SYLLABUS AND READINGS

EDH 6637, Section 5219; Spring, 2016

Crisis Management in Higher Education

Location: Norman 1331
Thursdays, 1:55pm to 4:55 pm, 7TH – 9TH periods

Instructor

David Bowles
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To schedule an office meeting with Mr. Bowles, contact Ms. Hanna Boundy at 273-2408 or hannab@recsports.ufl.edu.

Listserv: SPRING-5219-L@lists.ufl.edu

I. Learning outcomes of the class:

A. Students will be able to aptly define crisis.

B. Students will understand the importance of crisis planning, prevention, response, recovery, and learning.

C. Students will be able to categorize a crisis.

D. Students will increase their knowledge of concerns that accompany crises, regardless of type.

E. Student will possess an increased ability to react appropriately in response to a crisis.

F. Students will increase their ability to identify and coordinate external resources.

II. Tentative schedule:

January 7    Introduction to the course and discussion of course requirements.
             General overview of crises in American higher education.

             NEXT CLASS READINGS: Chapter 1 (The Impact of Crisis)
                                    Chapter 2 (The Crisis Matrix)

January 14   Foundational discussion.

             NEXT CLASS READINGS: Chapter 5 (Crisis Communication)
January 21  Crisis communication

Mr. Steve Orlando, Director UF News Bureau

NEXT CLASS READINGS:  Chapter 10 (Facility Crises)

January 28  Campus housing crisis management

Ms. Lisa Diekow, Director of Housing for Residence Life and Education

NEXT CLASS READINGS:  Chapter 7 (Psychological First Aid in the Aftermath of Crisis)
Chapter 11 (Human Crises)

February 4  Student mental health issues and student death

Dr. Meggen Sixbey, Associate Director, Counseling and Wellness Center

NEXT CLASS READINGS:  Review Chapter 10 (Facility Crises)
Chapter 9 (Environmental Crises)
Chapter 11 (Human Crises)

February 11  Crisis Management Teams

February 18  Environmental and Facility Issues Research Teams

NEXT CLASS READINGS:  Chapter 3 (Crisis Management Teams)

February 25  The campus crisis response team and behavioral consultation team

Dr. Jen Day Shaw, Associate Vice President for Student Affairs and Dean of Students

5 bibliographies due to Mr. Bowles

NEXT CLASS READINGS:  Chapter 6 (Working with Emergency Personnel and Outside Agencies)

March 3  No Class: Spring Break

March 10  Response and preparation for crises: The University of Florida Police Department

Mr. Brad Barber: Assistant Director and Operations Commander, UF Police Department

March 17  No Class: TPE

March 24  Class team presentations on campus environmental and facility issues.

March 31  Campuses respond to health/illness issues

Dr. Phil Barkley, former Director of the Student Health Care Center

April 7  Case Study – location will be announced

April 14  Individual presentations, final papers, and class evaluations
III. Required texts:


IV. Student responsibilities and evaluation

A. Each student will be evaluated for their attendance and participation in all aspects of the class. (10 points)

B. Four quizzes based upon materials from reading and/or discussion. (5 points each = 20 points total)

C. Ten annotated bibliographies related to campus crisis management (5 due by February 25, 2016 and five due by April 14, 2016). (20 points total) (5 extra credit points for 5 additional bibliographies beyond the 10 required)

D. Each team will be evaluated on their class presentation. (15 points per team member)

E. Each student will be evaluated on their participation in the case study. (10 points)

F. Each student will be evaluated on their final paper and related individual presentation. (25 points)

*Up to 10 additional points for extra credit may be awarded.

NOTE: “Class will be a technology-friendly environment unless otherwise announced by Mr. Bowles. This includes use of PDAs, laptops, iPads, iPhones, and the like.”

NOTE: “Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.”

NOTE: “UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.”

NOTE: “Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”
NOTE: “Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.” UF Honor Code – All students are expected to comply with the requirements of the UF Honor Code.”

Grading Scale:

- A 93 and above
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- E 69 and below

NOTE: “UF grading policies for assigning grade points - link to the web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.”

NOTE: Information regarding online course evaluation process: “Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.”

V. The team presentation:

Each team will have 12 minutes to present their findings to the class. Teams are encouraged to use pictures, articles, personal interviews, and the like to establish the situation. All team members must participate in the team presentation. A one page summary will be presented at the time of the team presentation to Mr. Bowles. Additional information will be provided during the February 18, 2016 class session.

VI. The final paper and individual class presentation:

An effective way to learn about crises in higher education is to study and assess how a particular college responded to a difficult situation. Students should select an issue at a college or university early in the semester so as to provide sufficient time to thoroughly research the matter. Once you have selected your situation, notify Mr. Bowles on January 14, 2016, who will confirm the situation for you. This is first come – first served as no two students will have the same situation. Recognizing that students may not actually visit the campus, this study and assessment will necessarily depend on written reports, and hopefully, upon any contacts students may make with current or former personnel at the institution. The final paper should be no less than 15 typed, double-spaced pages (not including the reference list) in length (12 point, Times New Roman typestyle, 1 inch margins). An additional cover page should include your name, student ID number, and class and section numbers. The paper should include a description of the crisis, description of how the institution responded to the crisis, discussion of what the reaction of various publics were to the institution’s response, application of the crisis matrix, discussion of memorials, and your own assessment of how the institution responded to the crisis. The paper should be written in a manner that evidences knowledge of the crisis. Each student will have 5 minutes to present the case to the “Task Force on the Review of Campus Crisis Management Protocols” on April 14, 2016. Students will be expected to respond to questions about the case.

VII. Some suggested topics for final papers and presentations:

Gainesville, Florida Murders, August, 1990 5 dead
Eastern Michigan University Murder, Laura Dickinson, 2007
Lehigh University Jean Cleary Murder, April 5, 1986
Elizabeth Shinn suicide, MIT, April 14, 2000
Eastern Michigan University Murder, Laura Dickinson, December 13, 2006
Columbia University Student Protest, 1968
The Texas A & M Bonfire tragedy, 12 dead, November 18, 1999
The Duke University lacrosse scandal, March 13, 2006
Virginia Tech Campus Murders, April 16, 2007 33 dead
Kent State University, 1970 4 dead
Jackson State University, 1970 2 dead
Florida State University Chi Omega House Murders, 1976 4 dead
Cornell University Black Student Protest, 1969
Berkeley Student Protest, 1964.
Responses to 9/11 attacks, various NYC institutions
Responses to Hurricane Katrina…Tulane; U. New Orleans; Southern Univ.
Northern Illinois University, February 14, 2008 6 dead
Louisiana Technical College at Baton Rouge, 2008 3 dead
Shepard University, 2006 3 dead
Case Western Reserve University, 2003 1 dead
University of Arizona Nursing College, 2002 4 dead
Appalachian School of Law, 2002 3 dead
University of Arkansas at Fayetteville, 2000 2 dead
San Diego State University, 1996 3 dead
University of Iowa 1991 6 dead
South Carolina State, 1968, 3 dead
Marshall University, plane crash, 1970, 13 dead
Evansville, 1978, basketball team killed in plane crash
Washington State University, 1980, eruption of Mt. St. Helens
University of Illinois Urbana/Champaign, 1991, meningitis, 2 dead
University of Miami, FIU, Miami Dade CC, 1991, Hurricane Andrew
California State University Northridge, 1994, earthquake
Purdue University, 1996, RA shot and killed
Colorado State University, 1997, flood, 5 dead
University of Wyoming, 1998, beating death of student
Seton Hall University, 2000, fire, 3 dead
California State University at Fullerton, 1976 7 dead
University of California – Davis, November 18, 2011, Student protesters pepper sprayed
University of Texas at Austin, 1966: 16 murdered
Shootings at Dawson College, Montreal, Canada in 2006
Penn State University, November 9, 2011, Sexual abuse charges
The Virginia Commonwealth University, 2005, Taylor Behl murder
The University of Arizona, 2007, Mia Henderson murder
Union University, February 5, 2008, Tornado displaces 800 students
New York University, October 29, 2012, Hurricane Sandy
Illinois Wesleyan University, March 4, 2012, 1 dead, Brandon Landau
University of Central Florida, March 18, 2013, 1 dead, suicide and bombs, guns, and ammo
Liberty University, November 19, 2013, 1 dead, Joshua Hathaway
University of South Carolina, February, 2015, 2-dead, murder/suicide
UNC-Chapel Hill, February 10, 2015, 3-dead, 3-Muslim students shot in parking lot
List of school shootings: https://en.wikipedia.org/wiki/List_of_school_shootings_in_the_United_States