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thing to waste®

Learning From Disaster

Gulf Coast Colleges And Universities
The Lessons Of Hurricane Katrina

A Publication of the
UNCF Institute for Capacity Building
Enrollment Management Program

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Learning from Disaster:

Gulf Coast Colleges and Universities the Lessons of Hurricane Katrina

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INTRODUCTION

The epic proportions of Hurricane Katrina and its aftermath devastated the Gulf Coast region and many of the colleges and universities located there. Although the storm occurred in late-summer of 2005, its impact is still being felt today.

Some educational institutions are only now recovering from steep enrollment declines, the need to restore campus facilities and the lingering psychological impact of the storm on students, faculty and staff. In addition, disruptions from natural disasters often fall hardest on those who come from already vulnerable groups and communities — in too many of these cases, an education interrupted may become an education never completed.

Two UNCF-member institutions based in New Orleans paid a heavy price when Katrina hit; the physical and emotional toll on Dillard and Xavier universities went well beyond what anyone anticipated. Classrooms and laboratories were unusable. So were residences. So were offices. The sense of disruption and displacement was widespread.

How did Dillard and Xavier respond to this crisis? What worked? What didn't? What were the short- and long-term effects on student enrollment and retention and on the entire student-learning experience? What changes have these institutions made to deal more effectively with future disasters, whatever their origin? And what lessons can other institutions take from those responses?

To help answer these questions, UNCF — with the generous financial support of the Bush-Clinton Katrina Fund — commissioned this report. It focuses on the actions of Dillard and Xavier — and of Delgado Community College, a non-UNCF institution also located in New Orleans — before, during and after Katrina. The research, which included interviews with key officials at each of these schools, provides a rich source of data, plus a sense of what it was like at the time, at the scene.

More than a mere recording of events, this report is designed to be a practical tool kit — a checklist and a best-practices manual for colleges and universities across the country. For these institutions, the “next disaster” might not be a hurricane, or any sort of weather-related event. But no matter the particulars, many of the concerns will likely be the same: How to protect life and safety. How to provide essential services and retain essential records. How to restore educational activities. How to carry on with vital administrative tasks.

This report, in short, is a blueprint for action. UNCF hopes to share its findings and recommendations with the broader university community. We believe that there are things that can be done — things that are well worth doing.

Preparing for the next disaster starts now.





Dr. Michael L. Lomax, UNCF President and CEO, President Bill Clinton, former U.S. Secretary of Labor Alexis Herman and Xavier University President Dr. Norman Francis tour the rebuilding efforts on Xavier's campus following Hurricane Katrina.

Acknowledgments

We gratefully acknowledge three individuals who were instrumental in the preparation of this document. Dr. Norman Francis, president of Xavier University, was appointed early on as co-chair of the Louisiana's Disaster Recovery Committee. Dr. Marvalene Hughes, president of Dillard University, had been on the job only a few short months before Katrina hit, and her campus suffered extensive physical damage. Chancellor Ron Wright of Delgado Community College played a dynamic role in helping his institution through the crisis. Each of these people proved to be an exemplary, courageous leader who demonstrated poise under pressure and a clear sense of purpose — traits essential, as we'll see, to a successful enrollment-management and enrollment-recovery effort.

Defining Our Terms

For the purposes of this report, "enrollment management" refers to any system of practices and activities that allows educational institutions to provide for the various needs of its current students (especially in the face of disasters, natural or man-made); to retain those students to the greatest extent possible; and to carry on with efforts to recruit, evaluate, admit, welcome and assist future students. These practices and activities will typically involve the offices of student affairs, admissions, financial aid and public affairs, as well as the registrar's office and the business office. Residence-life and student leaders, of course, are also key players.

In truth, when it comes to planning for and coping with catastrophic and disruptive events, the entire campus must be ready to respond. No one is immune to disaster, and everyone in a leadership position is accountable.

WHAT MAKES A SUCCESSFUL DISASTER PLAN?

Details of disaster plans will vary, of course, depending on the size and location of the school, and how it's organized; budget considerations, the proximity of other institutions and the availability of emergency resources will also be important factors. We'll discuss some of the key details shortly, but first...

There are particular characteristics that successful disaster plans appear to have in common. Incorporating these characteristics into your own school's plan will improve your chances of limiting disruption and can help speed your recovery. Here are some traits to consider:

"Clear"

- Keep it simple. By definition, a disaster plan will be carried out at a time of great confusion and stress, both on campus and in the broader community. A plan that is too complex to be put into operation quickly and effectively will be of little help when the time comes.
- Create command-and-control procedures for emergency situations, and identify who has responsibility for which decisions.
- Identify a cadre of leaders who are dedicated and empowered to lead. Give this team a clear set of tasks, and let them know they will be held accountable.
- Make sure specific groups and constituencies on and off campus also know what is expected of them in the event of a disaster.
- Make sure to identify essential resources for each of these groups and for other key stakeholders.
- Practice key elements of your plan *before* the disaster strikes. This will help you to respond more quickly and confidently in an actual crisis. It will also allow you to identify and correct any gaps in your plan and clear up any confusion ahead of time.



"Comprehensive"

- Make your plan wide-ranging. Disasters can take many forms: e.g. weather events, pandemics, cyber-attacks, violence against people, violence against buildings, etc. Each of these situations will create its own set of problems, and each will need an appropriate set of responses.
- Prepare to meet the needs of students, faculty, administrators and staff, as well as current and potential applicants, alumni and other interested parties.

- Design your plan to meet not just health and safety issues, but academic, administrative, logistical and financial issues as well.
- Make your disaster plans flexible enough to adjust to different levels of severity and duration and to the capacity of your campus infrastructure.
- Don't forget about your data. Be sure to back up and protect essential records and other vital data in an off-site, or even out-of-state, location.

“Current”

- Review and update your disaster plans on a frequent basis.
- Establish standards to help you measure the readiness of critical disaster-response functions.
- Practice your plans regularly to keep decision-making skills sharp and to make sure that any changes to your plans are understood and effectively implemented.
- Make sure to create and maintain “feedback” channels during a crisis, and make appropriate adjustments based on the information you receive.
- Be aware of, and take advantage of, the latest developments in social media. An ink-on-paper administration can't effectively manage a crisis in a Twitter and Facebook world.
- “Evaluate everything that moves.” Feedback is fuel for quality improvement — have procedures in place for collecting data to sharpen your responses and assess your performance.

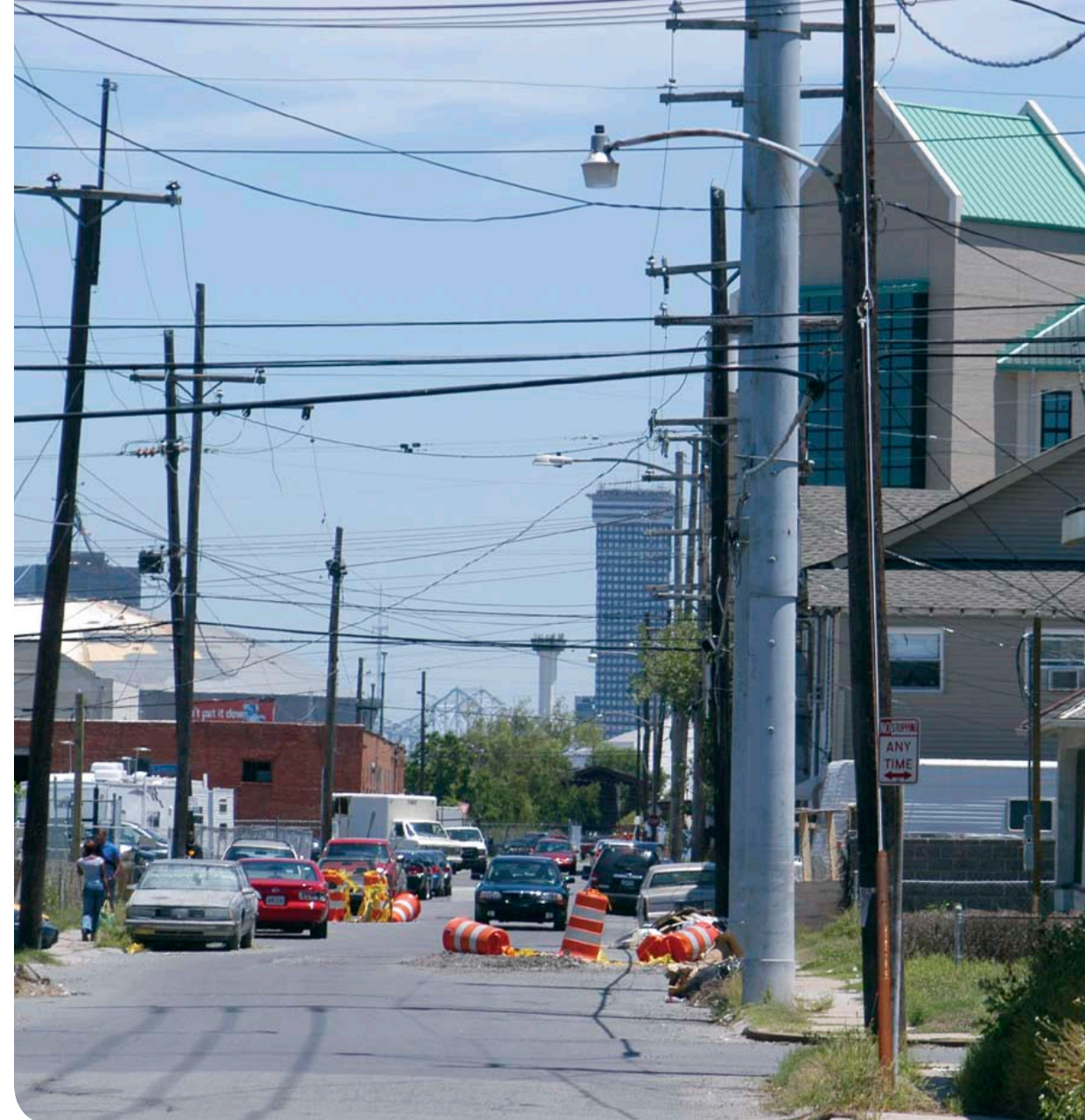
“Campus-Wide”

- Get buy-in to your disaster plan from the entire campus community.
- Cultivate an “ethic of care” that permeates all campus activities.
- Build a culture of shared governance and shared responsibility in developing disaster policies and procedures.
- Reward hard work and reinforce desired behaviors.

“Collaborative”

- Look beyond your own campus in preparing to respond to disasters.
- Work with local health, fire and safety officials to develop operational procedures and communication strategies in the event of a crisis.
- Develop “articulation agreements” with other institutions to allow cross-enrolled students to continue working toward their degrees.
- Develop “consortium agreements” with other institutions' financial-aid offices to allow cross-enrolled students to continue to receive financial aid.
- Develop “partnership agreements” with other institutions to allow displaced students to be accommodated in those institutions' residence halls.

And finally, for a plan to be successful, it must be...



“Clearly Communicated”

- Share information about your disaster plan regularly and by means of multiple channels with students, faculty, administration, staff and other interested parties.
- Establish mass text-messaging and e-mail systems to communicate quickly with large numbers of people in the event of an emergency.
- Be sure to create multiple feedback channels. In a crisis, people will need ways to get their questions answered and to express their feelings.
- Work with campus public information officers to develop an overall communications strategy for emergency situations.

DISASTER PLAN ATTRIBUTES

We've set out the general attributes of a successful disaster-response plan. Now it's time to turn to the specifics. Some of these are absolute necessities for your to-do list. Others at least merit your consideration and may prove valuable in your particular situation. Your primary concerns, naturally, will be your students, faculty, administrators and other staff. But you'll need to be mindful of other constituents and stakeholders, too; this list bears that in mind.

To make this report as useful as possible, we've divided our suggestions into five broad categories:

- **Health and Safety Needs**
- **Administrative and Logistical Needs**
- **Academic Needs**
- **Recruiting and Admissions Needs**
- **Outreach and Messaging Needs**

Within each category, we've organized our suggestions in rough chronological order: what to do before, during and after a crisis. There are things you have to do, decisions you have to make, *before* disaster strikes, so that you can handle disaster *when* it strikes. Or to look at it from the other end of the timeline: **"If you'll need to do *this* tomorrow, you'd better do *this* today."**

Much, of course, will depend on the type and timing of a crisis, its severity and its duration. Does it hit during the academic calendar, with students on campus, or during a recess? Does it come right in the middle of the admissions process? During freshman orientation? Is the crisis confined to your own campus, or is it more widespread? Has your physical plant been damaged? Have people been hurt? How long before you can expect to be back on your feet?

These are just some of the considerations you'll have to deal with in an atmosphere of great disruption and uncertainty.

All the more reason, then, to have your plan's essential features and responsibilities worked out in advance. And all the more reason to practice your plan on a regular basis.

The old adage, "practice makes perfect," is worth repeating here. Research has shown that people tend to panic, or "freeze," in crisis situations. This can lead to institutional paralysis and even greater human injury and harm to the school.

How to prevent that? Practice, practice, practice. Frequent dress rehearsals, or drills, are critical for building the muscle memory that produces effective action at times of duress. It's the reason most residence halls are required to have fire drills every semester. The logic is

equally compelling for your entire institution and no matter what form the next crisis may take. Think of your disaster plan as having these components: **Prepare. Rehearse. Respond. Review.** Don't shortchange any of them.

Now, as promised, on to the details.

Health and Safety Needs

- Create a campus response team for health and safety issues. These issues could include food and water, security, medical/psychological services, housing, telephones/computing/communications, transportation, financial aid and even recreation. *(Before)*
- Inventory available resources in each of these areas. You'll need to take stock of resources throughout the crisis, and repair/replace/replenish as necessary. *(Before/During/After)*
- Prepare quarantine/inoculation info/procedures. *(Before)*
- Coordinate with state and local agencies to arrange for temporary housing, transportation, food services, health and safety. *(Before/During/After)*
- Coordinate with other local colleges and universities to arrange for temporary housing, shared services. *(Before/During/After)*
- Address basic issues of food, housing, medical, safety/security. *(During/After)*
- Communicate and implement quarantine/inoculation procedures, if necessary. *(During)*
- Provide short- and long-term mental-health services for emotional and psychological support. *(After)*

Administrative Needs

- Create a campus response team for administrative issues, including IT support, payroll, human resources, financial services, advising, admissions, registrar, transportation, financial aid/business office. Designate specific IT personnel to enrollment management. *(Before)*
- Establish/implement procedures for registration, enrollment, financial aid, paying bills and receiving payments, collecting tuition, etc. *(Before/After)*
- Create partnerships with third-party vendors for data management/warehousing, Web site management, publications and other communications. *(Before)*
- Consider coordinating with enrollment-management personnel (registrar, admissions, financial aid, business office) from other local colleges and universities on post-disaster services and facilities. *(Before)*
- Prepare procedures to hire, train and deploy new staff, if necessary. *(Before/After)*
- Back up all critical data on a frequent basis, and store the backups off-site, in a location unlikely to be affected by whatever disaster you're dealing with in your own community. Make sure your data is quickly and easily retrievable to ensure quick recovery of key administrative functions. *(Before)*

- Review issues of legal liability, and take appropriate preventive measures. *(Before)*
- Designate specific geographic territories as response-team members' primary responsibility. This will enable them, if necessary, to continue admissions, financial aid and registrar operations on a regional basis. *(Before/After)*

Academic Needs

- Devise or review strategies to provide for “distance learning” — e.g. Blackboard, Wimba, etc. — if on-campus operations are disrupted. *(Before)*
- Coordinate with other local colleges and universities to make use of available classrooms on other campuses. *(Before/During/After)*
- Create procedures for students to re-enroll or revise their schedules based on available courses. *(Before)*
- Consider arrangements for “cross-enrolling” students at other colleges and universities. Depending on the nature of the crisis, these schools might be local, or in other cities and states. (Note: Be sure about whether cross-enrolled students will be treated as transfer students, with FAFSA following them to their new institutions.) *(Before)*
- Provide updated information on which courses are available. *(During/After)*
- Devise or review strategies to maintain academic-advising activities in the wake of a disaster. Advising could be done in unaffected on-campus locations, or off campus, or even on the Web. *(Before/After)*
- Prepare procedures to hire, train and deploy new academic staff, if necessary. *(Before/After)*
- Revise, as necessary, instructions about financial aid eligibility, awards and enrollment payments *(After)*

Recruiting/Admissions Needs

- Back up all application-management data (e.g. inquiries, applicants, admits, confirms), and store it off-campus, at a location far enough from your campus to be unaffected by your particular emergency. *(Before)*
- Create partnerships with third-party vendors for off-site admissions processing, data management and communications services. *(Before)*
- Work with local school districts to develop alternate sites for counselor and parent meetings, admissions forums, test-preparation workshops, etc. *(Before/After)*
- Make greater use of alumni in specific geographic locations for applicant interviews, etc. *(Before/After)*
- Create or upgrade your Web-based campus tours. *(Before/After)*
- Devise procedures for applicants/admittees to monitor the status of their applications on-line. They'll need to be confident that the school has received all the information they've provided it. *(Before)*

- Provide contact information for key admission and financial-aid personnel. *(Before/After)*
- Make provisions for student-orientation activities to be conducted off-site, or on the Web. *(After)*
- Develop communications protocols with the U.S. Department of Education (Title IV) *(Before)*
- Develop recruitment and other public-relations messages for applicants, potential applicants and admittees. Consider reducing application fees or providing additional financial aid as an incentive to apply and enroll. *(Before/After)*
- Conduct an on-going enrollment analysis, and update your enrollment projections accordingly. *(During/After)*

Outreach/Messaging Needs

- Provide for internal and external communications systems that will function reliably in an emergency. These systems should be accessible to all key stakeholders: students, faculty, administrators, staff, parents and alumni, plus high schools, civic and governmental agencies, third-party vendors, etc. *(Before)*
- Create and publicize an emergency-alert text-messaging system for students, faculty, administrators and staff. *(Before)*
- Establish and publicize your presence on social networks—Facebook, MySpace, Twitter, etc. *(Before)*
- Post emergency-response information on your school's Web site, and keep it updated. Make sure that links to vital information are easy to find (e.g. on your site's home page) and easy to navigate. *(NOTE: A survey of 20 UNCF schools found that many didn't have an emergency-notification-system option on their Web sites.) (Before/During/After)*
- Provide regular updates. Offer realistic appraisals and recovery timelines. Convey confidence when warranted, and celebrate milestones as appropriate. *(During/After)*
- Conduct town halls and forums for students and other stakeholders. *(During/After)*
- Create additional avenues of communications for people to express themselves, ask questions and provide information — or simply to vent. In a time of crisis, people want to know what's going on, and they want to be heard. *Most of all, they need to know they're not in this thing alone. (During/After)*
- Monitor comments on social media sites and respond quickly to provide information and to correct inaccuracies. *(During/After)*
- Develop a centralized and well-integrated system to respond to inquiries. *(During/After)*
- Develop a communications strategy with campus public-information officers. Tailor that strategy to meet local, regional and national media needs. *(Before/During/After)*



THREE CASE STUDIES

Dillard University, Xavier University and Delgado Community College highlight three different approaches to the Katrina crisis, as required by the institutions' different circumstances. Each approach offers insights about what steps are necessary for successful disaster planning, response and recovery.



Dillard University: New Orleans, LA (Orleans Parish)

When the levies broke, Dillard University found itself under eight feet of water. Its historic buildings and grounds were devastated. The university's leadership was forced to leave New Orleans and establish temporary administrative operations in Atlanta.

When the levies broke, Dr. Marvalene Hughes had been president of Dillard for less than two months.

Dr. Hughes had inherited an antiquated student-information system with insufficient IT support. Nor was the IT staff especially knowledgeable about specific enrollment-management needs. In addition, Dillard had no clear plan to enable its various enrollment-management offices and key officials to remain in contact with one another and share essential information.

In the aftermath of Katrina, students struggled to adjust academically, socially, emotionally and economically. Personal issues made it difficult for students to focus. Negative peer pressure became a stronger factor than was initially realized; this problem was compounded by students' lack of time-management skills and discipline. Female students tended to take longer than their male peers to accept the fact that they were in academic difficulty,

and were more apprehensive about taking advice. Adding to these problems: a seeming generational disconnect between students and their professors. And while faculty wanted to play a more direct role in providing academic advising, their interest produced neither a cohesive nor an efficient advising process.

As a result, many academically stronger students decided that they were not being well served and began transferring to other schools. Overall, Dillard experienced a sharp drop in enrollment post-Katrina, from which it has not yet rebounded. In the fall of 2005, total student enrollment was 1,993. The following year, it was 1,124. Fall 2010 enrollment was 1,187.

After much hard work and improved coordination, Dr. Hughes was able to secure outside resources to rebuild the campus. The U.S. Army Corps of Engineers provided advice about developing a facilities plan that would provide greater protection from future disasters. In addition, Dillard was able to improve the quality of academic programs, introduce new programs and counseling procedures and establish valuable partnerships with other local institutions.

What steps did they take to cope with disaster? To try to rebound? To limit the damage from this and future crises? Here are some of the key moves:

- Immediately after Katrina, Dillard decided to keep its entire tenured faculty rather than declare financial exigency. This, officials believed, would provide a level of academic stability and continuity. However, the university still faced curricular challenges in the months after Katrina, especially in recruiting enough non-tenured faculty in specific majors.

(One particular problem involved Dillard's education department, which encountered hiring difficulties just as it was preparing for an NCATE accreditation. To compensate, Dillard established a Teacher Education Academy, which borrowed faculty from other disciplines to provide instruction and field placement for education students.)

- Dillard coordinated resources with Tulane, Loyola and Xavier universities, allowing students to enroll in classes for free if certain courses were not available at their host institution. With help from registrars and business officers at each of these schools, they were able to align curricula, synchronize course schedules, arrange for transportation and integrate advising and financial aid.
- Dillard's Center for Student Performance created and gave students an advising checklist to use before meeting with student advisors. If students had difficulty getting access to an advisor, the center served as an advocate.
- Outreach to, and recruitment of, local students was challenging right after Katrina; students and their families were understandably preoccupied with basic recovery needs. High school counselors were unwilling, unable or unreliable where student recruiting was concerned — most saw it as extra work. Instead, Dillard's admissions staff focused their energies on maintaining relationships with key feeder schools while securing student lists from other sources. New admissions counselors were hired to reach and recultivate targeted geographic markets. Alumni became instrumental as adjunct recruitment officers.

The admissions staff also developed a cadre of helpful parents and took parent and student suggestions for revising Dillard's programs and curriculum.

- The vice president for student success developed a comprehensive enrollment-management plan. This included financial-aid leveraging, a new model for computing student financial support and new publications to promote Dillard to prospective students. Dillard’s board of trustees allocated extra resources to support these efforts.
- The vice president for business and administration used the information the Army Corps of Engineers provided about a “facilities plan” to negotiate a lower insurance premium for the university.
- In January of 2006, Dillard returned to New Orleans, establishing a presence at the Hilton Hotel. It housed students and conducted classes at the Hilton for seven months while the campus underwent restoration.
- In the years since Katrina, so many new faculty and staff members have been hired that Dillard’s administration took active steps to clarify roles, delineate responsibilities and try to build trust among key stakeholders. The goal? Better coordination — important in normal times and vital in a crisis.



Xavier University: New Orleans, LA (Orleans Parish)

Registration for the new academic year at Xavier had begun only a few days before Katrina hit New Orleans. New-student enrollment was 755 in the fall of 2005; in the fall of 2006, it had dropped to 594. *[Fall 2010 new-student enrollment was 781, Xavier’s highest post-Katrina enrollment to date.]*

Xavier’s post-Katrina recovery relative to the rest of New Orleans was, in many respects, remarkable. In fact the university had to develop a detailed “before and after” status report to show that, despite all the progress, it still had needs and still required additional help and resources!

The decisive leadership of Dr. Norman Francis, president of Xavier, was key.

Katrina struck just before the start of the fall term, with students, faculty, administrators

and staff widely scattered geographically. Dr. Francis and his team took a number of steps — *some of them possible only because of decisions made long before the storm arrived* — that minimized the disruption and made for a speedier recovery.

Because New Orleans’ entire infrastructure was in such disarray post-Katrina, Xavier’s leadership team made most of its decisions independent of city officials, while keeping them informed to the extent possible. This was one case when “collaborative” had to take a back seat to “comprehensive” and “current.” Other collaborations, however, proved very fruitful.

- Through a relationship cultivated over time, Dr. Francis arranged for a local construction company to bring in trailers for faculty and staff members who wanted to stay on campus after the storm to help in planning to reopen the school. These trailers also provided semi-permanent lodging as these faculty and staff sought to repair or rebuild their own storm-ravaged homes. In addition, Our Lady of the Lake College in Baton Rouge provided — at no cost to Xavier — office space for faculty members and the financial-aid staff.
- A year before the storm, Xavier’s admissions office had decided to integrate its application and admissions process with the College Board’s own on-line process. In similar fashion, Xavier made arrangements immediately after the storm with publishing firms in Atlanta to produce and mail recruitment materials. Using frequent e-mail and regular phone conferences, Xavier was able to carry on with its recruitment and admissions activities despite the storm.
- Immediately after Katrina, Xavier also reached agreements with other institutions (especially those with Banner student information systems) to keep track of Xavier students. Howard University accepted Xavier students tuition-free, while Howard’s student government provided Visa debit cards, worth \$2,000 each, to each of those students. (Two cautionary notes: Sadly, some institutions classified Xavier students as “transfer” and required them to transfer their FAFSA eligibility; this was an effort to convert those students into enrollees at their own universities. And students reported that, at some HBCUs, they were made to feel unwelcome.)
- Xavier made a rapid decision to reopen after Katrina. This decision was communicated in a reassuring manner, with clear information about the condition of the school, to students, faculty, alumni and staff members in widely scattered locations. Xavier set up a toll-free number for easier communication with displaced students, faculty and staff members. And travel funds were tapped so that faculty and staff members could meet with alumni and students in specific locations. These meetings provided critical information and further reassurance to participants and their families.
- Xavier declared financial exigency, which gave administrators the flexibility they needed to restore balance across the curriculum while maintaining the quality of its academic programs. Department chairs were asked for recommendations about which faculty should be invited back. Some of those who were invited to return chose, for various reasons, not to. But Xavier was able to attract new faculty to fill those slots.
- In Katrina’s aftermath, Dr. Francis conducted twice-monthly conference calls with key institutional leaders. He allowed the different teams to make decisions within their respective areas. He also asked all senior leaders to account for and determine the

condition of all members of their staff and of the faculty. After conducting a rigorous assessment, Xavier provided funds to continue paying essential personnel. Other personnel were discharged.

- Xavier leveraged its endowment to begin the recovery process. At the same time, Dr. Francis began a media campaign to tell the Xavier story and to appeal for support. (There was also a vigorous internet presence, some of which was started by displaced Xavier students.) As a result, generous benefactors made significant contributions, and several foundations volunteered to provide additional support. As mentioned before, Xavier's recovery occurred — relative to the rest of New Orleans, at least — so swiftly that some people wondered why Xavier needed outside resources at all! It was at this point that Xavier shifted the focus of its marketing and fund-raising strategy toward student scholarships and away from buildings.
- Preparing for the *next* crisis, Xavier's IT department has now established an off-site server for backing up and storing critical records. The university as a whole is developing disaster agreements with other institutions and saw in the Katrina disaster an opportunity to reassess and redesign its academic programs. It is also identifying courses that can be offered on-line while pressing for even more courses to have that capability.

Delgado Community College: New Orleans, LA (Orleans Parish)

While not a UNCF-member institution, Delgado Community College offers useful lessons, and a few contrasts, in its own response to Katrina. When the storm hit, Chancellor Ron Wright responded with bold and swift action. Dr. Wright saw the importance of an immediate response to New Orleans's drastically altered workforce needs — this meant recruiting students. To make that happen, Delgado went directly to local high schools, community agencies and business groups. It also launched an extensive advertising campaign.

Most importantly, Dr. Wright saw the crisis as an opportunity to redesign the college's enrollment processes to make the Delgado experience more streamlined and more student-centered. Among the steps taken:

- Heavy new investments in staff training and development, including a series of customer-service and team-building sessions to promote a "high-touch," personalized approach to dealing with students.
- New "gap" loans for students to buy books and incidentals when financial aid was insufficient to cover the cost of enrolling.

These and other actions have paid dividends. Immediately after Katrina, student enrollment was approximately 10,000. The current enrollment is 15,000.



KEY STAKEHOLDERS: THEY NEED TO BE INVOLVED

An effective disaster-response-and-recovery plan needs the right preparation — and the right personnel. In our conversations with institutional leaders, it became clear how much energy they spent identifying key stakeholders, both on- and off-campus, to help design and carry out such a plan. While having the right people at the table is only part of the battle — to repeat, the plan needs to be clear, comprehensive, current, campus-wide, collaborative and clearly communicated — having the right people at the table is an *essential* part of the battle.

From our interviews, we've developed a model personnel and resource roster. It lists the types of people and organizations you'll want to include in planning and implementing your plan. (The Web addresses of certain vital agencies and organizations appear on the next page.) As you'll see, some of these people and resources are part of your campus community, while others are part of the external community. Each of them — and others you'll no doubt want to add to this list based on your own needs and experience — has valuable contributions to make.

To make best use of them when the time comes, you need to start working with them *before* the time comes.

Campus Community

- President and senior leadership
- Risk manager / business continuity planning
- Information technology specialist
- Enrollment management officer
- Directors of admissions, financial aid, housing/food service
- Registrar
- Counseling services
- Business office
- Human resources
- Transportation coordinator
- Facilities manager
- Public affairs officer
- Campus police
- Student leadership

External Community

- Red Cross
- U.S. Federal Emergency Management Agency
- County health agencies
- City/County transportation agencies
- City/County law enforcement
- U.S. Department of Housing and Urban Development
- Financial institutions
- Community-based organizations
- Churches and other religious institutions
- College and university counterparts on other campuses
- School superintendents and principals
- Chambers of commerce
- Radio and television stations, newspapers and social media
- Parents
- Alumni

KEY RESOURCES

U.S. Federal Emergency Management Agency (FEMA)

www.fema.gov

Reference: "Xavier University continues to thrive with FEMA's financial backing."
(Note: According to Tony Russell, Acting Director of FEMA for the Louisiana Region, Xavier received \$1.3 million for temporary housing, and \$49.9 million for reconstruction.)

Links: FEMA Disaster Information (current response and recovery information); Types of Disaster; Disaster Maps; Map Service Center (determine disaster risk where you live);

Red Cross

www.redcross.org

Reference: "Prepare Your School and Students"
<http://www.redcross.org/portal/site/en/menuitem.d8aaecf214c576bf971e4cfe43181aa0/?vgnnextoid=0dc51a53f1c37110VgnVCM1000003481a10aRCRD&vgnnextfmt=default>

U.S. Centers for Disease Control

www.cdc.gov

Reference: "Emergency Preparedness and Response" <http://emergency.cdc.gov/>

U.S. Department of Education

<http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

Reference: "Practical Information on Crisis Planning: A Guide for Schools and Communities"
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

U.S. Army Corps of Engineers

<http://www.usace.army.mil/Pages/default.aspx>

Emergency Response: <http://www.usace.army.mil/Emergency/Pages/home.aspx>

Links: Hurricane Protection; New Orleans District; Mississippi Valley Division; FEMA; National Geographic; City of New Orleans.

Business Continuity Plans

Reference: "How to Create a Disaster Recovery Plan"

http://www.ehow.com/how_5820062_create-disaster-recovery-plan.html



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