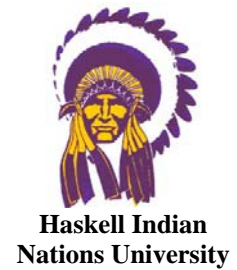


Working Together For A Safer Tomorrow



Prevention and Reduction of Campus Terrorism via Risk and Economic Analysis and Diversity Enhancement

Pacific Northwest Program Planning Workshop

Saturday, November 10th, 2007

8:00 a.m. – 4:30 p.m.

Holiday Inn

SeaTac, Washington

DRAFT 3

Executive Overview

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for the

Center for Risk and Economic Analysis of Terrorism Events

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Executive Summary

I. Summary

The second symposium of the Tribal Risk Analysis-Working Together Symposia Series, ***Prevention and Reduction of Campus Terrorism via Risk and Economic Analysis and Diversity Enhancement***, jointly co-hosted by Pierce College and South Puget Sound Community College, was held Saturday, November 10th, in the City of SeaTac in Washington State. The symposium topic, as are all symposia topics, was determined by the local host institution in coordination with Working Together project staff. Over 40 community leaders from throughout the State of Washington attended to network, develop collaborations for future projects, and to gain or update knowledge from ideas, experiences, and information shared by presenters from across the United States.

II. Symposia Series Goal

The overall goal of the Working Together Symposia Series is to bring community leaders from diverse communities together to Work Together for a Safer Tomorrow.

III. SeaTac Washington Symposium Objectives

Specific objectives for this symposium, referred to informally as the “SeaTac” symposium, consisted of a set of four topics and their related measurable objective components:

1. Providing Updates Related to the Prevention and Reduction of Campus Terrorism

- A. Propose a refinement of the definition and role of a “campus” in disaster response
- B. Create a regional working group to develop protocols for creating campus centers
- C. Develop a community college collaboration team to identify and address needs
- D. Create a corporate campus collaboration team to share guidelines and experiences
- E. Create an “e-resource” for corporate, college, and community campuses

2. Providing Educational Opportunities Related to Risk and Economic Analysis

- A. Present options and opportunities for risk and economic analysis education
- B. Present new local, state, and national regulations and requirements
- C. Share opportunities for resource sharing and management
- D. Share regional and national activities related to risk and economic impact
- E. Create an “e-resource” of risk and economic analysis tools for participants

3. Diversity Enhancement Assurance

- A. Schedule participation from people of color, various cultural backgrounds, religions, geographic origins, educational levels, professional levels, abilities, and community, organizational, and institutional affiliations.
- B. Provide for mixed gender participation
- C. Allow opportunities to express viewpoints both orally and in writing through a variety of venues including, but not limited to networking, presentations, post-plenary roundtable discussions, and cultural activities.
- D. Schedule informal and formal activities promoting interaction and networking.

4. Student Participation Assurance

- A. Provide stipends for students to assist in registration and miscellaneous duties
- B. Incorporate student presentations in plenary sessions
- C. Treat students as participants
- D. Assign a faculty mentor to students serving as assistants
- E. Provide a special introduction of students to professional participants at symposium start in an effort to promote internships and experiences.

5. Assure Diversity in Symposium Products and Outcomes

- A. Products and outcomes will reflect diversity by incorporating participant's suggestions, ideas, and comments.
- B. Products and outcomes will be made available to all communities.

IV. Symposia Design

The symposium was designed to bring people from diverse communities together under the project's umbrella theme of ***Working Together for A Safer Tomorrow***. The event was divided into a welcome, a keynote, and one morning and two afternoon plenary sessions, with a roundtable discussion following each plenary session. Each plenary had its' own focus:

A. Diverse Communities in Washington Working Together to Reduce Risks and Economic Impacts of Campus and Corporate Terrorism

B. Risks and Costs of Campus and Corporate Terror Events

C. Working Together to Reduce Campus Terrorism Risk via Diversity Enhancement

Prior to the start of the plenary sessions, all attendees were randomly assigned a table and each participant was provided a worksheet to guide roundtable discussions. The worksheet consisted of three-parts: 1. suggestions, 2. concerns, and 3. best fit solutions.

As a group, attendees were asked to discuss the presentations and to incorporate the information, ideas, and examples presented into summary concepts and place them into corresponding categories on the worksheets. Additionally, each roundtable participant had the opportunity to personally write more detailed suggestions, concerns, best-fit solutions, or any comments or suggestions, on the individual worksheet.

Prior to the close of the roundtable discussions, a representative from each roundtable presented his or her group's key summary comments. These key summary comments were listed on white boards for group review. Key summary comments derived from both the white boards as well as the more detailed individually written worksheet comments were collected and qualitatively analyzed for post-plenary content theme identification. Results are provided in Section VIII below.

Design and facilitation of the roundtables were provided by the Working Together Project team anthropologists. Methods were reviewed by external sociology and cultural anthropology consultants and determined to be in accordance with established standard anthropological professional protocols.

V. Diversity and Student Participation Assurance

A concerted effort was made to ensure cultural, gender, and student diversity in both participants and presenters. As a result, community leaders and presenters from American Indian, Hispanic, African American, disabled Americans, senior Americans, and many other groups attended and participated throughout the day.

Students from several local colleges and universities participated either by attending the symposium or by attending a special presentation from DHS USC CREATE representatives on Friday evening, November 9th that was coordinated in conjunction with the Pacific Northwest United Nations student conference.

VI. Assurance of Diversity in Development of Products and Outcomes

Diversity in Products and Outcomes Development was assured via three primary efforts:

1. Randomization of roundtables for post plenary discussion
2. Distribution of worksheets to all participants
3. Provision of opportunities throughout symposia to offer suggestions and input
4. Inclusion of all oral and written comments in post-plenary qualitative analysis and content theme identification

As a result of roundtable discussion and symposia networking, several multi-cultural collaborations for future projects evolved during the symposium based upon shared interests and desires of the participants. Any collaborative based products and outcomes developed or implemented as a result of this participation in this symposium will be followed and reviewed for diversity assurance.

VII. Presentations

Presentations were placed within three sub-themes as noted in Section II and below. Each presenter was allocated approximately 10 minutes for the presentation portion and five minutes for questions and answers. Sub-themes and presentation titles were:

A. Diverse Communities in Washington Working Together to Reduce Risks and Economic Impacts of Campus and Corporate Terrorism

<i>Presenting a New Definition of the Campus: Corporate, College, High School, Urban, Tribal, Port, and Rural</i>	Carol Jo Evans, M.A. Univ. of Kentucky
<i>Student Safety on Off-Campus Activities: Enhancing Facilities Safety and Personal Security for Students</i>	Jeff Rennaker Anti-Terrorism Force Protection
<i>An Experiment on the Influence of Information: Student Perceptions of Terrorism and Safety</i>	Richard Hooper, Ph.D. Idaho State University
<i>Expectations of Student Safety on College Campuses</i>	Krosbie Arnold, Student Evergreen State College
<i>Innovations in Communications on a Small Urban College Campus</i>	Cheryl Michaels Seattle Pacific University

B. Risks and Costs of Campus and Corporate Terror Events

<i>Update on Port Safety</i>	Isaac Maya, Ph.D. DHS CREATE
<i>Working Together for Successful Port of Seattle Partnerships</i>	Ron Harmon Port of Seattle
<i>Preparing an Urban Non-Profit Organization Campus For Terrorism and Disaster Events</i>	Phil Lane, Jr. United Indians of All Tribes
<i>Creating Animal Safety Campus Networks: Meeting New State & Federal Requirements by Working Together</i>	Inga Gibson Humane Society of WA State
<i>The Safe School Shield Model: Predicting Risks of High School and College Campus Terror Events</i>	Richard Hooper Ph.D., M.S.W. Dept. of Social Work, ISU
<i>Forgotten and Unseen Populations: Identifying Economic And Service Needs In Post Event Recovery</i>	Jan Decker Crises Management Consulting

C. Working Together to Reduce Campus Terrorism Risk via Diversity Enhancement

<i>American Indian Communities Working Toward A Safer Seventh Generation: Our Challenges & Successes</i>	Phil Lane, Jr. United Indians of All Tribes
<i>Disaster and Terror Event Planning on Campuses: Assuring Inclusion of Persons of Varying Abilities</i>	Michael Godfrey, BA Safety Director, UNC System
<i>Assuring Hispanic Inclusion in Disaster Planning via Intercultural Communication</i>	Rosemary and James Tiffany El Mundo!
<i>Unity in Terrorism Prevention and Disaster Planning: Working Together with American Indian Communities</i>	Elaine Wilman Author

VIII. Presentation Key Comments and Summary

A. Diverse Communities in Washington Working Together to Reduce Risks and Economic Impacts of Campus and Corporate Terrorism

1. The definition of a campus needs to be redefined in an era of terrorism and disaster to reflect its potential wide range of uses in disaster and terror event services.
2. Corporations, Indian casinos, and parks, can be redefined as campuses
3. Campuses can serve as quarantine centers
4. A set of campus networks can easily be designed using existing resources
5. There are varying degrees of perceptions of safety on or in campus communities
6. Safety for corporate, college, and high school personnel extends beyond the campus
7. There must be enhanced administrative support for campus safety professionals and line or field level personnel, many of whom feel they are not being listened to.
8. Colleges and universities must work toward enhanced communications systems both internally and regionally or statewide.
9. Disaster and terror event procedures must be shared on educational campuses the same way it is required to be shared at corporate campuses, i.e. during orientation.

B. Risks and Costs of Campus and Corporate Terror Events

1. Ports are critical to local and regional economies and must be protected.
2. Homeland security efforts at ports require additional support for inspectors.
3. Large urban community centers can serve as long-term support campuses post-disaster events, but additional funding is necessary to enhance capabilities.
4. States and communities must implement new animal rescue and care requirements
5. States and communities must also fund new animal rescue and care requirements
6. Perceptions of risk by the public, if lackadaisical, can result in high post disaster costs.
7. Forgotten and unseen populations are often “left out of the loop” at two critical points: disaster and terror event planning and disaster and terrorism education, and not addressing this oversight can result in extraordinarily high taxpayer costs.

C. Working Together to Reduce Campus Terrorism Risk via Diversity Enhancement

1. American Indian communities have a long, strong, and proud history of service to America and can be counted on in the event of a national defense situation.
2. American Indian communities are sharing communities.
3. People of varying capabilities should be included in all facets of disaster planning, community education, and post-event recovery.
4. Rescuers, shelter directors, and service providers should include people of varying needs in all scenarios and using all communication types.
5. Hispanic [and other ethnic] and low income populations would greatly benefit from bilingual in-person disaster education seminars held in local communities
6. Ethnic and low-income community members would greatly benefit from informational brochures because many do not have computer access
7. Bi, tri, or multi lingual brochures with diagrams, maps, and real life images are suggested.

D. Presentations Summary

There is general agreement that ‘campus’ can be effectively redefined in an era of terrorism and disaster to reflect its potential wide range of uses in disaster and terror event services. There are varying degrees of perceptions of safety on or in campuses as well as away from campus communities; these differences can lead to increased post-event costs. Colleges and universities must work toward enhanced disaster training and communications systems. Ports are critical to local and regional economies and must be protected. States and communities must implement and fund new animal rescue and care requirements. Forgotten and unseen populations are often “left out of the loop” at two critical points: disaster and terror event planning and disaster and terrorism education, and not addressing this oversight can result in extraordinarily high taxpayer costs. American Indian communities are sharing communities with a long, strong, and proud history of service to America and can be counted on in the event of a national defense situation. People of varying capabilities should be included in all facets of disaster planning, community education, and post-event recovery. Ethnically oriented and low income populations would greatly benefit from bilingual in-person disaster education seminars held in local communities and brochures with diagrams, maps, and real life images.

IX. Roundtable Key Comments and Summary

A. Diverse Communities in Washington Working Together to Reduce Risks and Economic Impacts of Campus and Corporate Terrorism

1. This campus network concept is probably one of the best ideas heard to date, but to make it work is going to require organizational finesse, economic efficiency, and political genius, all of which are difficult in most administrations.
2. Campuses with housing and recreation can be a perfect network of regional facilities.
3. College campus can be put to incredible use after disasters and can and therefore should easily serve this role in the event of a national emergency.
4. Campuses Working Together is difficult, especially public-private partnerships, so there is a need for infrastructure for the regional collaborations of campuses.
5. Include more sharing, participation, training, and outreach to all communities.
6. There needs to be a tribal consortium to step up to the plate to “work together” because individual tribes can and should only represent themselves.
7. If it is possible to move the campus network from a concept stage to the reality stage America will be able to handle just about any disaster!

B. Risks and Costs of Campus and Corporate Terror Events

1. Raise awareness of risks, mitigation, and intervention among local subgroups.
2. Symposia and workshops can identify, outreach to, and include subgroups in plans.
3. Integrate diverse groups in plans, training, mitigation, and shelter agreements.
4. Consistent/standard management protocols among subgroups and agencies.
5. Tribal governments need to “work together” to absorb some of the costs related to planning for disaster events on tribal lands that impact adjacent communities.
6. Publicize the ‘Not If...but When’ concept of disaster, whether natural or terrorist.
7. Develop a simple...very simple...model that small communities, small business, and non-profit organizations, can use to list costs of a disaster.

C. Working Together to Reduce Campus Terrorism Risk via Diversity Enhancement

1. Distrust, political agendas, communication styles, social conflicts deter action.
2. Stakeholders, including tribes and big corporations, **must** set aside controversies to allow a focus on the development of local and regional action plans.
3. Town Meeting of campus stakeholders to discuss effective actions.
4. Long term strategic plan, i.e., “Seventh Generational Thinking”, within DHS
5. Develop a web-based clearinghouse for dissemination of information to participants
6. All populations must be made to feel welcome and safe, including illegal immigrants, during educational seminars and at post-disaster centers.
7. Campuses could be designated for ethnic communities where interpreters, community leaders, and religious leaders who understand ethnic communities can be ‘based’.
8. Have a specialized on-line training for working with Indians and other culturally distinct and minority people.
9. Children and seniors must also be included in education AND ‘hands-on’ training
10. The Federal government must not make exceptions for special groups of people, this does nothing but create loophole opportunities.

D. Roundtable Summary

Although it may be perceived as difficult among agencies to collaborate in order to develop “campuses” for post-disaster roles, the concept of a campus network is definitely worth further and immediate study. Mutual aid agreements were proposed that would *integrate* private and public contacts for campus networks. Plans for disaster management are more intra-agency and lack training for various reasons, such as funding, disinterest, and time limitations. Warning systems and response training for various populations are unclear or are marketed as ‘one size fits all’ and this really doesn’t work in real life real-time disaster situations. The multiple variables and diverse attitudes among subgroups make management protocols a challenge. Consistency in plans, training, mitigation, and intervention is needed to avoid confusion, so changes among administrative policies are important. Risk models and safe school shield for campus terrorists could be applied community wide. It is recommended that DHS take the lead in providing stakeholder networking at the local and national levels to promote economic distribution policy changes that should not reflect money going to specific towns or tribes, but rather to regional collaborations such as creating campus networks.

X. Products and Outcomes

As a direct result of this symposium two products and three outcomes were developed.

A. Products

1. A set of key point comments and concerns created by small groups during each of the three plenary session’s roundtables. Comments and concerns will be reviewed and summarized in a future report.
2. A set of presentation materials, brochures, handouts, etc., provided by speakers

B. Outcomes

1. Creation of collaborative groups committed toward working at all levels to assure the inclusion of underrepresented communities in disaster and terror event preparation and response planning.
2. Development of a team to work with American Indian communities to explore the concept of reservations as a campus
3. Creation of a team to develop the concept of an urban Indian centers as a campus to serve urban Indian populations post disaster or terror events

XI. Recommendations and Follow-ups

1. An enhanced campus network concept preliminary study focusing specifically on regional collaborations should be funded and implemented as soon as possible.
2. Training related to pets, underrepresented communities, and disasters should be partially supported under the “Working Together” umbrella.

3. Educational opportunities for youth and seniors from all populations are recommended because programs often focus on ‘working age persons’ aged 18 to 65 erroneously assuming that persons in this age group will have the ability to care for all other persons outside
4. Assuring the safety and well-being of “forgotten populations” is critical for post-event planning, training, and services, and if done correctly, can actually add an additional layer of public health protection, therefore, it is recommended that there be an enhanced focus on this population group by assuring its inclusion in all project activities.
5. Creation and distribution of a list of “Working Together” participants, their interests, and their specialized knowledge, skills, and abilities to be used as a resource for collaboration efforts.
6. Finally, the strength of collaborations, especially regionally based relationships, is recognized as being an essential component of disaster and terror event protocols, and although many local, tribal, collegiate, and corporate entities sincerely express a desire to collaborate, internal support at various levels is often sporadic or, as was noted in some cases, non-existent, and therefore, it is recommended that special brochures and a website, complete with interactive models and tools, highlighting the economic benefits of collaboration, be developed jointly and posted on-line by researchers and students of participating “Working Together” institutions under a project funded by combined corporate-federal sources.

XII. Attendees and Participants

Over 40 community leaders, professionals, and citizens assisted with, networked at, or attended the symposium. Organizations represented included, but were not limited to:

Department of Homeland Security
 Seattle Pacific University
 Citizens for Equal Rights
 Office of the Superintendent of Public Instruction
 King and Pierce Counties
 Humane Society of Washington State
 Wenatchee Valley College Board of Trustees
 Anti-Terrorism Force Consulting
 Alaska Airlines

Port of Seattle
 United Indians of All Tribes
 Pierce College at Fort Steilacoom
 Cities of SeaTac, Tacoma, Seattle
 Bates Technical College
 Idaho State University
 Crises Management Consulting
 El Mundo! News
 University of North Carolina system

Additionally, graduate and undergraduate students from several colleges and universities, including those listed below, participated by attending various events or presenting:

South Puget Sound Community College
 University of Kentucky
 Clark College
 Evergreen State University

University of Washington
 Lewis and Clark
 Portland State University
 Troy University

XIII. Concluding Statements

Over 40 community and tribal leaders and students from a variety of backgrounds attended and participated in the “Working Together for A Safer Tomorrow” symposium, held November 10th, in SeaTac, Washington, and as a result, identified challenges inherent in various corporate, college, and underrepresented communities working together, and as a result, created multi-cultural collaborations for future projects related to risk and economic analysis of terror events. Recommendations for future work include 1) providing support for *regional* (not state, municipal, or tribal) multi-entity collaborations, 2) educational and planning efforts aimed at incorporating seniors, youth, ‘forgotten populations’, and animals in disaster plans, 3) Develop and make available a list of “Working Together participants and their skills, and a multi-faceted, yet simple, risk and cost assessment electronic training modules, and most critically, 4) Immediate support for a campus network study.

XIV. Appendices

[To be inserted as noted.]

Appendix A. Agenda
Appendix B. Presentations
Appendix C. Handouts
Appendix D. Worksheets
Appendix E. List of Attendees

End