
 - ▶ **BE PREPARED** by having knowledge of emergency procedures and protective actions
 - ▶ **TAKE ACTION** when confronted by a hazard– quickly size up the situation and take decisive action based on your knowledge of emergency procedures and the hazard at hand, experience, and circumstances.
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PUBLIC EDUCATION: METHODS AND OPPORTUNITIES

- ▶ Orientation programs for new faculty, staff, and students
 - ▶ Emergency preparedness web site with interactive modules (CODE BLUE)
 - ▶ Online educational modules (“At Risk”)
 - ▶ Requirements to complete preparedness modules
 - ▶ Live Action Games (“Spin the Wheel of Misfortune”)
 - ▶ Community Broadcasts
 - ▶ Public Safety Announcements
 - ▶ Drills and exercises
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SHU CODE BLUE WEBSITE

CODE BLUE <http://blogs.shu.edu/codeblue>

- ▶ Interactive Educational Modules
- ▶ Freshman Studies Module
- ▶ Personal Safety Modules
- ▶ Employee Emergency Procedures Module
- ▶ “Spin the Wheel” Game
- ▶ “Who Wants to Be a Survivor” Game
- ▶ “News and Alerts” RSS feeds
- ▶ National Weather Service link
- ▶ Emergency Procedures link
- ▶ Blog section

SHU EMHE PROJECTS: EXERCISES

EXERCISE PROGRAM BENEFITS

- ▶ Exercises are excellent tools to evaluate your existing programs, plans, procedures, and capabilities.
 - ▶ **Exercises strengthen coordination between response agencies!**
 - ▶ Post-exercise evaluation process can provide valuable information that can lead to improvements.
 - ▶ Exercises provide participants experience in responding to scenarios that are rarely encountered.
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HOMELAND SECURITY EXERCISE AND EVALUATION PROGRAM (HSEEP)

- ▶ Provides a standardized methodology for designing, developing, conducting, and evaluating exercises.
- ▶ HSEEP Training Course is available through the US Dept. of Homeland Security
- ▶ Online HSEEP toolkit at hseep@dhs.gov

DETERMINING CAPABILITIES TO BE EXERCISED

- ▶ Capabilities to be exercised chosen from the Target Capabilities List
 - ▶ Use the Universal Task List and institution specific needs to determine emergency tasks to be observed
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TABLETOP EXERCISES

- ▶ Scenario based discussions with facilitator
- ▶ No time limits
- ▶ No pressure
- ▶ Opportunity to brainstorm new concepts
- ▶ Institution and government representation
- ▶ SHU Tabletop scenarios:
 - Pandemic Influenza
 - Campus Evacuation
 - Active Shooter

OPERATION BASED EXERCISES: DRILLS

- ▶ Used to test or validate a single operation or function
 - ▶ Used to practice and maintain skills
 - ▶ Done in real time
 - ▶ SHU Vaccine Point of Distribution (POD) Drill
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OPERATIONS BASED EXERCISES: FUNCTIONAL EXERCISES

- ▶ “Command post” exercises involving decision-makers and command post staff
 - ▶ Involve realistic scenarios that could impact the institution
 - ▶ Can involve both institution and government representation
 - ▶ Participants required to make decisions based on information received
 - ▶ Can be conducted in real or compressed time
 - ▶ Greater pressure and time limits
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OPERATIONS BASED EXERCISES: FULL SCALE EXERCISE

- ▶ Involve actual field responders and communications centers reacting to scenario injects from controllers.
 - ▶ Usually done in real time
 - ▶ Involve simulated victims and incident scenes
 - ▶ Involve institutional and government responders
 - ▶ Highest pressure exercises
 - ▶ SHU Full Scale Exercise: Active shooter scenario
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Residents Fleeing Incident Site



PSOs Assisting Fleeing Residents



Arriving Emergency Responders



Police Deployment



Police Deployment



Evacuation of Victims



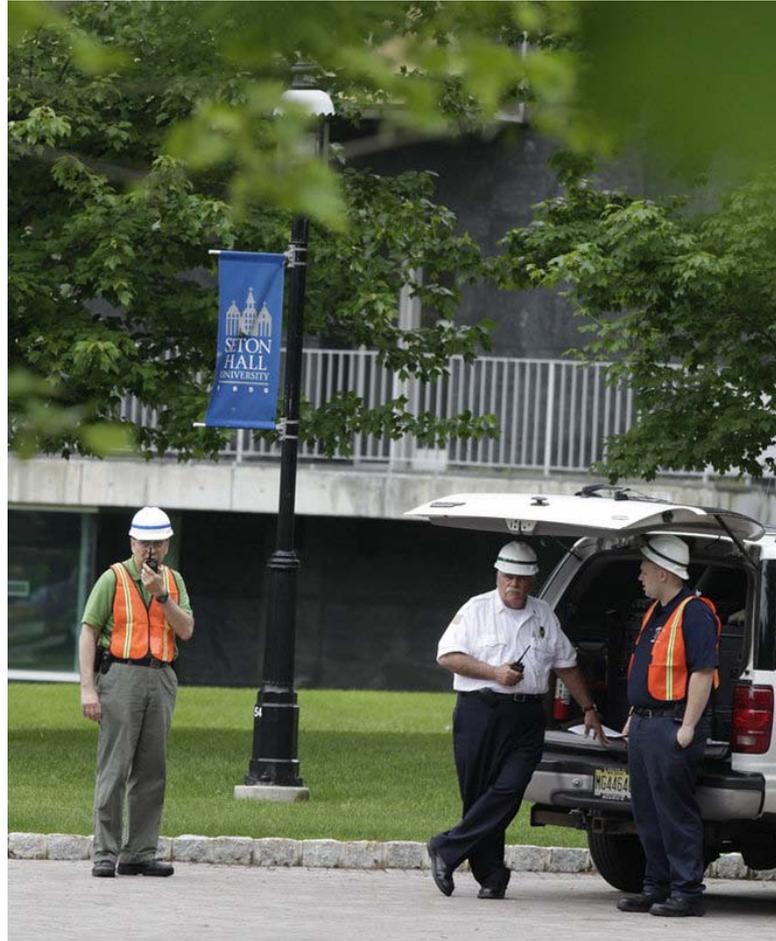
Movement to Triage Area



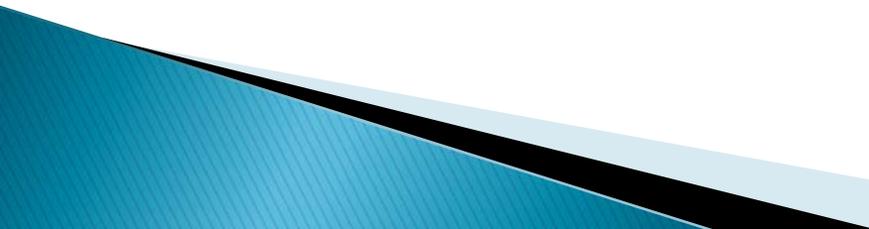
Preparation for Transport



Exercise Controllers/Evaluators



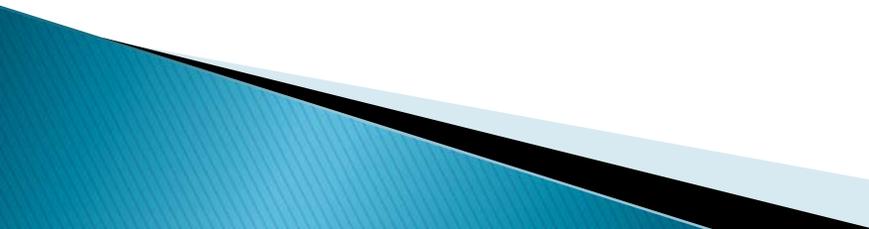
LESSONS LEARNED: PLANNING EXERCISES

- ▶ Do not underestimate the time required to prepare for an exercise (SITMAN, EXPLAN, logistics).
 - ▶ Develop an Exercise Planning Team to assist in planning and preparations (include outside response agencies).
 - ▶ Before developing your scenario and MSEL get a good understanding of the SOPs of responding agencies.
 - ▶ Train your exercise controllers and evaluators in the process and their tools.
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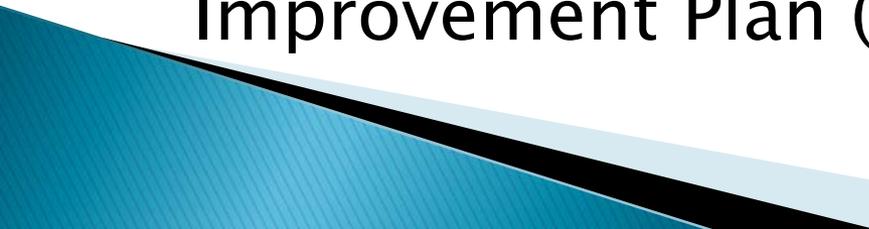
EXERCISE LESSONS LEARNED: CONDUCTING EXERCISES

- ▶ Tabletops require a strong facilitator utilizing prepared questions in the SITMAN to guide discussion.
 - ▶ Operations based exercises require strong controllers using the MSEL injects to help guide the exercise.
 - ▶ Give detailed instructions/scripts to the Simulation Cell (SIMCELL) to avoid “freelancing”.
 - ▶ Provide other IHEs the opportunity to observe the exercise and assign a liaison officer to the observer area.
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EXERCISE LESSONS LEARNED: CONDUCTING EXERCISES

- ▶ Understand that exercises never go exactly as planned! Responders will often not follow their SOPs.
 - ▶ Be ready to modify the MSEL as necessary to maintain the flow of the exercise.
 - ▶ **CONTROLLERS: COMMUNICATE!
COMMUNICATE! COMMUNICATE!**
 - ▶ Conduct “Hotwash” immediately after exercise play ends.
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LESSONS LEARNED: EVALUATING EXERCISES

- ▶ Evaluators should refer to their Exercise Evaluation Guide (EEG) during the exercise and complete it afterwards.
 - ▶ Conduct post-exercise meetings with controllers and evaluators prior to developing the After Action Report (AAR) and Improvement Plan (IP).
 - ▶ Remember to include Lessons Learned!
 - ▶ Follow up on the items listed in your Improvement Plan (IP).
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SHU EMHE PROJECTS: SHARING KNOWLEDGE

EMERGENCY MANAGEMENT FOR COLLEGES AND UNIVERSITIES SYMPOSIUM

MARCH 2011



SHU EMERGENCY MANAGEMENT SYMPOSIUM

- ▶ Designed to promote the development of “all hazard” emergency management programs at IHEs
 - ▶ Funded under SHU’s EMHE Grant
 - ▶ Attended by representatives from 68 colleges and universities (220+ attendees)
 - ▶ Attendees represented a wide range of disciplines and professions.
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SHU EMERGENCY MANAGEMENT SYMPOSIUM

Morning 3 hour presentations:

- ▶ Behavioral Threat Assessment: Best Practices for IHEs
 - ▶ Business Continuity Planning & Evaluation
 - ▶ Multi-Hazard Emergency Planning for IHEs
 - ▶ Developing a Campus All-Hazard Emergency Management Program
 - ▶ Preparedness and Response to Infectious Disease Outbreaks at IHEs
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SHU EMERGENCY MANAGEMENT SYMPOSIUM

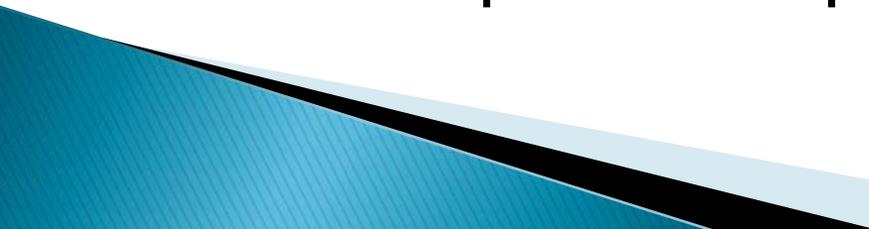
Luncheon Presentation:

- ▶ Use of Electronic Media for Emergency Preparedness Education

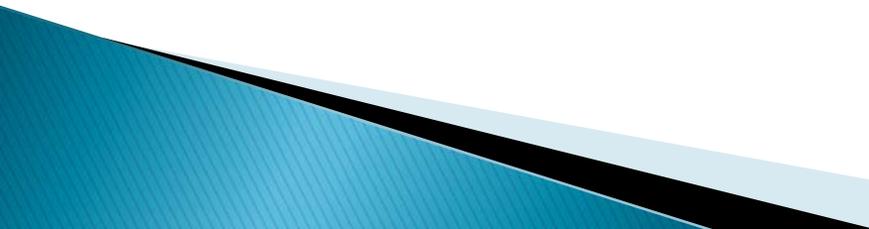
Afternoon 1 Hour Presentation

- ▶ Homeland Security Exercise and Evaluation Program Briefing
 - ▶ Emergency Public Information
 - ▶ Campus Evacuation Planning and Execution
 - ▶ Cyber Preparedness for IHEs
 - ▶ Campus Fire Safety
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SYMPOSIUM LESSONS LEARNED

- ▶ Do not underestimate the time and effort required for preparing a symposium
 - ▶ Form a Planning Committee and delegate tasks
 - ▶ Have an adequate staff of personnel for onsite registration and other administrative functions
 - ▶ Maintain frequent contact with speakers during your preparation period
 - ▶ Staff a Speaker Support Table at the site
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SYMPOSIUM LESSONS LEARNED

- ▶ Be ready for last minute problems with audiovisual systems
 - ▶ Encourage networking amongst attendees and between speakers and attendees
 - ▶ Obtain evaluations from attendees (“Student Voice”)
 - ▶ Have ability to share electronic copies of presentation materials, if permitted by speakers
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SUMMARY

- ▶ EMHE funded projects at SHU involved three key elements required for effective emergency management: **PLANNING, TRAINING/PUBLIC EDUCATION, and EXERCISES.**
 - ▶ Governmental and institutional partners were actively involved in these efforts.
 - ▶ Utilizing the planning process, training, exercises, and public education as means of engagement and capability improvement.
 - ▶ These efforts and lessons learned were shared with other IHEs through symposium presentations and exercise observation.
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