View metadata, citation and similar papers at core.ac.uk

brought to you by CORE

provided by Georgia Southern University: Digital Commons@Georgia Southern

Georgia Southern University
Digital Commons@Georgia Southern

Electronic Theses and Dissertations

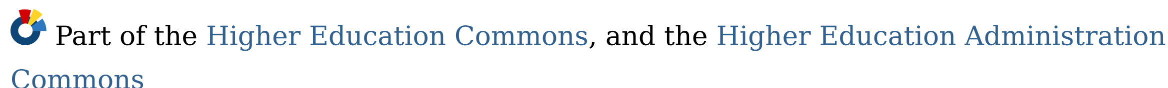
Graduate Studies, Jack N. Averitt College of

Fall 2016

Deans of Students' Responsibilities in Campus Crisis Management

Patrice B. Jackson

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/etd


Part of the Higher Education Commons, and the Higher Education Administration Commons

Recommended Citation
Jackson, P.B. (2016). Deans of Students' Responsibilities in Campus Crisis Management. (Doctoral Dissertation). Georgia Southern University.

This dissertation (open access) is brought to you for free and open access by the Graduate Studies, Jack N. Averitt College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

DEANS OF STUDENTS' RESPONSIBILITIES IN CAMPUS CRISIS MANAGEMENT

by

PATRICE BUCKNER JACKSON

(Under the Direction of Teri Denlea Melton)

ABSTRACT

The purpose of this descriptive quantitative study was to discover the responsibilities of the dean of students in managing campus crisis. The literature clearly identifies the dean of students as a member of the crisis management team (Benjamin, 2014; Zdziarski, 2001, 2006, 2016). However, a gap in the literature exists concerning the specific responsibilities of the dean of students in responding to campus crisis.

The five phases of crisis management as defined by Presidential Policy Directive 8 (PPD-8) are Prevention, Protection, Mitigation, Response, and Recovery (US Department of Homeland Security, 2011). In signing PPD-8, President Obama mandated all state and federal organizations develop comprehensive crisis management plans to address each phase of crisis management. In response to PPD-8, the US Department of Education (2013) authored the guidelines for institutions of higher education to follow in creating effective crisis management plans. Zdziarski (2016) suggested several responsibilities that should be addressed in each phase of campus crisis management. The survey used in this study addressed these responsibilities.

The findings showed that deans of students in the state of Georgia have some responsibility in each phase of crisis management, however, deans reported having more responsibility in the Prevention and Recovery phases than any other phases. Further, the

results of this research show the responsibilities of the deans of students in the state of Georgia are minimally affected by degree program, FTE, and student housing status. However, institution type showed some impact on the responsibilities of the deans of students in the Protection and Mitigation phases of crisis management.

This study presented a foundation of knowledge concerning the specific responsibilities of the dean of students in campus crisis management; the results can be used for training, creating job descriptions, and assessment in the dean of student's office. Most importantly, the knowledge of the specific responsibilities in crisis management will lead to more effective management of crisis which in turn leads to liability protection, financial protection, and most importantly the protection of human life and safety for all campus community members.

INDEX WORDS: Dean of Students, Campus Crisis, Crisis Management, Responsibilities of the Dean

DEANS OF STUDENTS' RESPONSIBILITIES IN CAMPUS CRISIS MANAGEMENT

by

PATRICE BUCKNER JACKSON

B.S., College of Charleston, 2001

M.A., Webster University, 2004

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in

Partial Fulfillment for the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

© 2016

PATRICE BUCKNER JACKSON

All Rights Reserved

DEANS OF STUDENTS' RESPONSIBILITIES IN CAMPUS CRISIS MANAGEMENT

by

PATRICE BUCKNER JACKSON

Major Professor: Teri Denlea Melton

Committee: Dan Calhoun

Georj Lewis

Electronic Version Approved:

December 2016

DEDICATION

This work is dedicated to Deans of Students, those who nurture and support students, faculty, and staff members through the toughest of life circumstances. I hope this research brings clarity and a foundation of understanding that you can lean on in the most difficult moments of your career. May you find strength in understanding, power in wisdom, and comfort in knowing that we are all in this together.

And to my daughter, Daiyonah, you are the reason I completed this work. Never be afraid to do the hard thing. Anything that is going to serve you for the rest of your life is worth sacrifice. I love you and I am proud to be your Mommy Patrice.

ACKNOWLEDGEMENTS

Romans 8:28 (NLT) And we know that God causes everything to work together for the good of those who love God and are called according to his purpose for them.

Jeremiah 29:11 (NLT) For I know the plans I have for you," says the LORD. "They are plans for good and not for disaster, to give you a future and a hope.

I owe a debt of gratitude to so many who encouraged, challenged, assisted, and celebrated me through this dissertation process. First, all praise and glory to my God who is faithful and so good. Heavenly Father, I give you my life for the rest of my life. To my family, friends, colleagues, and professors, thank you for your love and support. According to an old African proverb, "It takes a village…" and I am grateful for my village.

I cannot mention every name here, but there are a few who must be mentioned. Thank you to my amazing committee of faculty members who challenged me to accomplish what seemed impossible to me. Dr. Teri Melton, you are a jewel whose value cannot be counted. Thank you for the words of encouragement, great ideas, challenges, calls, meetings, and late night text message conversations. Your support through this process was essential. Thank you for taking me on and pushing me through. I owe this accomplishment to you.

Dr. Dan Calhoun, you have endured with me for the entire dissertation process and I am grateful. Your questions, critiques, ideas, and encouragement are all appreciated. Most of all, thank you for your time; time spent reading, commenting, and

offering feedback. I am a better professional and now I can call myself a researcher because of your influence. Thank you!

Dr. Georj Lewis, we have been in this thing for a long time. You were one of my strongest professional influences even before I started this doctoral journey. For every challenging conversation, every tough professional decision, every mentoring moment, every “Go get it” and “Get it finished”, and every time you laughed at me when I was possibly a bit more dramatic than I should have been, I say thank you from the bottom of my heart. Sir, I have learned so much from you over the past ten years and I am grateful for your influence. Thank you for your impact in my life.

To the best husband on this side of heaven, Reverend Edward Jackson. I asked God for a family, and He did “exceedingly, abundantly, above all I could ask or think” (Ephesians 3:20). Thank you for staying up late with me. Thank you for encouraging me to get this done. Thank you for wiping my tears and holding me tightly when I felt defeated. Thank you for covering me in prayer and love through this process. I am excited to live the rest of my days with you.

I am grateful for all of my parents. God has blessed me with parents and in-laws who believe in me and keep me covered in prayer. My mother, Patricia Jones Buckner, sacrificed everything and never allowed me to make excuses for what I thought I could not do. I love you. My father, COL (ret.) George Fredrick EdD, for every encouraging word, every “Are you writing?” and every solution to my challenges, I say thank you! Daddy, God knows what we need and when we need it. I am so blessed to be your daughter.

To my constant encouragers, Dr. Todd Deal, Dr. Jayne Perkins Brown, Dr. Teresa Thompson, Dr. Mark Whitesel, Dr. Randy Gunter, and Dr. Raymona Lawrence, I say thank you. To my best friends and personal prayer warriors, Kristell Turner and Danielle Ellington, you mean everything to me. To my siblings, colleagues, students, church family, and mentees, I love all of you. I am grateful.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS……………………………………………………………......iii

LIST OF TABLES…………………………………………………………………..ix

LIST OF FIGURES…………………………………………………………………x

CHAPTER

1 INTRODUCTION……………………………………………………………...1

Statement of the Problem……………………………………………………6

Purpose of the Study…………………………………………………………8

Research Questions…………………………………………………………..9

Significance of the Study…………………………………………………...10

Procedures…………………………………………………………………..10

Definition of Terms…………………………………………………………11

Chapter Summary…………………………………………………………..14

2 REVIEW OF LITERATURE………………………………………………16

Theoretical Framework……………………………………………………..16

Crisis Defined………………………………………………………………18

Characteristics of Crises……………………………………………………19

Types of Crisis…………………………………………………...20

Levels of Crisis…………………………………………………..21

Examples of Campus Crises………………………………………………..23

Crisis Management…………………………………………………………32

Campus Preparedness……………………………………………32

Crisis Management Training……………………………………..33

Crisis Management Team………………………………………..34

Phases of Crisis Management………………………………………………35

Prevention………………………………………………………..36

Protection………………………………………………………...38

Mitigation………………………………………………………...40

Response…………………………………………………………41

Recovery……………………………………………………………42

Carnegie Classification: Size and Setting………………………………..43

Responsibilities in Campus Crisis Management…………………………44

Responsibilities of the Dean of Students………………………...45

Chapter Summary……………………………………………………..47

3 RESEARCH METHODS……………………………………………………..48

Research Questions……………………………………………………48

Methods………………………………………………………………..49

Population……………………………………………………………..50

Sample and Sampling…………………………………………………52

Instrumentation………………………………………………………..53

Pilot Study……………………………………………………………..54

Data Collection………………………………………………………..55

Data Analysis………………………………………………………….55

Limitations, Delimitations, and Assumptions……………………………56

Chapter Summary……………………………………………………..57

4 RESULTS OF THE STUDY…………………………………………………59

Response Rate…………………………………………………………60

Qualifying Questions…………………………………………………63

Size and Setting………………………………………………………..64

Findings………………………………………………………………67

Phases of Responsibility………………………………………67

Prevention……………………………………………..67

Protection……………………………………………...69

Mitigation……………………………………………...71

Response………………………………………………72

Recovery……………………………………………....74

Primary Responsibilities across Phases…………………………77

Size, Setting, and Responsibilities………………………………77

Responsibilities in Crisis Management…………………………..84

Summary of Findings……………………………………………………….85

5 SUMMARY, CONCLUSIONS, AND IMPLICATIONS…………………….87

Summary of the Study……………………………………………………...87

Analysis of Research Findings……………………………………………...88

Discussion of Research Findings……………………………………….......89

Conclusions for Phases of Responsibility………………………..90

Conclusions Regarding Primary Responsibilities Across Phases..91

Conclusions Regarding Size, Setting, and Responsibilities……...92

Conclusions Regarding Responsibilities in Crisis Management...93

Implications for Higher Education……………………………………...100

Further Research……………………………………………………….101

Summary………………………………………………………………..102

REFERENCES…………………………………………………………………103

APPENDIX……………………………………………………………………..114

Appendix A: IRB Approval Letter……………………………………………..114

LIST OF TABLES

Table 1. Campus Crisis through History…………………………………………………...23

Table 2. Higher Education Institution Types in Georgia………………………………...51

Table 3. Size and Setting of all Georgia IHEs…………………………………………...51

Table 4. Georgia IHEs with a Dean of students…………………………………………53

Table 5. Frequency of responses…………………………………………………………61

Table 6. Knowledge of Responsibilities…………………………………………………64

Table 7. Institution Type…………………………………………………………………...65

Table 8. Degree Programs……………………………………………………….........65

Table 9. Residency…………………………………………………………………………66

Table 10. Full Time Enrolled (FTE) Students……………………………………………..67

Table 11. Responsibilities in the Prevention Phase……………………………………..68

Table 12. Responsibilities in the Protection Phase……………………………………...70

Table 13. Responsibilities in the Mitigation Phase……………………………………...72

Table 14. Responsibilities in the Response Phase………………………………………73

Table 15. Responsibilities in the Recovery Phase………………………………………75

Table 16. Means of "Yes" Responses……………………………………………......76

Table 17. Comparative Statistics of "yes" responses for FTE…………………………..82

Table 18. Comparative Statistics of "yes" responses for student housing status………..84

LIST OF FIGURES

Figure 1. Theoretical Concept Map……………………………………………………..18

Figure 2. Response Percentage: Institution Type...……………………………………..80

Figure 3. Response Percentage: Degrees Programs……………………………………..81

Figure 4. Response Percentage: FTE……………………………………………………82

Figure 5. Response Percentage: Residence Status………………………………………83

CHAPTER I

INTRODUCTION

From the halls of Columbine High School in 1999, to the falling of the Twin Towers in 2001 and the floods of Hurricane Katrina in 2005, crisis has become a common thread woven through recent American history (*Daily Sabah*, 2016; Johnston, 2016). Institutions of Higher Education (IHE) are not immune to crisis. Zdziarski, Dunkel, and Rollo (2007) presented three types of crisis: environmental, facility, and human crisis, all of which have occurred on college campuses. "Tragic deaths of students, faculty, or staff from suicide, shootings or infectious diseases occur; natural disasters such as tornadoes, floods, hurricanes, and earthquakes leave their destructive marks; human-made crisis such as riots, terrorism attacks, and even social protests or unrest turned violent have changed society, but often at an extreme price for many on our college campuses" (Miser & Cherrey, 2009, para. 1). In 1994, California State University-Northridge experienced an environmental crisis when a 6.7 magnitude earthquake hit the area; damage to the campus was estimated at approximately $40 billion (Zdziarski et al., 2007). The 1988 explosion of Pan Am Flight 103 is a facility crisis that had a direct impact on Syracuse University as several of their students who were returning from study abroad experiences were counted among the dead (Zdziarski et al., 2007). Colleges and universities also experience a variety of human crises like campus shootings, suicide, and sexual assault.

A campus shooting is defined as "any incident in which a firearm is discharged inside a school building or on campus grounds and not in self-defense" (Sanburn, 2015, para.1). There were 23 shootings on college campuses from January 1, 2015, to October

9, 2015. The deadliest campus shooting of 2015 occurred at Umpqua Community College where 10 students and faculty, including the gunman, lost their lives and nine more were injured (Sanburn, 2015). Incidents nationwide in 2015 ranged from accidental shootings to the massacre at Umpqua. Casualties ranged from zero injured or killed to 10 killed at Umpqua. Twenty-three college shootings in less than one year in contemporary American colleges and universities demands an appropriate response from administrators in higher education.

Colleges and universities also grapple with suicide crises. In 2015, the National Center for Injury Prevention and Control (2015) found that 8% of full-time college students had suicidal thoughts, and 2.4% had made a plan to commit suicide. These percentages seem small, but the impact of even one completed suicide on a college campus is astronimical when you consider handling the grief of the community, the increased likelihood that other students may consider suicide, and the reputation, financial, and legal effects. Drum et al. (2009) also found that 92% of undergraduates and 90% of graduates who had considered suicide in the last year had considered ways to kill themselves or had a specific plan. College and university leadership must be aware of the threat suicide poses to campuses nationwide and be prepared to respond appropriately.

In the *Campus Sexual Assault (CSA) Study,* Krebs et al. (2007, 2009) reported that one in five college women are sexually assaulted, usually in the freshman or sophomore year. Many of these incidents are never reported. According to the CSA study (Krebs et al., 2007 & 2009), 6.1% of college men reported they had been victimized as well. In response to the problem of sexual assault on college and university campuses, on January

22, 2014, President Barack Obama signed a presidential memorandum establishing the White House Task Force to Protect Students From Sexual Assault (White House Task Force to Protect Students From Sexual Assault, 2014). This Task Force created a national campaign called *Not Alone* in order to hold colleges and universities accountable for protecting students from sexual violence (White House Task Force to Protect Students From Sexual Assault, 2014).

In 2006, Mitroff, Diamond, and Alpaslan shared that the study of crisis management was only a little more than 20 years old: 10 years later, in 2016, the study is still considered a seminal study. Steven Fink (1986) contributed foundational work concerning crisis and crisis management. Fink (1986) defined crisis as "an unstable time or state of affairs in which a decisive change is impending—either one with the distinct possibility of a highly undesirable outcome or one with the distinct possibility of a highly desirable and extremely positive outcome" (p. 15). To further illustrate, Fink (1986) shared that the Chinese symbol for crisis is a combination of two words, "danger and opportunity" (p. 15). According to Fink (1986), crisis is neither good nor bad, but does involve "risk and uncertainty" (p. 15).

The work of Ian Mitroff is significant to the study of crisis management. Mitroff's definition of crisis management requires any organization to be prepared to respond appropriately to a wide range of crises (Mitroff et al., 2006). Mitroff (2001, 2005) focused his research of minimizing the negative effects of crisis on the organization and all stakeholders. Although primarily focused in the business world, Mitroff, Diamond, and Alpaslan (2006) contributed work to crisis management on college campuses. In studying the preparedness to handle crisis in colleges and

universities after Hurricane Katrina, Mitroff et al. (2006) found that institutions of higher education were only minimally prepared to respond; they felt colleges and universities had learned from recent incidents, but much more planning was necessary. Mitroff et al. (2006) urged colleges and universities to develop and maintain a well-functioning crisis-management program as an operational imperative.

Eugene Zdziarski (2001, 2006, 2016; Zdziarski, Dunkel, & Rollo, 2007) developed a research foundation for crisis management specifically in higher education. Zdziarski has almost 30 years of experience in student affairs, serving as dean of students for many years and currently serving as the Vice President for Student Affairs at DePaul University (DePaul University, 2016). Zdziarski is recognized as a national expert on campus crisis management; his dissertation in 2001 served as the first of its kind focusing on the perceptions of student affairs administrators concerning institutional preparedness to respond effectively to crisis (DePaul University, 2016; Zdziarski, 2001). Zdziarski (2001, 2006, 2016) discussed comprehensive crisis management, crisis management teams, crisis preparedness, and, specifically, the responsibilities of student affairs administrators in campus crisis management (Zdziarski et al., 2007). Catullo (2008) built upon the foundation set by Zdziarski (2001) by exploring perceptions of campus crisis preparedness post-September 11, 2001.

The Virginia Tech massacre on April 16, 2007, served as a turning point in crisis management in higher education (Myer, James, & Moulton, 2010). As the incident was investigated in the days following the shooting, it was discovered that the accused shooter had several planned interactions with school administration, but most of them never occurred (Myer, James, & Moulton, 2010). It was determined that Virginia Tech

administration did not do enough to protect their community from this tragedy, because of inaction toward this student who had been identified as a threat by faculty (Myer, James, & Moulton, 2010). As a result, Virginia Tech instituted a Threat Assessment Team on campus and a CARE team as well (Myer, James, & Moulton, 2010). These teams are tasked with preventing human crises on campus by addressing the needs and behaviors of students before they get to a breaking point (Myer, James, & Moulton, 2010; Sokolow & Lewis, 2009; Zdziarski, 2016; Zdziarski et al., 2007). Many colleges and universities across the country followed this example, as Virginia Tech became a lesson for institutions of higher education all over the country (Myer, James, & Moulton, 2010). "The scope and shockingly brazen nature of the tragedy at Virginia Tech motivated colleges and universities across the country to take action to prevent a similar event from happening and to improve their ability to respond quickly and effectively in the event and incident were to occur" (Rasmussen & Johnson, 2008, p.14).

The most recent studies on crisis management in higher education focus on the responsibilities of the university president, comprehensive crisis preparedness, or on the work of a variety of crisis managers (Bates, 2015; Blewitt, 2014; Booker, 2011; Cheek, 2015; Garcia, 2015; Jacobsen, 2010; Menghini, 2014). Benjamin (2014) conducted a study that focused on the work of the dean of students in crisis management in the state of Florida. Benjamin (2014) studied the skill level, leadership competencies, and the level of understanding of crisis and crisis management of deans of students in Florida.

In March 2011, President Barack Obama signed Presidential Policy Directive 8 (PPD-8) which defined crisis preparedness for the United States in five phases: Prevention, Protection, Mitigation, Response, and Recovery. This directive was created

"based on lessons learned from terrorist attacks, hurricanes, school and Institutions of Higher Education incidents, and other experiences" (U.S. Department of Education, 2013, p. 2). The U.S. Department of Education (2013) applied PPD-8 to the crisis management practices of institutions of higher education (IHE) in the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*. This guide provides IHEs with instructions and a template for addressing crisis within the realm of the five phases outlined by President Obama. The phases align with timing surrounding each crisis: before, during, and after. This research examined the responsibilities of the dean of students in each phase of crisis management as defined by PPD-8. (U.S. Department of Homeland Security, 2011; U.S. Department of Education, 2013).

Statement of the Problem

Violence, disaster, and disorder are woven throughout the history of higher education. Specifically, in recent years colleges and universities have contended with the challenge of preventing crises; protecting the community from harm; mitigating injury, loss of life, and damage to property; responding to various crises; and recovering from catastrophic events. IHE are mandated by federal directives and guidelines to handle all steps in crisis management effectively. From the 1966 murder of 14 students, faculty, and staff at the University of Texas at Austin to the Umpqua Community College shooting in 2015, the nation has seen the necessity of an effective campus crisis management plan.

Although extensive research can be found concerning crisis management in other areas, information regarding crisis management as it relates to higher education

institutions is scarce on the specific responsibilities of the members of campus crisis management teams. The responsibilities of many members of crisis management teams are obvious due to their operation in specific areas of expertise, such as counseling or law enforcement. However, there are no guidelines specific to the responsibilities for team members who are considered generalists, such as the dean of students. As a dean of students in the state of Georgia, the researcher has found a lack of training and lack of a specific list of responsibilities in crisis management has left deans of students grappling for guidance during times of crisis. Deans of students in the state of Georgia understand they have great responsibility in campus crisis management, but that responsibility has not been defined. As stated previously, a campus crisis handled incorrectly could cause detriment to that institution of higher education.

Mandates and directives concerning crisis management have been released from several areas of federal government. In 2011, President Barack Obama signed Presidential Policy Directive 8 (PPD-8), which addresses the responsibilities of all state and federal institutions, including institutions of higher education, in reducing, managing, and recovering from crisis (types). In 2013, the U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, and Federal Emergency Management Agency co-authored the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* as a guide and mandate for institutions of higher education to follow in creating effective crisis management plans (2013).

Failure to comply with federal directives may lead to reputational and financial repercussions for colleges and universities. As a member of the crisis response team, the dean of students is responsible for supporting campus efforts to comply with these federal mandates (Benjamin, 2014; Zdziarski, 2001, 2006, 2016). Although the body of research concerning crisis management in higher education has grown in recent years, little is known about the specific responsibilities of the dean of students in crisis management.

Purpose of the Study

The purpose of this descriptive study is to explore the responsibilities of the dean of students in each phase of crisis management in order to define the responsibilities of the dean of students in the crisis management process. Universities have a legal duty to act that creates an obligation to protect the campus community (Booker, 2014). The responsibilities of the dean of students in the crisis management process has not been defined in the literature, leaving colleges and universities vulnerable and underprepared to respond effectively to crisis.

The response to a crisis by an institution of higher education may influence the level the crisis may reach and the effect the crisis may have on the future of the institution (Augustine, 1995; Catullo, 2007; Fink, 1986; Millar & Heath, 2004; Mitroff, 2005; Zdziarski, 2006). The potential harm which may occur as a result of campus crisis may result in damage to institutional reputation, financial repercussions, legal consequences as well as loss of life (Mitroff, 2005; Zdziarski, 2006). In order to mitigate disastrous consequences of unpreparedness, crisis management team members must understand their responsibilities in the process. By focusing on the responsibilities of the dean of students, this study provides guidelines that strengthen the crisis response of

institutions of higher education. This study also provides a fresh perspective to the body of knowledge concerning crisis management in higher education and, specifically, the responsibilities of the dean of students as a member of the campus crisis management team. This study proposes to explore the responsibilities of the dean of students in crisis management by analyzing responsibilities assigned to student affairs personnel in each phase of crisis management as defined by Zdziarski (2016).

Research Questions

This research sought to explore what responsibilities the dean of students in crisis management. For the sake of this study, the phases of crisis management are defined by PPD-8 and described in the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* (U.S. Department of Homeland Security, 2011; U.S. Department of Education, 2013). Thus the overarching research question for this study was: What are the responsibilities of the dean of students in campus crisis management in the state of Georgia? In addition, the following sub-questions guided this study:

1. What phase(s) of crisis management are the deans of students responsible for in Georgia?
2. In which phase of crisis management do the deans of students in Georgia have primary responsibility?
3. What is the relationship between size and setting of an institution of higher education in Georgia and the responsibilities of the dean of students in crisis management?

Significance of the Study

This study is important for the enhancement of research surrounding crisis management and, specifically, the responsibilities of the dean of students in campus crisis. Data collected provided strategies for current and future deans of students to apply in responding to the evolving landscape of higher education. The results of this study may be used for education, training, and as a basis for creating policies and procedures relative to the dean of student's position. This research presents a standard of practice that support deans of students in serving the campus community and protecting the integrity of their institutions through solid leadership practices. Most importantly, the results of this research equip deans of students to take action that may result in the protection of life, prevention of injury and damage to property, and/or reputational damage to the IHE.

Procedures

This study was a quantitative study conducted with student affairs practitioners who hold the title dean of students at institutions within the state of Georgia. The *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* (U.S. Department of Education, 2013) defined crisis management as comprised of five phases: Prevention, Protection, Mitigation, Response, and Recovery (U.S. Department of Education, 2013). Zdziarski (2016) assigned several responsibilities of student affairs administrators to each phase. In this study, student affairs administrators with the working title "dean of students" within Georgia identified the responsibilities they handle in each phase of crisis management at their institutions. A descriptive study was appropriate in this case because the researcher endeavored to define

the standard crisis management practice of deans of students in Georgia by surveying a sample of deans of students in Georgia higher education institutions (Patten, 2009). Additional information about the procedures will be discussed in Chapter 3 of this document.

Definition of Terms

There are several terms which are significant for this study. The following definitions were provided for the purpose of clarification and consistency.

Campus crisis. Campus crisis is defined as any incident that disrupts the normal operations of a college or university and threatens the well-being of people, property, financial resources, or reputation of the institution (Zdziarski, 2006).

Chief student affairs officer (CSAO). The CSAO is the senior administrator responsible for the vision and direction of student support services in the organizational structure of a college or university. Commonly used titles for this position include vice president for student affairs, vice president for student services, and dean of students (Fisher, 2015).

Crisis management. Crisis management is defined as handling “an undesirable and unexpected situation” or “transitional phases, during which the normal ways of operating no longer work” (Boin, 2005, p. 2).

Crisis management team. The crisis management team is composed of “senior management personnel who serve as decision makers in their respective departments and who are given the responsibility to plan, respond to, and recover from crises on the behalf of an institution” (Benjamin, 2014, p. 7).

Dean of students (also called Dean). This college or university administrator "typically responds to students, faculty, staff, parents, community members, and others concerned with student-related issues or concerns that arise on campus" (Dungy, 2003, Location 5631 of 11858). Examples of student concerns include emotional distress, sexual assault, suicidal ideation, homeless or food deprived students, student complaints, and academic concerns. This position is usually housed in the division of student affairs and does not have any authority or supervision within academic affairs.

Environmental crises. An environmental crisis is "an event or situation that originates with the environment or nature. Typical weather-related crises such as hurricanes, earthquakes, and floods fall into this category" (Zdziarski et al., 2007, p. 40).

Facility crises. A facility crisis is defined as "any event or situation that originates in a facility or structure. Examples of such crises include building fires, power outages, and the like" (Zdziarski et al., 2007, p. 41).

Human crises. A human crisis is "any event or situation that originates with or is initiated by human beings, whether through human error or conscious act. They include criminal acts, traffic accidents, mental health issues, and the like" (Zdziarski et al., 2007, p. 41).

Institution. For the purpose of this study, an institution is a college, university, or the campus of a college or university providing postsecondary education (Fisher, 2015).

Mitigation. "The term 'Mitigation' refers to those capabilities necessary to reduce loss of life and property by lessening the impact of disasters. Mitigation capabilities include, but are not limited to, community-wide risk reduction projects; efforts to improve the resilience of critical infrastructure and key resource lifelines; risk reduction for specific vulnerabilities from natural hazards or acts of terrorism; and initiatives to reduce future risks after a disaster has occurred" (U.S. Department of Homeland Security, 2011, p. 6).

National Incident Management System (NIMS). NIMS is "a structure for management of large-scale or multijurisdictional incidents; NIMS is the first-ever standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations" (Benjamin, 2014, p. 10).

Prevention. "The term 'Prevention' refers to those capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. Prevention capabilities include, but are not limited to, information sharing and warning; domestic counterterrorism; and preventing the acquisition or use of weapons of mass destruction (WMD). For purposes of the Prevention framework called for in this directive, the term 'Prevention' refers to preventing imminent threats" (U.S. Department of Homeland Security, 2011, p. 6).

Protection. "The term 'protection' refers to those capabilities necessary to secure the homeland against acts of terrorism and manmade or natural disasters. Protection capabilities include, but are not limited to, defense against WMD threats; defense

of agriculture and food; critical infrastructure protection; protection of key leadership and events; border security; maritime security; transportation security; immigration security; and cybersecurity" (U.S. Department of Homeland Security, 2011, p. 6).

Recovery. "The term 'recovery' refers to those capabilities necessary to assist communities affected by an incident to recover effectively, including, but not limited to, rebuilding infrastructure systems; providing adequate interim and long-term housing for survivors; restoring health, social, and community services; promoting economic development; and restoring natural and cultural resources" (U.S. Department of Homeland Security, 2011, p. 6).

Response. "The term 'response' refers to those capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred" (U.S. Department of Homeland Security, 2011, p. 6).

Student affairs. Student Affairs is the division in higher education responsible for student support services and co-curricular education. Services offered typically include student activities, admissions, financial aid, orientation, academic advising, student conduct, counseling services, student affairs assessment, career services, wellness programs, disability support services, on-campus housing, multicultural affairs, and international programs (Fisher, 2015).

Chapter Summary

The number of campus crisis events are steadily increasing which means legal and reputational implications for colleges and universities are multiplying. Students, parents, faculty, and staff members have an expectation that crisis will be prevented or at least

handled appropriately resulting in the least harm possible. However, the subject of campus crisis management is still relatively new and undiscovered. Effective crisis leadership is essential to the success of educational institutions. The dean of students is a member of the crisis response team at colleges and universities and has a leadership in responding to campus crises. Such an important position should be guided by a strong standard of practice; these professionals should be aware of their responsibilities in responding to crises.

PPD-8 defined five phases of crisis management, and the US Department of Education confirmed the responsibility of all colleges and universities to prepare a crisis management plan that reflects Prevention, Protection, Mitigation, Response, and Recovery. Focusing on the tasks of student affairs practitioners for each phase, this research seeks to determine the responsibilities of deans of students in Georgia in responding to crises. The results of this quantitative study may guide training for future deans of students and provide a framework of experience for deans currently serving in the responsibilities to use in responding to the contemporary challenges of higher education

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher explored definitions, types and characteristics of crises in general. Further, campus crisis was explored, specifically, crisis management on college campuses including preparedness and crisis management teams. The chapter continued by exploring phases of crisis management and the responsibilities identified in literature for each phase. Finally, a gap in literature was identified concerning the responsibilities of the dean of students in crisis management.

Georgia Southern University library provides online access to many reputable databases. The researcher explored the following databases for the purpose of this review of literature: EbscoHost, ProQuest Dissertations and Theses, Educational Research Information Clearinghouse (ERIC), and JSTOR. Keywords used to search these databases included “crisis management in higher education”, “crisis management” AND “college”, “crisis management” AND “university”, and “dean of students” AND “crisis management” AND “role”. Finally, the researcher retrieved several book resources through www.amazon.com.

Theoretical Framework

Behavioral theory and contingency theory serve as the guiding theoretical framework for this research. Behavioral theory rests on the premise that “leadership is based on definable, learnable skills” (St. Pierre, Hofinger, & Buerschaper, 2008, p. 178). Behavioral theorists focus on the actions of a leader as opposed to his or her innate qualities and strengths. Leadership actions can be defined as skills: “The ability either to perform some specific behavioral task or the ability to perform some specific cognitive

process that is functionally related to some particular task" (Peterson & Van Fleet, 2004, para. 8). Skills are taught; therefore, the success of the leader from the behavioral perspective is based on professional development (Peterson & Van Fleet, 2004).

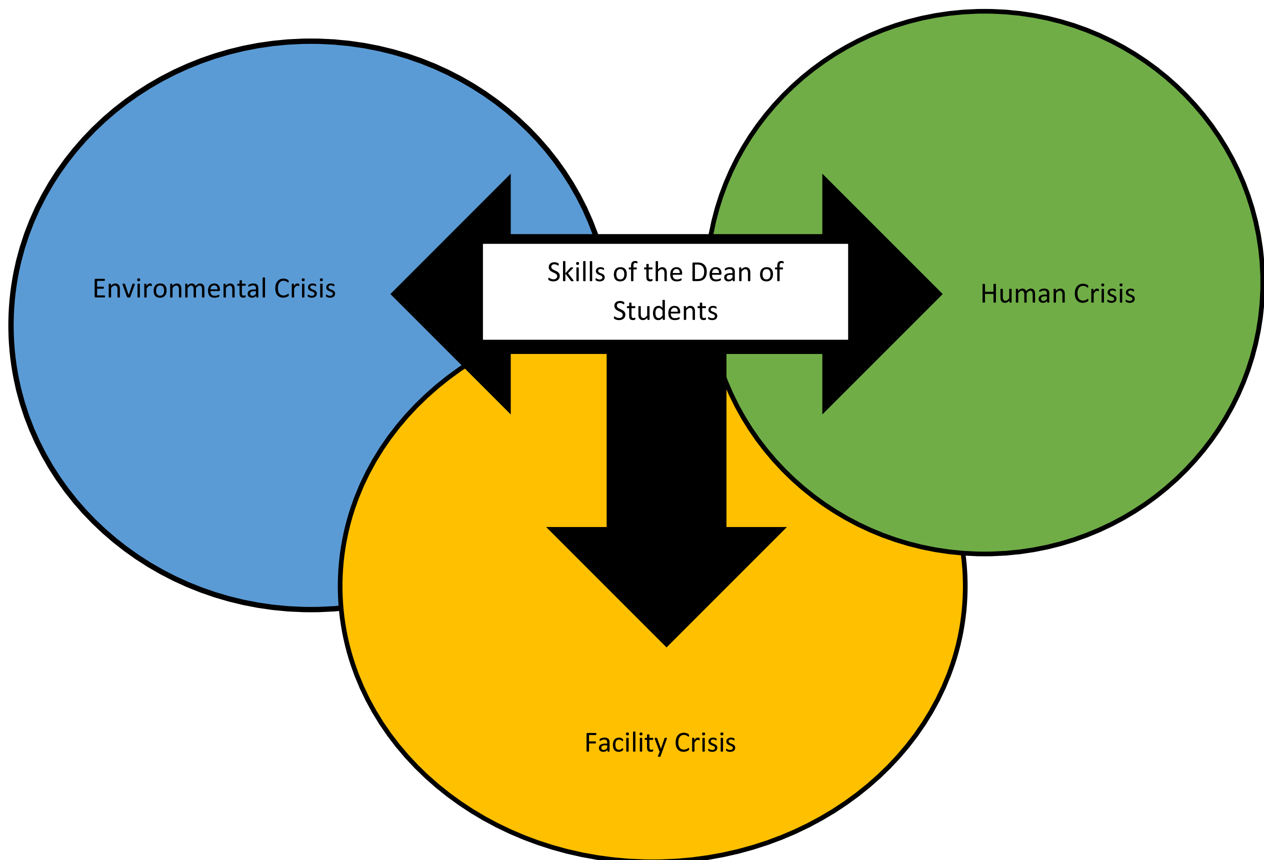
Contingency theory, or situational leadership, is based on behavioral theory (Benjamin, 2014). The premise of contingency leadership is that "different types of situations demand different leadership behaviors" (St. Pierre et al., 2008, p. 178). According to contingency theory, leadership style must be appropriate to each situation and may change from situation to situation (Benjamin, 2014; Doyle & Smith, 2001).

Behavioral theory and contingency theory support this research in assessing the responsibilities of deans of students in crisis management. Both theories call for the leader to develop appropriate skillsets. When applying behavioral theory to this research, one may gather that responsibilities in crisis management are not innate qualities; these responsibilities must be identified and taught through training. Zdziarski et al. (2007) contended that an extensive variety of skills is imperative to the ability to respond to crisis effectively. This research served to identify the skills deans of students need in order to effectively support crisis management efforts on campus. Further, contingency theory gets to the heart of crisis management, because each crisis incident is unique and specific. According to Zdziarski et al. (2007), "staff must be able to transfer their crisis training and experience to handle new, difficult, and complex situations as they arise (p.185). As depicted in Figure 1, deans of students must have appropriate skills for managing the variety of crisis types. These theories do not rely on innate qualities; instead, this research is focused on skills that can be learned through training and experience. Analyzing the responsibilities of deans of students in crisis management led

to identifying the skills necessary for deans of students to respond appropriately to campus crisis.

Figure 1

Theoretical Concept Map



Crisis Defined

There is no consensus concerning the definition of the word crisis, but there are some definitions that are cited often. Steven Fink is considered the "father of modern crisis management theory" (Zdziarski et al., 2007, p.24). Fink (1986) surmised that crisis is neither good nor bad; he noted that the Chinese symbol for crisis is a combination of two words, danger and opportunity. Fink (1986) has defined crisis with this foundation in mind. He defined a crisis as "an unstable time or state of affairs in which a decisive

change is impending—either one with the distinct possibility of a highly undesirable outcome or one with the distinct possibility of a highly desirable and extremely positive outcome" (Fink, 1986, p. 15).

Ian Mitroff (2005) studied crisis primarily in business organizations and considers crisis in more of a negative sense. Pauchaunt and Mitroff (1992) defined a crisis as "a disruption that physically affects a system as a whole and threatens its basic assumptions, its subjective sense of self, and its existential core" (p. 12).

Eugene Zdziarski studied crisis within its manifestation on college campuses. According to Zdziarski, "a crisis is an event, which is often sudden or unexpected, that disrupts the normal operations of the institution or its educational mission and threatens the well-being of personnel, property, financial resources, and/or reputation of the institution" (Zdziarski, 2006, p. 5). For the purpose of this study, Zdziarski's definition served as the foundational truth.

Characteristics of Crises

Every crisis is unique; however, there are some commonly understood characteristics of crises. First, crises are often considered negative experiences with negative consequences; crises usually pose a threat to the organization in some way. Also, there is often an element of surprise associated with a crisis. This characteristic is highly debated in literature. Some experts believe crises are always unpredictable and occur without warning (Barton, 1993; Seymour & Moore, 2000), such as an active shooter, while others contend that the element of surprise is not mandatory in order for an event to be considered a crisis, such as a hurricane (Irvine & Miller, 1996; Kovoor-Misra, 1995).

Another commonly understood characteristic of crisis is that leaders have a limited amount of time to respond to the crisis (Fink, 1986). Decision-making must be quick and accurate; this combination alone creates risk for the organization. This characteristic also justifies the need for an effective crisis management plan. Crisis is also defined by an interruption of service. Seymour and Moore (2000) based their definition of crisis on this characteristic. Crisis, as defined by Seymour and Moore (2000) is "the disruption of normal patterns of corporate activity by a sudden or overpowering and initially uncontrollable event" (p. 10). The final commonly understood characteristic of crisis is the threat to safety and wellbeing that comes along with it; crisis threatens at least one person in an organization (Zdziarski et al., 2007).

Types of Crisis

According to Zdziarski et al. (2007), there are three types of crises: environmental crisis, facility crisis, and human crisis. Typically, weather events, such as hurricanes, earthquakes, and floods, are considered environmental crises; i.e., crises that originate from nature. Human control of these events is limited. Crises such as building fires and power outages are considered facility crises. Facility crises are those that originate in and primarily affect a building or structure. Any crisis event caused by a human being, either through human error or a conscious act, is considered a human crisis. Criminal acts, traffic accidents, and mental health issues are just a few examples of human crises. Institutions of higher education are susceptible to all three types of crisis (Zdziarski et al., 2007).

Levels of Crisis

A campus crisis is defined as any major disruption to the normal operations of the university that results in injury, death, loss of property, threat to safety, or to university reputation that requires immediate attention, response, or action (Zdziarski, 2006). Zdziarski (2006) also defined the different levels of crisis: "(a) disasters, (b) crises, and (c) critical incidents" (p. 5). Disasters affect the campus community as well as the community surrounding the campus (Zdziarski, 2006). For example, weather events are considered disasters. A crisis event affects only the institution and allows the surrounding community to support the campus with resources (Zdziarski, 2006). A critical incident is a campus crisis that has the potential to affect the surrounding community if it is not contained within the campus (Zdziarski, 2006). An example of a critical incident would be an active shooter incident (Zdziarski, 2006).

Specifically for colleges and universities, the most likely types of crises include: "outbreaks of illness, major food tampering, employee sabotage, fires, explosions, chemical spills, environmental disasters, significant drops in revenues, natural disasters, loss of confidential sensitive information or records, major lawsuits, terrorist attacks, damage to institutional reputation, ethical breaches by administrators, faculty and trustees, major crimes, and athletic scandals" (Mitroff et al., 2006, p. 62). This broad view of possible crisis for college campuses calls for a secure crisis management plan and specifically defined responsibilities within that plan.

Stakeholders

Stakeholders are individuals or groups, whether internal or external, who may be affected by campus crisis and who may have some impact on the management of campus

crisis (Zdziarski, 2016). Primary stakeholders include those who are most vulnerable in campus crisis including students, faculty, staff, patients and visitors (Miser & Cherrey, 2009; Zdziarski, 2016). The secondary group includes those who may be greatly impacted by crisis but may not be directly involved including parents, alumni, trustees, neighbors, and donors (Miser & Cherrey, 2009; Zdziarski, 2016). The tertiary group includes outside groups like local emergency personnel, government officials, media, higher education leaders, business leaders, and the general public (Miser & Cherrey, 2009; Zdziarski, 2016). It is imperative for university administration to coordinate efforts with eternal stakeholders prior to any crisis. This coordination may look like memorandums of understanding between the university and local agencies (Zdziarski, 2016). It may also manifest through table top and drill exercises on campus that involve local agencies partnering with university administrators (Zdziarski, 2016).

Zdziarski (2016) identified several significant roles of students in responding to campus crisis:

- Students are instrumental in identifying potential threats to safety because they are often aware of anything happening in and around campus;
- Students are helpful in identifying effective tools for communication of potential crisis;
- Students help to locate individuals during and after a crisis;
- Student leaders serve as spokespeople for the university after a crisis; and
- Students may assist in planning memorials and other healing activities on campus.

As such, it is important to include student leaders in crisis management training as well as engage the student population regularly to allow them to assist through the phases or crisis management (Zdziarski, 2016).

Examples of Campus Crises

History of Campus Crises

Zdziarski et al. (2007) described a history of campus crises ranging across all three crisis types. Campus crisis is not a new phenomenon although it garners more attention today. The following table provides some examples of campus crises through the decades gleaned from Zdziarski et al. (2007).

Table 1

Campus Crisis through History

Institution	Date	Crisis	Notable Results
University of Texas at Austin	August 1, 1966	Charles Whitman killed fourteen people and injured many more standing on the observation deck of the Texas Tower after killing his mother and his wife earlier in the day.	SWAT teams created due to this tragedy.

Kent State	May, 1970	Antiwar demonstrations turned to violence. Four students killed and nine wounded as a result of gunfire from National Guard troops.	
Syracuse University and others	December 21, 1988	Pan Am Flight 103 exploded in the air and crashed; students who were returning home from study abroad experiences were among the dead—most of the students were from Syracuse University.	Caused colleges and universities to think about risk management for study abroad programs and all activities off campus. Also, made practitioners aware of vulnerability to terrorism.

The University of Florida	August 1990	Serial killer in Gainesville, Florida.	First opportunity for university to use daily media (live news) to communicate with public, disseminate safety advice, and stop rumors.
The University of Illinois at Urbana-Champaign	1991-1992	Meningitis outbreak; eight students infected and three died; communal living exacerbates the crisis.	Thousands of students vaccinated after first two deaths.
California State University-Northridge (CSUN)	January 17, 1994	6.7 magnitude earthquake in area of CSUN; damage estimated up to $40 billion; two students counted among the deceased.	Case study of effective recovery; school opened the next spring only 4 weeks late using inflatable buildings and tents.

University of Wyoming	1998	Matthew Shepard died after being brutally beaten, tied to a fence, and left to die.	Brought to light violence and bigotry toward gay and lesbian Americans; first campus crisis communicated via the Internet in addition to daily news coverage and all other media coverage of this event.
Texas A&M University	November 18, 1999	Annual bonfire associated with a rival football game; 12 deaths after bonfire tower fell onto students.	Information leaked prior to notification of family members; cell phones and the Internet allowed word to spread quickly.

Institutions all over the country	September 11, 2001	Twin Towers in New York City collapsed on live TV.	Colleges and universities became centers of mourning and rallying points for those who were afraid.
Institutions all over Louisiana and the Gulf coast	2005	Hurricane Katrina—students, faculty, and staff displaced; hundreds of millions of dollars in damages to the universities and colleges; some universities continue to struggle for recovery.	Collaboration from institutions all over the country—institutions opened their doors to displaced students so they could continue their studies.
Lynn University (Lynn University, 2016)	January 12, 2010	Two faculty and four students killed in the earthquake in Haiti.	Focus on recovery and memorializing those lost.

Georgia has not been exempt from campus crisis. On August 28, 2014, 18-year-old Michael Gatto was allegedly beaten and left unconscious by a fellow student of Georgia Southern University; Michael was a first-year student and had been on campus for approximately 2 weeks before his death (Morris, 2014). Georgia Southern University experienced more tragedy on April 22, 2015, when seven nursing students were involved in a fatal collision as they traveled to their final day of clinical experience at a hospital in Savannah, Georgia (Visser, 2015). Five of the nursing students died in the accident while the other two sustained life-threatening injuries (Visser, 2015). Just a few days more than one year later, the University of Georgia grappled with the death of four students in a car accident: a fifth student was left in critical condition (Stevens, 2016). On August 27, 2016, 21-year-old Charles Rudison, a student at Georgia Tech, was killed by his female roommate allegedly due to a missed ride (Sharpe, 2016). Rudison's roommate told police that when Rudison addressed her about not giving him a ride home, she poured hot boiling water on him and stabbed him with a butcher knife (Sharpe, 2016). These examples represent a sample of the human crises experienced at colleges and universities in Georgia.

In addition to many examples of human crisis, Georgia colleges and universities have experienced environmental and facility crises as well. The University of Georgia experienced a fire on the second floor of the Main Library on July 23, 2003; the fire caused an estimated $2 million in damage and closed the entire library until the first day of classes on August 18, 2003 (Rao, 2004). In September 2016, colleges and universities from north Florida all the way up into South Carolina braced themselves for the effects of Hurricane Hermine; many institutions of higher education closed business operations on

September 1 and 2, 2016, due to threats of damaging winds and flooding rains (White, 2016; WTOC Staff, 2016). As is true with other American colleges and universities, institutions of higher education in Georgia have experienced all three types of crises.

Virginia Tech

The Virginia Tech murders on April 16, 2007, is perhaps the most significant event to the trajectory of crisis management on a college campus in recent history (Myer, James, & Moulton, 2010; Rasmussen & Johnson, 2008). The university endured public scrutiny and became the face of American college tragedy (Myer, James, & Moulton, 2010; Rasmussen & Johnson, 2008). The primary concerns surrounding the Virginia tech massacre were an alleged lack of communication to the campus community right after the initial shooting in the residence hall and a failure to respond appropriately to the alleged shooter when faculty, staff, and students initially raised concerns about him (Rasmussen & Johnson, 2008). Critics attest that a notification to the campus community could have prevented the subsequent murders. Further, many surmised that appropriate attention to the accused shooter as campus community members shared concerns about him could have prevented the entire event (Rasmussen & Johnson, 2008).

In the days following the tragedy, the faculty, staff, and administration of Virginia Tech became the focus of state and federal investigations (Myer, James, & Moulton, 2010; Rasmussen & Johnson, 2008). The Governor of Virginia at the time, Tim Kaine, along with Governors from more than ten other states mandated a statewide review of campus safety and security (Rasmussen & Johnson, 2008). Also, the Office of the Inspector General for Behavioral Health and Development Services (2009) investigated the Virginia Tech Cook Counseling Center from May 2007 to November 2009. The

results of this investigation were five recommendations which the Cook Counseling Center complied with. The recommendations included:

- A recommendation for the Center to create a policy concerning whether students who are court ordered to involuntary psychological treatment are now accepted for treatment at the counseling center or not. It was recommended that this new policy be shared with local courts and the local community services board;
- A recommendation to develop procedures for providing treatment for students who have been mandated to Counseling;
- A recommendation to review triage and screening procedures to ensure adequate information is collected that lead to appropriate treatment for students;
- A recommendation that required the Center to review recordkeeping practices; and
- A recommendation to create policies that outline the responsibilities of Counselors in outreach to and follow up with students of concerns and any community member who may have brought that concern (Office of the Inspector General for Behavioral Health and Development Services, 2009)

According to Rasmussen & Johnson (2008, p.10), students, parents, government officials, and the public had questions after the tragedy of Virginia Tech:

- “Could an event of this type happen on our campus?
- What systems are in place to help prevent such an event from happening?

- If such a tragedy were to occur on our campus, how would security personnel and other university administrators respond?"

Many colleges and universities around the country sought to find answers to these questions (Rasmussen & Johnson, 2008). In March of 2008, the Midwestern Higher Education Compact (MHEC) conducted a national survey to determine the "ripple effects" of the Virginia Tech tragedy on higher education in American (Rasmussen & Johnson, 2008). The results of the survey showed 87% of respondents had completed some sort of campus security review since the Virginia Tech tragedy. According to the data of the MHEC survey, many campuses improved their processes and tools for communicating with campus community members during an emergency; most colleges and universities turned to communication through text messaging and calls to the cellular phone in order to share safety information as quickly as possible (Rasmussen & Johnson, 2008). Further, the data showed a renewed energy in strengthening relationships between universities and outside agencies like local emergency personnel (Rasmussen & Johnson, 2008). While some IHE reported emphasizing an already established relationship, other reported re-establishing these relationships through memorandums of understanding (Rasmussen & Johnson, 2008). The tragedy of Virginia Tech also revived several topics of debate in higher education: "gun safety and weapons regulation, mental health counseling, and the often difficult balance between student privacy and the need to share certain information with parents, medical professionals, and law enforcement agencies" (Rasmussen & Johnson, 2008, p. 3). Virginia Tech provided a renewed focus on identifying students who may pose a disturbance or threat to the university community as well as training students, faculty, staff, and others on how and when to share concerning

information about a student with appropriate university administration (Rasmussen & Johnson, 2008). The Virginia Tech tragedy of 2007 created the contemporary conversation surrounding campus safety and dictated how crisis is managed on a 21st century college campus (Myer, James, & Moulton, 2010; Rasmussen & Johnson, 2008).

Crisis Management

According to Zdziarski et al. (2007), crisis management is ". . . the umbrella term that encompasses all activities when an organization prepares for and responds to a significant event" (p. 55). An effective crisis management plan provides protection for the people, finances, and reputation of an institution (Zdziarski et al., 2007). Bruce T. Blythe, CEO of Crisis Management International, Inc. (2004) recommends several components of crisis management: consideration for the mission of the organization, an emergency response plan, a business continuity plan, a communications plan, a recovery plan, and a connection with local charities. Zdziarski (2016) added considerations for legal issues and available technology to the list of considerations. The crisis management plan ensures the organization is prepared to respond effectively to any crisis (Catullo, 2008; Miser & Cherrey, 2009; Mitroff et al., 2006; Zdziarski, 2001, 2016; Zdziarski et al., 2007).

Campus Preparedness

In 2001, Zdziarski studied the perceptions of student affairs administrators concerning institutional preparedness to face crisis. Zdziarski (2001) found that student affairs administrators felt very prepared to handle campus crisis. Catullo (2008) replicated Zdziarski's study after the Virginia Tech tragedy and showed evidence that higher education was not adequately prepared to handle crisis effectively. However, her

findings were the same: student affairs practitioners still perceived colleges and universities were adequately prepared to face crisis. Preparedness in both studies was defined by four critical factors: (a) preparedness for many crisis types; (b) tools and processes for receiving early warning signs of impending crises; (c) a crisis management team that has been trained and represents many areas across campus; and (d) a team of stakeholders representing campus departments as well as community resources (Catullo, 2008; Mitroff et al., 2006; Zdziarski, 2001). This study focused on the third step of this process, the crisis management team, specifically the responsibilities of the dean of students.

Crisis Management Training

A primary component of crisis preparedness is training. According to Zdziarski et al. (2007), personnel who respond to crisis must have a specific set of skills which includes quick thinking, the ability to remain calm in chaos, the ability to keep others calm, and a secure knowledge of responsibilities. Administrators who handle crisis must have "a job description that summarizes their tasks, duties, and responsibilities, and training should prepare them for their role" (Zdziarski et al., 2007, p.185). "Those trained for roles in crisis management may also help prevent crises by becoming better sensitized to spot potential problems. With heightened awareness of factors that can lead to a crisis, some may be avoided" (Zdziarski et al., 2007, p.187). Administrators must also be prepared to train others and to respond appropriately to the media (Zdziarski et al., 2007). Some training techniques include table top exercises, simulations, case studies, debrief sessions (Zdziarski et al., 2007).

Crisis Management Team

Literature suggests there are three primary teams responsible for crisis management and crisis response at institutions of higher education: the crisis management team, the threat assessment team, and the behavior intervention team (Sokolow & Lewis, 2009; Zdziarski, 2016; Zdziarski et al., 2007). Both the threat assessment team and the behavior intervention teams are discussed in a later section of this study. The crisis management team may include members who also serve on the other two teams, but the responsibilities of the crisis management team are distinct. "Campus teams usually include the chief business officer, chief administrative officer, chief student affairs officer, legal counsel, human resources officer, chief of police or security, IT officer, director of housing or residence life, director of health and counseling, director of public relations, and director of environmental health" (Zdziarski et al., 2007, p. 58). According to Fisher (2015), the titles chief student affairs officer and dean of students may be used interchangeably. The crisis management team works prior to a crisis to establish the protocol to be followed when crisis strikes. The responsibilities of the crisis management team is to clearly outline steps, responsibilities, and authority to be followed before, during, and after a crisis (Miser & Cherrey, 2009; Zdziarski, 2016; Zdziarski et al., 2007).

Zdziarski (2006) identified four levels of involvement for members of the crisis management team: (a) team members who are involved in all campus crisis incidents; (b) team members who would be involved in the majority of campus crisis incidents; (c) team members who are occasionally involved; and, (d) team members deemed non-essential for crisis response. The results of a 2001 Student Affairs Administrators in

Higher Education (NASPA) member institution survey showed the following as positions which typically have the greatest involvement in campus crises: dean of students, university police, university relations/public information office, vice president for student affairs, campus victims' advocates, residence life, student counseling services, student health services, coalition of campus ministers, physical plant, and environmental health and safety (Zdziarski, 2001).

Phases of Crisis Management

President Barack Obama signed Presidential Policy Directive 8 (PPD-8) in March 2011 because of several crisis incidents on college campuses and school grounds along with several other crisis events in the United States. The purpose of this directive was to fortify national crisis preparedness with a consistent crisis management plan template. The directive focuses on five phases of crisis management: Prevention, Protection, Mitigation, Response, and Recovery. PPD-8 was written to address every aspect of community including, but not limited to, individuals and families, businesses, government, non-profit groups, faith-based groups, schools, colleges, and universities, and the media (U.S. Department of Homeland Security, 2011; Zdziarski, 2016).

PPD-8 led to a collaboration between the U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, and Federal Emergency Management Agency. This collaboration resulted in creation of the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education.* The *Guide* maps the process for creating a comprehensive crisis management plan and defines the five stages of crisis management introduced in PPD-8, specifically

for higher education. PPD-8, coupled with the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education,* serves as a framework for institutions of higher education to follow in crisis management (U.S. Department of Homeland Security, 2011; U.S. Department of Education, 2013).

Zdziarski (2016) expanded on the foundation created by PPD-8 and the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* (2013) by assigning several tasks to each phase of crisis management. Zdziarski (2016) provided a sampling of tasks for each phase that are traditionally assigned to student affairs professionals, and he suggested these tasks require planning in advance in order to understand how each task will be completed in the time of a crisis.

Prevention

According to the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* (2013), Prevention is the phase where institutions of higher education should work to prevent threats and harm from occurring. The goal of the Prevention phase is to take all necessary action to avoid crisis (U.S. Department of Education, 2013; Zdziarski, 2016). The most effective approach to preventing crisis in college communities, particularly human crisis, is to identify students and others who display distressed or disruptive behavior and connect them with appropriate resources (Mitroff et al., 2006; Sokolow & Lewis, 2009; Zdziarski, 2016). In the Prevention phase, there are two teams suggested to be in place that are purposed to prevent human crisis on campus by identifying any potential threat to the university community and responding appropriately to the potential threat.

Threat assessment team. The purpose of the threat assessment team is to analyze the behavior of campus community members to determine whether the person(s) poses a threat to the campus community. Threat assessments must focus on objective facts, comply with all applicable laws, and should be conducted by a team with a variety of skills and knowledge. The threat assessment team operates separately from the crisis management team. The responsibilities of the threat assessment team is to identify community members who pose a threat before the threat develops into a crisis; and the goal is to connect these community members with appropriate resources for their safety and the safety of all students, faculty, and staff (U.S. Department of Education, 2013).

Behavior intervention team (BIT). Sokolow and Lewis (2009) defined the behavior intervention team by describing two generations of teams: first generation describes the characteristics of BIT teams prior to the Virginia Tech crisis, and second generation teams describe the characteristics of BIT teams after the Virginia Tech crisis. First generation teams are described as spot-cleaners that "sprayed on an intervention and moved on to the next stain" (Sokolow & Lewis, 2009, p. 4), lacking continuity and long-range assessment. Second generation teams are characterized by their ability to assess an individual or a community over the course of time. The work of the second generation teams include threat assessment, knowledge of national standards, formalized protocol, longitudinal tracking of behavior, and they focus less on threat assessment and more on connecting students with appropriate resources (Sokolow & Lewis, 2009). The threat assessment team and BIT, more often than not, consolidate efforts and work as one team since the goals and members are often the same (Zdziarski, 2016).

Protection

Zdziarski (2016) emphasized effective communication in the Protection phase, and suggested that alerting students, faculty, and staff to potential danger protects the campus community from experiencing harm. The goal of the Protection phase is to guard against manifested harm and threat in college communities (U.S. Department of Education, 2013; Zdziarski, 2016). The Clery Act is a protective measure mandated by the federal government within which all public IHE must alert students to any threat to safety on campus in order for students to make decisions that promote their own personal safety (Myer, James, & Moulton, 2010).

The Clery Act. Jeanne Clery was an undergraduate student at Lehigh University in 1986 when she was murdered in her residence hall room by a fellow student (Myer, James, & Moulton, 2010). There had been an increase of crime on campus around the time of Jeanne's death, but there was no mandate for the university to inform the university community of this increase (Myer, James, & Moulton, 2010). It is believed that Jeanne had left her residence hall room door unlocked on the night she was robbed, raped, and murdered in her residence hall room in Stoughton Hall (Myer, James, & Moulton, 2010). The convicted murderer in this case was caught after sharing the event with his friends (Myer, James, & Moulton, 2010). Jeanne's parents argued that the failure of the university to warn students appropriately of potential threats on campus led to Jeanne's death (Myer, James, & Moulton, 2010). Consequently, they lobbied to pass the Clery Act, named for their deceased daughter (Myer, James, & Moulton, 2010).

The purpose of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, also known as the Student Right-to-Know and Campus

Security Act, passed in 1990, is to keep campus community members informed in order to allow students, faculty, and staff to partner with administrators to prevent crime on college campuses. The Clery Act (1990) requires institutions of higher education to: (a) openly provide crime statistics to the campus community including parents and prospective students, (b) share timely warnings and emergency notifications which inform campus community members of recent crime so they may take action in protecting themselves, and (c) disseminate emergency protocol which entails sharing missing student notification policies and fire safety procedures for any residential universities and colleges (Clery Act, 1990).

There are distinct differences between timely warnings and emergency notifications. A timely warning is required when a reportable crime, as defined by the Clery Act, presents an ongoing threat to the college campus or surrounding areas (Zdziarski, 2016). The need for a timely warning is determined by type of crime and crime location. Clery-reportable crimes include criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson. Timely warnings must be sent soon after an incident, soon enough for a student to respond to ensure his or her own safety.

In contrast, emergency notifications are sent immediately when a threat is imminent. Many universities have adopted text messaging software as a vehicle for sending emergency notifications due to the immediacy of the messages (U.S. Department of Education, 2013). Normally, emergency notifications are sent only when the threat occurs on campus; these notifications may be concerning environment, facilities, or any number of human crises. Timely warnings and emergency notifications are tools for

preventing crisis on campus (Clery Act, 1990; U.S. Department of Education, 2013; Zdziarski, 2016).

Mitigation

Mitigation, or mitigating risk, refers to work done to lessen the impact and negative consequences of a crisis (U.S. Department of Education, 2013; Zdziarski, 2016). The goal of the Mitigation phase is to reduce the loss of life, injury, and damage to property by lessening the impact of the crisis (Zdziarski, 2016). Mitigation is handled through various means, such as campus lockdown and shelter in place (Zdziarski, 2016).

Campus lockdown. "The primary objective of a lockdown is to quickly ensure all faculty, staff, students, and visitors are secured in rooms away from immediate danger" (U.S. Department of Education, 2013, p. 37). The lockdown concept comes from a technique used in secondary education. However, the act of locking down a college campus is much more complicated. The challenge of a lockdown in a college or university setting is two-fold: (a) Most institutions of higher education cover hundreds of acres of land consisting of different buildings and other structures; and (b) students, faculty, and staff are free to roam about as they choose; they are not restricted as are students in middle school or high school (Zdziarski, 2016). Lockdown only works at the college level when it is applied to a single building or a specific area on campus (Zdziarski, 2016). Student affairs practitioners may develop procedures for locking down "residence halls, recreational facilities, student unions, and administrative offices" (Zdziarski, 2016, p. 628).

A better option for mitigating risk in campus crises is the notion of shelter-in-place (Zdziarski, 2016). An order of shelter-in-place causes individuals to take safety

precautions for themselves, reduces the likelihood that any additional people may stumble into the at-risk area in the midst of a crisis, and allows room for police and other emergency personnel to respond to the crisis (Zdziarski, 2016). The U.S. Department of Homeland Security (2013) suggested individuals take the following actions after receiving a shelter-in-place order:

- Select a hidden location that provides protection from gunfire.
- Lock all doors.
- Block the door with heavy furniture.
- Make sure you cannot be seen through a window.
- Turn the sound and vibration off on your cell phone off.
- Hide behind large furniture.
- Remain still and quiet.

Zdziarski (2016) suggested student affairs personnel create campus procedures for both lockdown situations and shelter-in-place orders.

Response

The Response phase encompasses action taken during the crisis. The focus of this phase is to stabilize the community during the crisis event (U.S. Department of Education, 2013; Zdziarski, 2016). Crisis team members are expected to take the campus through the crisis with the least amount of damage as possible (Zdziarski, 2016). Specifically, for student affairs practitioners, accounting for the whereabouts of students and reunification of groups and families are important tasks in the Response phase (Zdziarski, 2016). Student affairs staff tend to have connections and rapport with

students that facilitate making contact during and after a crisis. FEMA created NIMS in order to have a standard structure and language for responding to crisis (Zdziarski, 2016).

NIMS. One important element of crisis response is having access to adequate support and resources during the crisis. Homeland Security Presidential Directive 5 requires all federal, state, tribal, and local organizations to respond to crisis as one team using the National Incident Command System (NIMS) (U.S. Department of Homeland Security, 2003). NIMS requires all agencies to work together to "prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity (U.S. Department of Homeland Security, 2008, p. 1). Within the NIMS system, any police, fire, Red Cross, or other emergency agency may respond to a campus crisis incident. NIMS allows all involved to speak the same language and work toward the same goal (Zdziarski, 2016). The NIMS Incident Command System includes the following components: command, planning, operations, logistics, and finance/administration (U.S. Department of Homeland Security, 2008). FEMA provides online training specifically for higher education so that agencies may learn the NIMS crisis response structure and understand how to work together seamlessly (Zdziarski, 2016).

Recovery

Recovery is focused on returning the institution to normal operations. Institutions of higher education must restore the learning environment as quickly and efficiently as possible (Zdziarski, 2016). Zdziarski (2016) identified the Recovery phase as the time when the skills and abilities of student affairs staff are most used, because recovery

requires care and support for students, faculty, and staff (Zdziarski, 2016). Zdziarski (2016) identified several tasks that must be taken care of in the Recovery phase:

- Connecting students with appropriate resources for mental and physical health;
- Follow-up care and support must be given to those whose needs surface weeks, even months, after the crisis ends;
- Meeting with affected students, faculty, and staff (i.e., floor meetings and chapter meetings);
- Conducting memorial services; and
- Assisting in the creation of memorials on campus such as scholarships or planted trees.

The Recovery phase is the final stage of crisis management, but this phase may last for months or even years depending on the needs of all involved (Zdziarski, 2016).

Carnegie Classification: Size and Setting

The Carnegie Classification of Institutions of Higher Education (2016) provides a framework for comparing colleges and universities for the sake of research. Zdziarski et al. (2007) acknowledged that crisis management teams and plans may look different depending on the size and setting of the institution. Smaller schools may need more support from outside agencies and thus have less control over their crisis management plan (Carnegie, 2016; Zdziarski et al., 2007). Concerning size and setting, Carnegie (2016) considers:

- If the institution type is public, private not-for-profit, or private for-profit;
- If the institution offers 2-year or 4-year programs;

- If the campus is primarily a commuter campus or if it is residential;
- Degrees awarded; and
- Full-time student enrollment numbers (FTE).

Carnegie calculates FTE by adding the number of full-time students to one-third the number of part-time students (Carnegie, 2016).

Institution type, degree programs, student housing status, degree awarded, and FTE are all characteristics which define an institutions. The overall risk of crisis and crisis type may be determined by these characteristics (Zdziarski et al., 2007). For the purpose of this study, it was important to determine if the responsibilities of the dean of students change based on any of these classifications.

Responsibilities in Campus Crisis Management

It is important to keep the university president and general counsel informed of the work of the crisis management team although it is not necessary for either position to play an active part on the team (Zdziarski, 2006). Smits and Ally (2003) introduced the idea of behavioral readiness. Behavioral readiness is defined as: "Responsibilities appropriate, understood, accepted, and rehearsed behaviors made consistent and coordinated at all levels of the organization through leadership and teamwork in order to facilitate crisis management-specific communication, decision-making, and control" (Smits & Ally, 2003, p. 2). According to Wooten and James (2008), crisis leadership competencies include “decision making, communication, creating organizational capabilities, sustaining an effective organizational culture, managing multiple constituencies, and developing human capital” (p. 354).

Booker (2011) suggested the responsibilities of crisis leaders should be clearly defined in the campus crisis management plan. An effective crisis management plan should consider all major crisis events, define responsibilities and responsibilities for all crisis team members, and should include evaluation that is supported by training (Booker, 2011, 2014; U.S. Department of Homeland Security, 2008). Booker (2011, 2014) connects responsibilities in crisis response to leadership competencies. Each phase of crisis management requires a different set of leadership competencies. Crisis leaders are responsible for receiving early warning signs of impending crisis (Booker, 2011, 2014). In Prevention, crisis leaders are called upon to either prevent the crisis from occurring or prepare for the impending crisis (Booker, 2011, 2014). Crisis leaders work to contain the crisis, preventing it from spreading to other areas of campus or to the local community (Booker, 2011, 2014). In the Recovery phase, crisis leaders work to return the campus to normal operations (Booker, 2011, 2014). Finally, Booker (2011, 2014) suggested evaluation where the team examines the response in an effort to learn and strengthen policies for the future (Booker, 2014; Wooten & James, 2008). Despite the critical need to understand the responsibilities of leadership in crisis, there is limited research in this area concerning the dean of students (Booker, 2014; Devitt & Borodzicz, 2008).

Responsibilities of the Dean of Students

The dean of students is responsible for planning, organizing, leading, and controlling the work of student services in higher education (Van Duser, 2002). It is believed that the word *dean* comes from the term *decanus*, which means one who has authority over 10 people. In addition to its significance in education, the term has roots

in military lingo, the civil service, and ecclesiastical history. The use of the term dean in higher education is credited to the church (Dinniman, 1977).

According to Dungy (2003), the dean of students typically responds to students, faculty, staff, parents, community members, and others concerned with student-related issues or concerns that arise on campus. Often this office carries the burden of helping students while establishing and enforcing both community standards and institutional standards at the same time (Dungy, 2003). The position also may be responsible for organizing and directing the institution's response to student crises (Dungy, 2003).

The original responsibilities of the Dean as disciplinarian has developed into a multi-faceted job description (Lilley, 1973). In the 1800s, college presidents realized they could no longer take care of their responsibilities while holding students accountable for the rules and facilitating students' lives outside the classroom (Chickering & Reisser, 1993; Clement & Rickard, 1992; Dinniman, 1977; Rudolph, 1990). Therefore, President Charles Eliot of Harvard College appointed LeBaron Briggs to the position of dean of students responsible for supervising student life outside the classroom in 1891 (Dinniman, 1977). The earliest deans of students focused on decorum and keeping students in line; however, as attitudes toward students have evolved in higher education, the responsibilities have steered toward education and advocacy (Hecklinger, 1972).

Current research on the responsibilities of the Dean of students in scarce. The Council for the Advancement of Standards in Higher Education (CAS) has developed 45 sets of standards for functional areas within higher education (CAS, 2016). These standards are accepted in higher education as the official benchmarks for effective service to students. Some examples of the 45 functional areas represented include Adult Learner

Programs and Services, Campus Information and Visitor Services, Civic Engagement and Service Learning Programs, and Lesbian, Gay, Bisexual, and Transgender Programs and Services (CAS, 2016). CAS, the organization responsible for defining industry standards in higher education, has not developed a set of standards for the dean of students.

The body of research concerning crisis management in higher education dates back about 15 years to the Zdziarski's research in 2001. However, a clear gap exists in the literature concerning the specific responsibilities of the dean of students in crisis management (Akers, 2007; Benjamin, 2014; Catullo, 2008; Chun, 2008; Duff, 2007; Johnson, 2007; Kelly, 2006; Peerbolte, 2010; Zdziarski, 2016; Zdziarski et al., 2007).

Chapter Summary

Campus crisis management has developed rapidly over the last few years, especially since the Virginia Tech tragedy. This topic has been addressed by state governments, the Department of Education, and the President of the United States. Colleges and universities are required to address crisis management in five phases: Prevention, Protection, Mitigation, Response and Recovery, and there are responsibilities for each phase. Further, there are campus teams assigned to take care of certain responsibilities in each phase. Although the dean of students is identified as a member of the campus crisis management team, the literature does not document the specific responsibilities of the dean of students in campus crisis management. This study proposes to fill that gap by identifying the responsibilities of the dean of students in campus crisis management.

CHAPTER III

RESEARCH METHODS

The purpose of this research is to discover the responsibilities of the dean of students in campus crisis management in Georgia colleges and universities. President Obama's Presidential Policy Directive-8 (PPD-8) defined five phases of crisis management that should be applied to all government agencies including colleges and universities: Prevention, Protection, Mitigation, Response, and Recovery (U.S. Department of Homeland Security, 2011). The U.S. Department of Education (2013) further described the five phases specifically as they apply to institutions of higher education. Zdziarski (2016) expanded this foundation by detailing several tasks that should be taken on by student affairs practitioners in each phase of crisis management. The responsibilities of the dean of students in crisis management were determined through this research based on which tasks deans of students identify as their responsibility on campus relative to their role as a member of the crisis management team.

Research Questions

This research sought to explore the responsibilities of the dean of students in crisis management. For the sake of this study, the phases of crisis management are defined by PPD-8 and described in the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* (U.S. Department of Homeland Security, 2011; U.S. Department of Education, 2013). Thus the overarching research question for this study was: What are the responsibilities of the dean of students in

campus crisis management in the state of Georgia? In addition, the following sub-questions helped to guide this study:

1. What phase(s) of crisis management are the deans of students responsible for in Georgia?
2. In which phase of crisis management do the deans of students in Georgia have primary responsibility?
3. What is the relationship between size and setting of an institution of higher education in Georgia and the responsibilities of the dean of students in crisis management?

Methods

The researcher hopes to gain an understanding of the responsibilities of the dean of students on the crisis management team by studying the crisis responsibilities of deans of students in Georgia. A quantitative approach is appropriate for this study because "survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2009, p. 12). Descriptive statistics were analyzed in order to summarize the responsibilities of the Dean of students in crisis management. In descriptive research, the researcher may analyze trends and patterns in order to answer research questions (Creswell, 2009). The researcher proposes to follow the descriptive quantitative research model presented by Creswell (2009). The stages in this research model include: (a) quantitative data collection, (b) quantitative data analysis, and (c) interpretation of the entire analysis (Creswell, 2009). This approach was chosen because descriptive statistics allowed the

researcher to discover trends and patterns in the responsibilities of the dean of students in higher education.

Population

The researcher chose the state of Georgia for this research due to accessibility and the diverse range of institutions represented in the state. There are 2-year institutions, historically Black institutions, rural institutions as well as metropolitan institutions. The colleges and universities Georgia range in size, student demographics, and mission. This variety allows for collection of a broad spectrum of experiences from participants. According to Carnegie classifications (2016), the state of Georgia offers 45 2-year institutions and 84 4-year or above institutions. Further, there are 38 private for-profit institutions, 35 private not-for-profit institutions, and 56 public institutions in the state of Georgia (Carnegie, 2016). This research included all college administrators with the working title dean of students within the state of Georgia in order to take advantage of the diverse characteristics of colleges and universities in the state. Titles of participants may include Dean of Students, Vice President and Dean of Students, Associate Vice President and Dean of Students as well as Interim Dean of Students.

In 2015, the Carnegie Foundation identified 130 IHEs in the state of Georgia. This list included public institutions, private not-for-profit institutions, and private for-profit institutions (Carnegie, 2015). The diversity of institution types within the state strengthens this study. Within the state of Georgia, there are: 4-year institutions, 2-year institutions, professional schools, historically black institutions, rural institutions, metropolitan institutions, faith-based institutions, gender-based institutions, and comprehensive private institutions (Carnegie, 2015). The colleges and universities in the

state of Georgia range in size, student demographics, and mission. This variety allows for collection of a broad spectrum of experiences from participants.

Table 2

Higher Education Institution Types in Georgia

Institution Type	Count
Public	55
Private Not-for-profit	35
Private For-Profit	38

Table 3

Size and Setting of all Georgia IHEs

Size and Setting	Count
Exclusively graduate/professional	5
Four-year, large, highly residential	2
Four-year, large, primarily nonresidential	4
Four-year, large, primarily residential	3
Four-year, medium, highly residential	3
Four-year, medium, primarily nonresidential	9
Four-year, medium, primarily residential	6
Four-year, small, highly residential	10
Four-year, small, primarily nonresidential	10
Four-year, small, primarily residential	5

Four-year, very small, highly residential	6
Four-year, very small, primarily nonresidential	17
Four-year, very small, primarily residential	3
Two-year, large	2
Two-year, medium	12
Two-year, small	16
Two-year, very large	1
Two-year, very small	14

Sample and Sampling

Of the 128 IHEs in Georgia, 51 institutions have an administrator with the working title “dean of students”. Administrators with the working title “dean of students” were identified through a website search of each institution in the state of Georgia. The researcher serves as dean of students at one IHE in the state of Georgia; this institution was not included in this study. The total number of surveys proposed to be distributed was 50.

Both convenience and purposeful sampling were used for this study. This sample is convenient because the researcher is a sitting dean of students in Georgia and expected her connections with other deans of students within the state to yield a high response rate. This sample is purposeful because only administrators with the working title “dean of

students" were selected to participate. The researcher was cautious concerning bias in this study since she is closely connected to this topic professionally.

Table 4

Georgia IHEs with a Dean of students

Institution Type	Count
Public	28[a]
Private Not-for-profit	22
Private For-Profit	0

[a] The institution of the researcher has been excluded.

According to Sue and Ritter (2007), the average response rate for web-based surveys is approximately 30%. Conradt (2011) identified several factors that increase response rate including format, time it takes to complete the survey versus the value of the research, and incentives. Based on Conradt's research, the instrument in this research took participants no more than 10 minutes to complete. Further, the format is user-friendly and the questions are clear based on the results of the pilot study. Finally, deans of students will find the results of this study valuable as they are quite familiar with the consequences of responding to crisis ineffectively.

Instrumentation

The survey instrument was developed based on the phases of crisis management as defined by PPD-8 and the tasks for each phase as described by Zdziarski (2016). The researcher developed a survey instrument using Qualtrics© software that was distributed to participants and returned to the researcher through electronic mail. The results of the survey were analyzed through the Microsoft Excel© software by the researcher.

The survey consisted of three sections: qualification, type of institution, and responsibilities in crisis. In the qualification section, the researcher ensured that each person who answered the survey did indeed have dean of students as a part of his or her working title. Any participant who answered no to this qualifying question was disqualified from the study and directed to the thank you page of the survey. The next page of the survey analyzed the knowledge level of the participant of his or her responsibilities during a campus crisis. Participants indicated if they are very knowledgeable, moderately aware, or if they have no idea of their specific responsibilities during a campus crisis. In the type of institution section, participants described their institutions by identifying if they work at a public or private institution; further, participants chose the size and setting of their institution as defined by Carnegie. Size and setting, as defined by Carnegie, include number of full-time enrolled students, degrees granted, and whether the institution is a residential or commuter campus. In the final section of the survey, participants answered a series of yes or no questions identifying the tasks they are responsible for in each phase of crisis management. The survey was open to participants for two weeks.

The Qualtrics© web-based survey system allows for a convenient and economical means to create the survey, distribute the survey, and analyze the results of the survey. The Qualtrics© system allows the researcher to identify which participants have not completed the survey while protecting the privacy of the responses of each participant.

Pilot Study

The survey was piloted with 10 deans of students outside of Georgia. The purpose of the pilot study was to identify challenges with the survey instructions,

questions, and rating scales. Seven out of the 10 pilot study participants completed the survey. Participants were given an opportunity to submit feedback about the survey to the researcher. Slight adjustments were made to the survey based on pilot feedback. The data collected in the pilot study were not used to answer research questions for the primary study. Data from the primary study were collected and calculated through Qualtrics©, and the researcher analyzed the results using Microsoft Excel©.

Data Collection

Prior to data collection, the researcher sought and obtained approval from the Institutional Review Board (IRB) of Georgia Southern University. The researcher identified all institutions in the state of Georgia through a search of the Carnegie Classifications (2015) website. Next, the researcher identified staff member(s) with the working title *dean of students* and obtained the email address of those administrators from the websites of each institution, campus directories, and other public documents. Each participant in the sample received a cover letter and a link to the electronic survey by electronic mail. The welcome page of the survey included a passive consent form, instructions for completing the survey, and steps to receiving a research summary when the study is complete. All data were collected electronically through Qualtrics© and analyzed through SPSS©. After one week, a reminder email was sent to participants who had not competed the survey. The survey was available to participants for a period of two weeks.

Data Analysis

Data were analyzed through the use of descriptive statistics, independent t-test, and one-way ANOVA test. Descriptive statistics (mean, median, mode, and range) were

used to answer the overarching research questions in this study as well as sub-questions number one and number two using Microsoft Excel©. Sub-question number three required comparison. Therefore, independent t-tests were used to compare size and setting for categories with two variables (institution type and degree programs), and the one-way ANOVA test was used to compare categories with multiple variables like FTE and student housing status using SPSS©. The results were reported using numbers, tables, and narrative description of the data.

Limitations, Delimitations, and Assumptions

A primary limitation of quantitative research is the lack of opportunity to understand the details of a phenomenon because participants are limited in their answer options (Creswell, 2009). However, this is often the case when a phenomenon is new and the study of it is in its infancy. Additionally, the results of this research may not be generalized to the entire population of deans of students because the small sample size may not be representative of deans of students throughout the US. However, this study seeks to reflect significant representation of all deans of students in Georgia. The results may be generalized to other states with similar characteristics. Finally, the deans in this sample may have more in common concerning their responsibilities and training than participants in a larger sample because the deans in this sample belong to systems which set training agendas for member institutions. However, the types of institutions comprising this sample allowed for variation in the results. Nonetheless, this study is intended to serve as foundational research to be expanded through additional studies.

A delimitation of this study is that the researcher chose to select participants only from Georgia due to proximity and the diversity of institutions in the state. The state of

Georgia houses public, private not-for-profit, and private for-profit schools. Among these institutions are technical schools, historically black colleges and universities, and professional schools. Student enrollments range from less than 1,000 to over 35,000 (Sanderlin, 2016).

There were several assumptions that framed this study. First, it was assumed that the deans of students in the sample have responsibilities in campus crisis management. It is also assumed that the job duties and responsibilities of a dean of students are similar across all sampled institutions. This research further assumed that deans of students within the state of Georgia have a comparable level of education and work experience. Finally, this study assumed the deans of students within the state of Georgia have sufficient experience within their responsibilities to share requested information with the researcher.

Chapter Summary

This quantitative descriptive study was conducted through an electronic survey using the Qualtrics© web-based survey system. Participants included all higher education administrators within the state of Georgia who have the working title dean of students. The researcher created and distributed a survey instrument using the Qualtrics© web-based survey system that analyzed the responsibilities of the dean of students in crisis management by having participants identify which crisis management tasks they are responsible for on their campuses. The instrument was piloted to 10 deans of students outside of Georgia in order to test for validity. The results were analyzed through use of the Microsoft Excel© software and SPSS© software. These findings were presented in Chapter IV of this document using numbers, tables, and narrative.

CHAPTER IV

RESULTS of the STUDY

This quantitative descriptive study explored the responsibilities of the deans of students in state of Georgia relative to campus crisis management. For the sake of this study, the phases of crisis management are defined by PPD-8 and described in the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* (U.S. Department of Education, 2013). Thus the overarching research question for this study was: What are the responsibilities of the dean of students in campus crisis management in the state of Georgia? In addition, the following sub-questions also guided this study:

1. What phase(s) of crisis management are the deans of students responsible for in Georgia?
2. In which phase of crisis management do the deans of students in Georgia have primary responsibility?
3. What is the relationship between size and setting of an institution of higher education in Georgia and the responsibilities of the dean of students in crisis management?

This chapter includes a description of the participants in this study followed by the findings based on their responses to the survey instrument. The chapter concludes with comparison data of the responses based on size and setting of the IHEs represented. Chapter V presented an analysis of these findings and recommendations for future study.

Response Rate

The researcher identified 51 higher education administrators in the state of Georgia with the working title “dean of students”. Only 50 deans of students in the state of Georgia qualified to participate. Because the researcher serves as dean of students in the state of Georgia, there were no data collected from the home institution of the researcher. Out of 50 eligible participants, 25 deans of students in the state of Georgia participated in the survey. However, two participants submitted the survey without completing the majority of the questions; one such participant was disqualified after answering “No” to the qualifying question, and the second such participants failed to answer any questions in Part III of the survey. The incomplete submissions were left out of the results making the total number of responses reported for the research =23 and the response rate for this research was 46%.

There were 35 questions in the survey instrument: three qualification questions, four size and setting questions, and 28 questions about responsibilities within the five phases of crisis management. The first question in the survey, “Are you the Dean of students at your current institution?” was the only required question; this question was required in order to ensure accuracy in the sample. Out of 26 participants, one participant answered “No” to the required question. The survey was designed to disallow any participant who answered “No” this this qualifying question. All other questions had at least 23 responses.

Table 5 presents a frequency distribution of questions answered. The table displays the number of participants who answered each question in order of number of responses and frequency of responses. This table also refers to the page number in the

final chapter of *The Handbook of Student Affairs Administration* where Zdziarski (2016) explains each of the responsibilities assessed in this research project.

Table 5

Frequency of responses

Question Topic	Page Reference: Zdziarski (2016)	Number of Respondents	Frequency % Total
Dean of Students		25	100%
Responsible for Crisis Management		24	96%
Public of Private		24	96%
Degree Programs		24	96%
Residency		24	96%
Enrollment		24	96%
Knowledge of Responsibilities		23	92%
Prevention: Identifying Distress and disruption	p. 623	23	92%
Prevention: Resolve Issues	p. 623	23	92%
Prevention: Campus Crisis Teams	p. 623	23	92%
Prevention: Training	p. 624	23	92%
Prevention: Documentation of behavior team	p. 624	23	92%
Prevention: Intervene with support	p. 623	23	92%
Prevention: Leadership in Crisis Teams	p. 624	23	92%

Prevention: Online reporting system	p. 624	23	92%
Protection: Clery Reporting	p. 625	23	92%
Protection: Support Clery Reporting	p. 625	23	92%
Protection: Disseminate Clery Report	p. 625	23	92%
Protection: Compose Timely Warnings	p. 625	23	92%
Protection: Send Timely Warnings	p. 626	23	92%
Protection: Create Emergency Notification	p. 625	23	92%
Protection: Send Emergency Notification	p. 626	23	92%
Protection: Message templates	p. 627	23	92%
Mitigation: Lockdown Procedures	p. 628	23	92%
Mitigation: Lockdown activities	p. 628	23	92%
Mitigation: Shelter in Place Procedures	p. 628	23	92%
Mitigation: Shelter in Place Activities	p. 628	23	92%
Response: Account for Students	p. 629	23	92%

Response: Procedures for Accounting for students	p. 630	23	92%
Response: Resources and Records	p. 630	23	92%
Recovery: Resources for Students	p. 631	23	92%
Recovery: Follow-up Care	p. 631	23	92%
Recovery: Meetings with affected students	p. 631	23	92%
Recovery: Memorial Services	pp. 631-632	23	92%
Recovery: Memorials on campus	p. 632	23	92%

Note. Percentage of questions answered based on 25 participants (*n*=25).

A total number of *N*=23 participants (92%) answered 29 of the total 35 questions. A total of 24 participants (96%) answered 5 of the 35 questions, and 25 participants (100%) answered question number one of the survey.

Qualifying Questions

In addition to the mandatory question concerning working title, the researcher asked two more qualifying questions to assess the experience and self-reported knowledge level of participants. When asked "Are you responsible for campus crisis management at any level at your current institution?" *N*=24 participants (96%) responded, *N*=22 answering "Yes" and *N*=2 answering "No". The researcher presented participants with a Likert Scale of options (Strongly Agree, Agree, Somewhat Agree, Disagree, and Strongly Disagree) in order to indicate their level of agreement with the following prompt, "I am very knowledgeable of my responsibilities before, during, and after a campus crisis". 92% of participants (*N*=23) answered this question with *N*=8

indicating “Strongly Agree”, *N*=6 indicating “Agree”, *N*=8 indicating “Somewhat agree”, *N*=1 indicating “Disagree, and *N*=0 indicating “Strongly Disagree”. Table 6 below outlines these results.

Table 6

Dean of students Knowledge of their Responsibilities in Crisis Management

Level of Agreement	Number of Respondents	Percentage
Strongly Agree	8	34.78%
Agree	6	26.09%
Somewhat Agree	8	34.78%
Disagree	1	4.35%
Strongly Disagree	0	0.00%
Total	23	100.00%

Note. Calculated based on 23 total responses (*n*=23)

Size and Setting

The Carnegie Classification of Institutions of Higher Education (2016) considers the following institutional characteristics concerning size and setting of an institution of higher education: institution type, programs of study, student housing status, degrees awarded, and full time student enrollment numbers. The researcher asked four questions based on the definitions of size and setting as defined by Carnegie (2016). First, the researcher explored institution type; three institution types identified by Carnegie are public, private not-for-profit, and private for-profit institutions. None of the Private for-profit institutions in the state of Georgia were included in this study because none of them had an administrator with the working title “dean of students”. Out of *N*=23

participants (100%) who were analyzed in this category, *n*=14 (60.87%) institutions were identified as public and *n*=9 (39.13%) institutions were identified as private not-for-profit. See Table 7 for a depiction of these results.

Table 7

Institution Type

Institution type	Number of respondents	Percentage
Public	14	60.87%
Private not-for-profit	9	39.13%
Total	23	100.00%

Next the researcher explored degree programs offered at the home institutions of the participants. Two options based on Carnegie Classifications were presented to participants: “2-Year Associates” and “4-Year Bachelors or Higher”. *N*=23 participants (100%) were analyzed in this category with *n*=3 (13.04%) indicating 2-Year Associates and *n*=20 (86.96%) indicating 4-Year Bachelors or Higher. Table 8 below presents these results.

Table 8

Degree Programs

Degree Programs	Number of Respondents	Percentage
2-Year Associates	3	13.04%
4-Year Bachelors or Higher	20	86.96%
Total	23	100.00%

Further, the researcher presented a question concerning the number of students who live on campus for each institution. The options, as defined by Carnegie (2016), were as follows: Non-residential (fewer than 25% live on campus), Primarily Residential (25-49% live on campus), and Highly Residential (at least 50% live on campus. *N*=23 participants (100%) will be considered in this category, specifically *n*=10 (43.48%) Non-residential, *n*=6 (26.09%) Primarily Residential and *n*=7 (30.43%) Highly Residential. Table 9 below displays these results.

Table 9

Residency

Residency	Number (n)	Percentage
Non-Residential (fewer than 25% live on campus)	10	43.48%
Primarily Residential (25-49% live on campus)	6	26.09%
Highly Residential (at least 50% live on campus)	7	30.43%
Total	23	100.00%

The final category of size and setting explored in this research was full-time student enrollment (FTE). Carnegie (2016) divided institutions into four categories: Fewer than 1,000 students (very small), 1,000-2,999 (small), 3,000-9,999 (medium), and At least 10,000 (large). *N*=23 participants will be considered in this category as follows: *n*=4 indicated Fewer than 1,000 full time students, *n*=7 indicated 1,000- 2,999 full time enrolled students, *n=7* indicated 3,000-9,999, and *n*=5 indicated 10,000 or more full time students. See Table 10 for details.

Table 10

Full time Enrolled Students (FTE)

Enrollment	Number (*n*)	Percentage
Very Small- Fewer than 1,000	4	17.39%
Small- 1,000-2,999	7	30.43%
Medium- 3,000-9,999	7	30.43%
Large- 10,000 or more	5	21.74%
Total	23	100.00%

Findings

The study was guided by one overarching research question and three sub-questions regarding the responsibilities of the dean of students in campus crisis management. The five phases of crisis management were defined by PPD-8 and described in the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* (U.S. Department of Education, 2013). Zdziarski (2016) recommended several responsibilities of student affairs professionals within the five phases of crisis management. For the purpose of this study, the researcher asked each participant to indicate if he or she is responsible for the tasks Zdziarski (2016) suggested in his or her role as Dean of students in the state of Georgia. The responses to these questions are outlined below.

Phases of Responsibility

Prevention phase. In section two of the survey, participants were presented with eight responsibilities of student affairs professionals within the Prevention phase. The

following paragraph outlines the results concerning each of the eight responsibilities in the Prevention phase as indicated by the 23 (*n*=23) respondents who answered all questions in this phase.

The vast majority of participants responded in the affirmative that they have responsibilities in the eight areas of the Prevention phase. The range for "yes" responses was 34.8% with 65.2% (Managing an online reporting system) as the lowest score and 100% (Attempting to resolve issues that could lead to potential violent outcomes and the responsibility to intervene with support and assistance for individuals who exhibit distressing or disruptive behavior on campus) as the highest score. The mean of "yes" responses in this section was 86.86%, the median was 89.13%, and the modes were 78.3% and 100%. See Table 11 for responses to individual questions.

Table 11

Responsibilities in the Prevention Phase

	"YES" (*n*)	Frequency	"NO" (*n*)	Frequency
Identify individuals	20	86.96%	3	13.0%
Resolve issues	23	100.0%	0	0.00%
Involvement in campus teams	22	95.80%	1	4.35%
Training	18	78.30%	5	21.7%
Documenting team processes	18	78.30%	5	21.7%
Support and assistance	23	100.0%	0	0.00%

Leadership in campus teams	21	91.30%	2	8.70%
Online reporting system	15	65.20%	8	34.8%
Mean for Prevention Phase	20	86.96%	3	13.0%

The survey instrument was set so that any participant who answered “NO” to all questions in the Prevention phase were given the option of listing the working titles of those on their campus who are responsible for the tasks in this area. There was not one participant who answered “NO” to all questions in the Prevention section of the survey.

Protection phase. In the next section of the survey, participants were presented with eight questions concerning the responsibilities of Student Affairs professionals in the Protection phase. The majority of the 23 (n=23) respondents who completed this section responded “no” to most of the responsibilities within the Protection phase. The range for “yes” responses in the Protection phase was 52.2% with 13% of responding “yes” to three responsibilities within the Protection phase (Have primary responsibility for Clery reporting, have responsibility for disseminating Clery report data to campus stakeholders, and Developing message templates to be used as timely warning messages or emergency notification messages) and 65.2% responding “yes” to on responsibility within this phase (Support Clery reporting by submitting crime data to your campus representative). The mean for “yes” responses for the Protection phase was 23.5% with a median of 17.4% and a mode of 13%. See table 12 for details concerning each responsibility in the phase.

Table 12

Responsibilities in the Protection Phase

	"YES" (*n*)	Frequency	"NO" (*n*)	Frequency
Primary responsibility for Clery Reporting	3	13.0%	20	87.0%
Submit data for Clery	15	65.2%	8	34.8%
Disseminate Clery Report	3	13.0%	20	87.0%
Compose Timely Warnings	6	26.1%	17	73.9%
Send Timely Warnings	5	21.7%	18	78.3%
Create Emergency Notification Messages	4	17.4%	19	82.6%
Send emergency notification Messages	4	17.4%	19	82.6%
Develop Message templates	3	13.0%	20	87.0%
Mean for Protection Phase	5.4	23.5%	17.6	76.5%

Any participant who answered "NO" to all questions in the Protection phase were given the option of listing the working titles of those on their campus who are responsible for the tasks in this area. Participants submitted the following responses:

- Chief of Police (*n*=4)
- Director of Public Safety (*n*=2)
- University Relations Office (*n*=1)
- Student Conduct (*n*=1)
- Vice President of Enrollment and Student Services (*n*=1)
- Associate Vice President for External Relations (*n*=1)

Based on the responses in this section, there are a variety of administrators in the state of Georgia who have responsibilities for the Protection phase of campus crisis management.

Mitigation phase. Concerning the Mitigation phase, participants were presented with four questions surrounding two main concepts for this phase: campus lockdown and shelter-in-place. Of the 23 (*n*=23) responses in this section, the majority of respondents answered “no” to the responsibilities in the Mitigation phase. The range for “yes” responses in this section was 8.7% where the lowest score, 30.4%, was represented with two responsibilities (Creating lockdown procedures and giving the directive to shelter-in-place). The highest score in this section was 39.1% of respondents answering “yes” for the responsibility of directing lockdown activities. The mean score for “yes” responses in the Mitigation phase was 33.7% while the median score was 32.6% and the mode was 30.4%. Scores for all responsibilities in the Mitigation phase are displayed in Table 13.

Table 13

Responsibilities in the Mitigation Phase

	"YES" (*n*)	Frequency	"NO"(*n*)	Frequency
Creating lockdown procedures	7	30.4%	16	69.6%
Directing lockdown activities	9	39.1%	14	60.9%
Creating shelter-in-place protocols	8	34.8%	15	65.2%
Giving the directive to shelter-in-place	7	30.4%	16	69.6%
Mean for Mitigation Phase	7.75	33.7%	15.25	66.3%

Any participant who answered "NO" to all questions in the Mitigation phase were given the option of listing the working titles of those on their campus who are responsible for the tasks in this area. Participants submitted the following responses:

- Public Safety (*n*=6)
- Chief of Police (*n*=5)
- Director of Critical Incident, Response, and Preparedness (*n*=2)
- Emergency Management (*n*=1)
- N/A (*n*=1)

Based on these responses, the majority of the responsibility for the Mitigation phase of campus crisis management in the state of Georgia belongs to public safety and police departments.

Response phase. The survey instrument presented three questions based on responsibilities for the Response phase. The majority of the 23 respondents (*n*=23) answered "yes" to all of the responsibilities presented in the Response phase. The range for "yes" responses in this section was 8.7% which represented a low score of 73.9% (Ensuring that important resources, databases, and records are available) and a high score of 78.3% (Responsibility for accounting for the whereabouts of students during a crisis situation). The mean score and the median for "yes" responses in the Response phase was 73.9%. There was no mode for the Response phase. Table 14 represents all scores from the Response phase.

Table 14

Responsibilities in the Response Phase

	"YES" (*n*)	Frequency	"NO" (*n*)	Frequency
Accounting for the whereabouts of students	18	78.3%	5	21.7%
Developing a method for accounting for students	16	69.6%	7	30.4%

Ensuring availability of resources, databases, and records	17	73.9%	6	26.1%
Mean for Response Phase	17	73.9%	6	26.1%

Any participant who answered “NO” to all questions in the Response phase were given the option of listing the working titles of those on their campus who are responsible for the tasks in this area. Participants submitted the following responses:

- Public Safety (*n*=2)
- Registrar (*n*=1)

Overwhelmingly, the results in this section show the deans of students in the state of Georgia carry the responsibility for Response phase. However, the registrar and public safety departments take care of these responsibilities for a few institutions.

Recovery phase. The survey instrument presented five questions focused on care and support post-crisis in the Recovery phase. The majority of the 23 respondents (n=23) who completed this section responded “yes” to all five responsibilities proposed in this section. The range for “yes” responses in the Recovery phase was 26.1% representing a low score of 73.9% for establishing memorials on campus and a high score of 100% for connecting students with appropriate resources after a crisis. The mean for “yes” responses in the Recovery phase was 90.4% with a median score of 91.3%. There was no

mode score in this section. See Table 15 for responses for each responsibility in the Recovery phase.

Table 15

Responsibilities in the Recovery Phase

	"YES" (*n*)	Frequency	"NO" (*n*)	Frequency
Connect students with resources	23	100.0%	0	0.00%
Follow-up care and support of students	22	95.7%	1	4.30%
Meeting with affected students	21	91.3%	2	8.70%
Planning and supporting memorial services	20	87.0%	3	13.0%
Establishing memorials (trees or scholarships)	17	73.9%	6	26.1%
Mean for Recovery Phase	20.8	90.4%	2.4	10.4%

Any participant who answered "NO" to all questions in the Recovery phase were given the option of listing the working titles of those on their campus who are responsible

for the tasks in this area. There was not a participant who answered "NO" to all questions in the Recovery section of the survey.

In order to answer sub-question 1, the researcher compared the mean scores for affirmative answers from each phase. Participants were asked to respond "yes" or "no" to each suggested responsibility within each phase of crisis management. A "yes" answer denotes this is a responsibility of the dean of students. The score for each responsibility denotes the number of participants who agreed on that particular responsibility belonging to the dean of students. The mean scores for each phase represent the average number of participants who agreed that each responsibility belongs to the Dean of students. A higher mean indicates more agreement from deans of students in Georgia on the responsibilities in a particular phase. The mean for each phase of crisis management were as follows:

Table 16

Means of "Yes" Responses

Phase	Ranking	Mean
Recovery	1	90.40%
Prevention	2	86.96%
Response	3	73.90%
Mitigation	4	33.70%
Protection	5	23.50%

Primary Responsibilities across Phases

In order to determine primary responsibility, the researcher once again compared the means of "yes" responses in each phase. See Table 16 for the ranking order of "yes" responses for each phase. According to the responses in this study, Deans of Students in the state of Georgia have the most responsibility in the Recovery phase with the Prevention phase showing as a close second and the response phase was ranked third. Primary responsibility should only be considered in these three phases since the means in all three were more than 50%. Further, there were two questions in the Prevention phase and one question in the Recovery phase where 100% of participants responded "yes". Deans of students in Georgia reported primary responsibility in the Recovery, Prevention, and Response phases of crisis management.

Size, Setting, and Responsibilities

The researcher collected data concerning four groups of variables that defined size and setting: institution type, degree programs, student housing status, and full time student enrollment numbers (FTE). Carnegie defines these designations as "Size and Setting" of an institution of higher education. Carnegie presents three variables within institution type: Public, Private For-Profit, and Private Not-for-Profit. All three designations are represented in the state of Georgia. However, none of the Private For-Profit institutions in the state of Georgia proved to have an administrator with the working title "dean of students". Therefore, there are no Private For-Profit institutions represented in this research. There are nine Private Not-for-Profit institutions and 14 Public institutions from the state of Georgia represented in this research, because the above mentioned is the designations of the institutions that completed to this survey.

Nine private not-for-profit institutions represented 43% of the sample population where *N*=21. Fourteen public institutions represent 54% where *N*=26. For the purpose of this research, the sample population is defined as institutions of higher education in the state of Georgia that have an administrator designated by the working title "dean of students". Sample percentages were calculated based on this sample population (*n*).

Concerning degree programs, Carnegie recognizes two categories: 2-year Associates degrees and 4-year Bachelors and or higher. Of those who completed the survey, three institutions identified as 2-year Associates degrees and 20 institutions identified as 4-year Bachelors or higher. The number of 2-year Associates degree offering universities may appear quite low. However, considering there are only five 2-year Associates offering institutions who have an administrator with the working title Dean of students in the state of Georgia, this sample represents 40% of that sample population. Of institutions offering 4-year bachelor degrees or higher in the state of Georgia that also have an administrator with the working title "dean of students". This sample of 20 institutions represents 43% of the sample population where *N*=46.

Concerning student housing status, Carnegie considers three categories: highly residential, primarily residential, and non-residential. An institution has been designated highly residential when at least 50% of the full time students enrolled live on campus. There are seven institutions of this type represented in this data which represents 39% of the sample population where *N*=18. Carnegie classifies an institution as Primarily Residential when 25%-49% of full-time enrolled students live on campus. There are six primarily residential institutions represented in this sample which accounts for 55% of the sample population where *N*=11. Finally, institutions that have been designated as Non-

residential have fewer than 25% of full time enrolled students living on campus. There are 10 non-residential institutions represented in this sample which accounts for 83% of the sample population where *N*=12.

In the final category of Size and Setting, Carnegie recognizes full-time student enrollment (FTE). FTE is divided into four designations: very small, small, medium, and large. Very small institutions have fewer than 1,000 FTE. There are four very small institutions represented in this sample which represents 57% of the sample population where *N*=7. Small institutions are designated for having 1,000-2,999 FTE students. This data includes eight small institutions which accounts for 50% of the sample population where *N*=16. Medium colleges and universities are defined by 3,000-9,999 FTE students. There are seven medium institutions included in this data representing 47% of the sample population where N=15. In the final FTE category, large institutions are defined by having at least 10,000 FTE students. There are six large institutions included in this data representing 75% of the sample population where there are eight total large institutions in the state of Georgia (*n*=8). Considering the sample percentages, each institution type for the sample population are well represented in this research.

The researcher compared the frequency of responses in each category of size and setting as well as the mean scores in each category in an effort to determine if these institutional characteristics have any effect on the responsibilities of the dean of students in crisis management in Georgia as reported by deans of students in the state. The frequency scores show sparse variation in the areas of institution type, degree programs, and FTE. Institution type was the only category of size and setting which showed a

statistically significant difference in "yes" responses between private not-for-profit institutions and public institutions.

Figure 2

Response Percentage: Institution Type

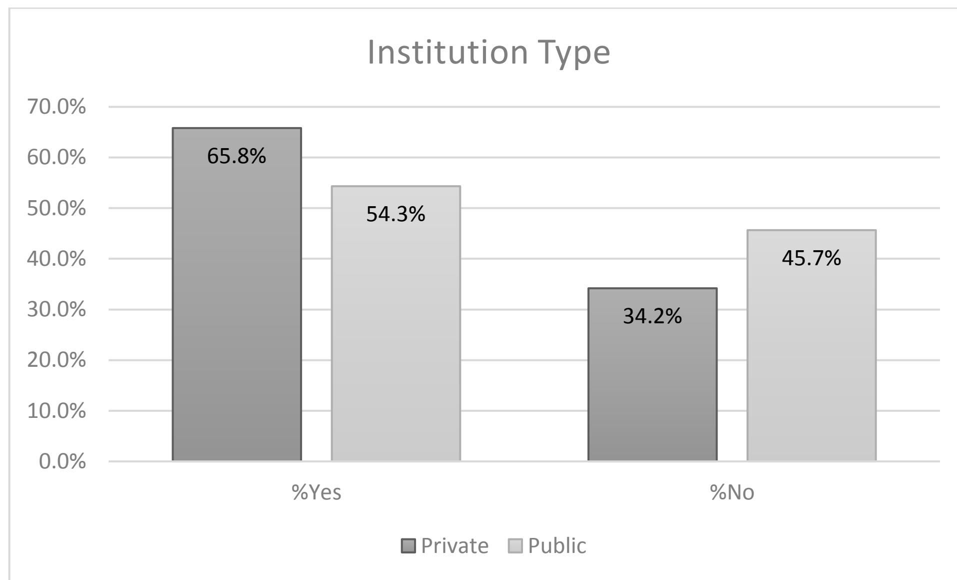


Figure 2 depicts the total percentage of "yes" responses and the percentage of "no" responses for all phases of crisis management based on institution type. There was 11.5% difference between responses submitted by deans representing private institutions compared to responses submitted by deans who serve at public institutions. Among deans of students in the state of Georgia (n=23) there was a statistically significant difference in the "yes" responses from private not-for-profit institutions (M= 19.33, SD=5.385) when compared to "yes" responses from public institutions (M=15.21, SD=3.446) where p= .035 ($p \leq .05$). When institutional type is analyzed according to phase of crisis management, the significant difference occurs in the Protection phase (p= .001) and in the Mitigation phase (p= .008).

Figure 3

Response Percentage: Degree Programs

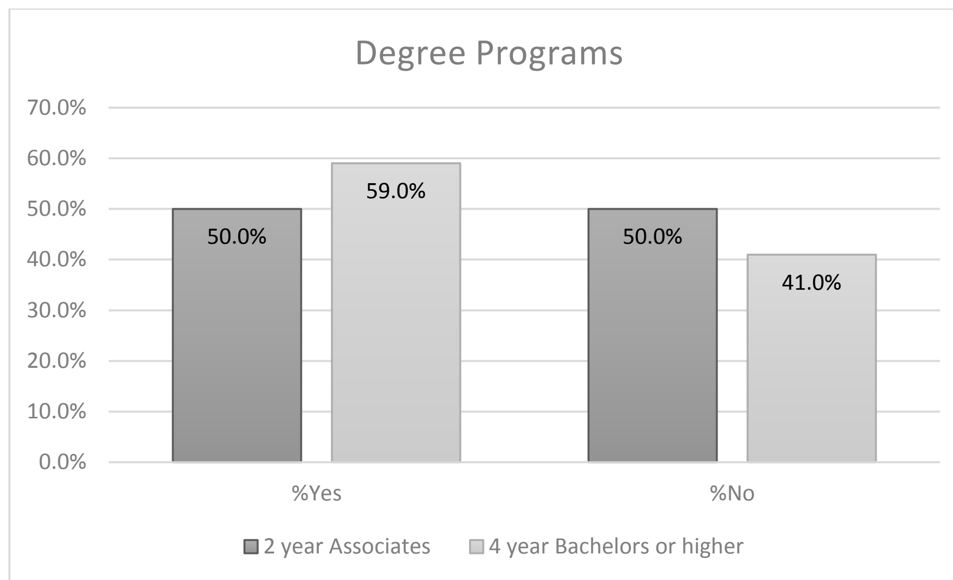


Figure 3 portrays the percentage of "yes" responses and the percentage of "no" responses for all phases of crisis management based on degree program offered. These frequency scores showed 9% difference between responses submitted by deans representing 2-year Associates degrees compared to responses submitted by deans who represent institutions that offer 4-year Bachelor degrees or higher. Among deans of students in the state of Georgia (n=23) there was no statistically significant difference in the "yes" responses from institutions that offer 2-year Associate degrees (M= 18.33, SD=7.767) when compared to "yes" responses from institutions that offer 4-year Bachelor degrees or higher (M=16.60, SD= 4.297) where p= .561 ($p \geq .05$).

Figure 4

Response Percentage: FTE

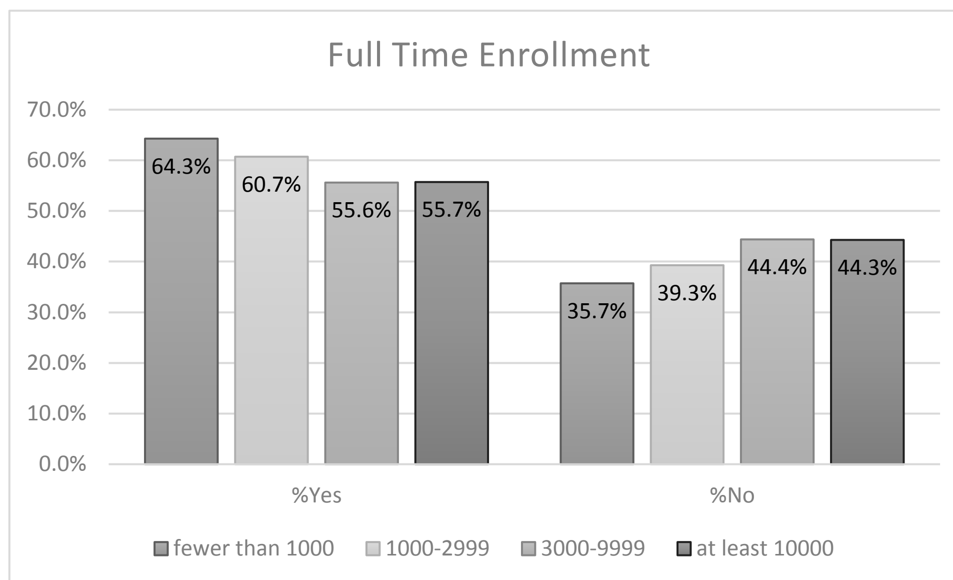


Figure 4 illustrates the percentage of "yes" responses and the percentage of "no" responses for all phases of crisis management based on FTE. There was 8.7% difference in frequency between the two most extreme categories in this category which were fewer than 1,000 and 3,000-9,999. Among deans of students in the state of Georgia (*n*=23) there was no statistically significant difference in the "yes" responses based on FTE where p= .412 ($p \geq .05$). Table 17 displays the number (*n*), mean (*M*), and standard deviation (*SD*) for each category of FTE in this study.

Table 17

Comparative Statistics of "yes" responses for FTE

FTE	*n*	*M*	*SD*
Fewer than 1,000	4	20.25	4.787
1,000- 2,999	7	17.00	6.164
3,000- 9,999	7	15.57	3.690

At least 10,000	5	15.60	2.966
Total	23	16.83	4.668

Figure 5

Response Percentage: Student Housing Status

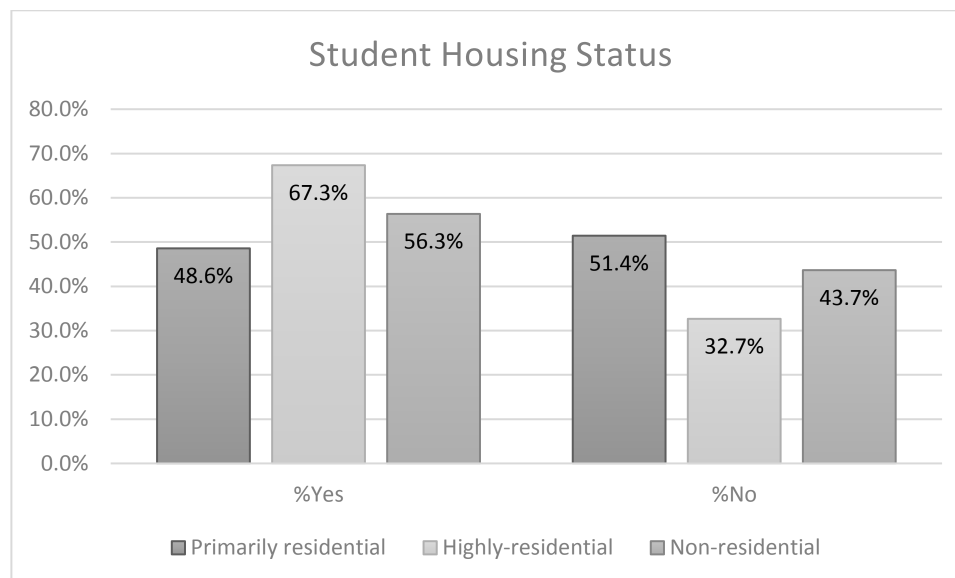


Figure 5 illustrates the percentage of "yes" responses and the percentage of "no" responses for all phases of crisis management based on student housing status. Although there was a difference of 18.7 percentage points between the responses from highly residential institutions and primarily residential institutions, there was no statistically significant difference in the "yes" responses based on student housing status where p= .226 ($p \geq .05$). Table 18 displays the number (*n*), mean (*M*), and standard deviation (*SD*) for each category of student housing status in this study.

Table 18

Comparative Statistics of "yes" responses for student housing status

Housing Status	*n*	*M*	*SD*
Highly Residential (at least 50% live on campus)	7	18.86	5.047
Primarily Residential (25-49% live on campus)	6	14.33	2.805
Non-Residential (fewer than 25% live on campus)	10	16.90	4.954
Total	23	16.83	4.668

Responsibilities in Crisis Management

The overarching research question in this study was "What are the responsibilities of the dean of students in campus crisis management in the state of Georgia". In response to this question the researcher identified every responsibility from each phase of crisis management where 85% or more participants responded "yes". The researcher chose 85% because this number marked the largest gap in mean scores; the next highest mean after 85% was 78.30%. There was a seven point gap between these scores. This analysis resulted in 9 responsibilities of the deans of students in campus crisis

management in the state of Georgia. These responsibilities are listed below in ranking order:

1. Recovery- Connecting students with appropriate resources after a crisis (i.e. physical or mental health resources) (100%)
2. Prevention- Attempting to resolve issues that could lead to potential violent outcomes (100%)
3. Prevention- Intervene with support and assistance for individuals who exhibit distressing or disruptive behavior on campus (100%)
4. Prevention- Involvement in campus threat assessment team, behavioral intervention team, or care team (95.8%)
5. Recovery- Follow-up care and support of students after a campus crisis (95.7%)
6. Recovery- Facilitating meetings with affected students after a campus crisis (91.3%)
7. Prevention- Leadership in campus threat assessment team, behavioral intervention team, or care team (91.3%)
8. Recovery- Planning or supporting memorial services after a campus crisis (87%)
9. Prevention- Identify individuals on campus that exhibit distressing or disruptive behaviors (86.96%)

Summary of Findings

All college and university administrators with the working title "Dean of Students" in the state of Georgia were extended an invitation to contribute to this study by completing an electronic survey. The researcher received 23 completed surveys back out of the 50 invitations sent. The results presented in this chapter are based on the

responses from these 23 administrators. The participants in this study represented a variety of Georgia colleges and universities including public schools, private not-for-profit schools, differing levels of residency, 2-year Associates granting institutions as well as 4-year bachelors of higher granting institutions. This study also included a variety of institutions with differing levels of full-time student enrollment. Findings indicated that Deans of Students have the most responsibility in the Recovery phase followed by the Prevention phase. The data also show significant responsibility for deans of students in the Response phase. Respondents reported significantly less responsibility in the Mitigation phase and the least responsibility in the Protection phase. Concerning size and setting, institution type is the only characteristic which had an effect on the responsibilities of the deans of students in crisis management in the state of Georgia. Interpretations of all data analyzed are reported in Chapter V along with implications and suggestions for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary of the Study

Crisis management refers to the handling of any event that disrupts the normal operation of an organization (Boin, 2005). The purpose of this descriptive study was to discover the responsibilities of the dean of students in campus crisis management. It is clear in the literature that the dean of students has responsibilities in managing crisis at institutions of higher education (Benjamin, 2014; Zdziarski, 2001, 2006, 2016). However, the specific responsibilities of the dean of students in crisis has not been defined. President Obama defined five phases of crisis management in PPD-8; these five phases are: Prevention, Protection, Mitigation, Response, and Recovery (U.S. Department of Education, 2013; U.S. Department of Homeland Security, 2011). Zdziarski (2016), a leader in campus crisis management research, suggested several responsibilities that must be taken care of in each phase of crisis management. This study sought to discover if the deans of students in the state of Georgia are the designated persons at their institutions who take on these suggested responsibilities. Thus the overarching research question for this study was: What are the responsibilities of the dean of students in campus crisis management in the state of Georgia? In addition, the following sub-questions helped to guide this study:

1. What phase(s) of crisis management are the deans of students responsible for in Georgia?
2. In which phase of crisis management do the deans of students in Georgia have primary responsibility?

3. What is the relationship between size and setting of an institution of higher education in Georgia and the responsibilities of the dean of students in crisis management?

Effective crisis response is essential for the protection of reputation, finances, and most importantly the lives of all student, faculty and staff members (Mitroff, 2005; Zdziarski, 2006; Zdziarski et al., 2007). As gleaned from the Virginia Tech tragedy, a college or university may be exposed to scrutiny and great reputational cost as a result of campus crisis (Myer et al., 2010; Rasmussen & Johnson, 2008). This study is significant in that the results serve as a foundation for assessment and training for deans of students concerning response to campus crisis.

Participants for this study were chosen from the state of Georgia. In order to be eligible, a person must be a college administrator in the state of Georgia with the working title "dean of students". There are 51 deans of students in the state of Georgia. The researcher accounts for one of these administrators. In order to protect the integrity of the data, the researcher did not participate in this study; therefore, the survey was sent to 50 deans of students in the state of Georgia through electronic mail. 25 participants returned the electronic survey, and 23 participants returned completed surveys. This response rate allows the results to be generalized to all deans of students in the state of Georgia and to other states which may have similar characteristics in size and setting of colleges and universities as Georgia. The results of this study are discussed in this final chapter.

Analysis of Research Findings

Colleges and universities experience all three types of crisis defined by Zdziarski et. al. (2007): human, facility, and environmental. Colleges and universities are held to a

high level of accountability in crisis management especially due to several critical events from recent history like the Virginia Tech massacre (Rasmussen & Johnson, 2008). Every member of the campus crisis team must be aware of his or her responsibilities in order to prevent, protect against, mitigate, respond to, and recover from a campus tragedy. This research served as a foundation of knowledge concerning the responsibilities of the dean of students in campus crisis management. Further, the results of this study will guide training initiatives for deans of students and supplementary development of campus crisis plans.

The conclusions of this research indicate that deans of students in the state of Georgia are involved in all five phases of crisis management; however, they are especially involved in the responsibilities of the Recovery and Prevention phases of crisis management. Further, participants also claimed responsibility for many tasks within the Response phase. However, the responsibilities identified in the Mitigation and Protection phases of campus crisis management were delegated to other university personnel based on the results of this study. Finally, the responses in this study were consistent among the deans regardless of the size and setting of the institution of higher education except concerning institution type. There is a significant difference in the "yes" responses for the Protection and Mitigation phases depending on institution type. However, the deans of students in the state of Georgia showed agreement in their responsibilities in crisis management overall.

Discussion of Research Findings

The data in this study show agreement among the deans of students in the state of Georgia concerning their responsibilities in crisis management; the responses yielded a

small range of answers and therefore showed consistency among participants. The findings provide answers for the research questions of this study.

Conclusions for Phases of Responsibility

The results of this research show deans of students in the state of Georgia have responsibility in the Prevention, Response, and Recovery phases of crisis management. The results further indicate some deans of students in Georgia have responsibility in every phase of crisis management. These results are supported by literature that names the dean of students as a member of the campus crisis management team (Zdziarski et al., 2007; Zdziarski, 2016). Further, these findings suggest deans of students fall into the first level of crisis involvement which is team members who are involved in all campus crisis incidents (Zdziarski, 2006). According to Smits and Ally (2003), deans of students may be considered ready to handle these responsibilities only after they are aware of their responsibilities and they have understood, accepted, and rehearsed the required behaviors.

Considering the theoretical framework of this study, behavioral theory is focused on skills which are not innate but are taught (St. Pierre et al., 2008). Contingency theory is focused on the need for different skills that fit different scenarios (Benjamin, 2014; Catullo, 2008; Mitroff et al., 2006; Zdziarski, 2001). The skills required to achieve effective crisis management are not innate qualities; expertise in this area is acquired through training. According to contingency theory, the training should be focused on preparing deans of students for all phases of crisis management. Preparedness for many crisis types is one of the critical factors of crisis preparedness (Catullo, 2008; Mitroff et al., 2006; Zdziarski, 2001). These results support the need for further training of deans of

students in preparation to respond appropriately to campus crisis. Recent history proves that campus crisis is inevitable although the gravity of the crisis event may vary (Miser & Cherrey, 2009). It is essential that all crisis managers, including the dean of students, be very clear on their responsibilities before, during, and after a crisis. Preparing to respond appropriately to crisis is essential to the preservation of the institution of higher education and to the protection of life and safety of all campus community members (Booker, 2014; Mitroff, 2005).

Conclusions Regarding Primary Responsibilities across Phases

Although some deans of students in Georgia had some responsibility in every phase of crisis management, the results of this study indicate the highest level of responsibility for the dean of students in the Recovery phase of crisis management and secondly in the Prevention phase. These findings supported the statement by Zdziarski (2016) that student affairs personnel are most valuable in the Recovery phase of crisis management because student affairs professionals are trained to provide care and support to students, faculty and staff. The findings of this study showed the work of the dean of students in the Recovery phase is focused on assisting the students in returning to a state of normalcy; this work includes meeting with affected students, connecting students with resources, and facilitating events or programs that lead to healing for the student body. According to these results, the work of the dean of students in the Prevention stage is focused on identifying and responding to students who are in distress or displaying disruptive behavior in an effort to prevent crisis. Deans work to deescalate potentially disruptive or dangerous situations through connecting students with appropriate resources. Appropriate resources may include counseling, mentorship, and essential

supplies like food and shelter. Although the deans of students in Georgia have responsibility in every phase of crisis management, participants in this study indicated more responsibility in the Recovery and Prevention phases of crisis management.

Conclusions Regarding Size, Setting, and Responsibilities

Zdziarski et al. (2007) ascertained that the makeup of crisis management teams and the details of the crisis management plan may be different according to the size and setting of the university. In analyzing these data, the researcher compared the mean scores for “yes” responses according to size and setting characteristics as defined by the Carnegie Classification of Institutions of Higher Education in order to determine if size and setting characteristics have any direct effect on the responsibilities of the dean of students in crisis management. The results show no statistically significant difference in degree programs, student housing status, or full time enrollment. There was a statistically significant difference in “yes” responses when comparing private not-for-profit institutions to public institutions specifically in the Protection and Mitigation phases. Most participants in this study identified campus police and public safety as the departments liable for the responsibilities in the Protection and Mitigation phases. However, private not-for-profit institutions identified the dean of students as the accountable administrator for these responsibilities. These results suggest training for deans of students should to be adjusted based of the institution type of the institution. Deans at private not-for-profit institutions need more training concerning the requirements of the Clery Act, campus lockdown, and shelter-in-place tactics in order to lead the Protections and Mitigation phases effectively.

The significant difference in institution type may be as a result of a lack of a campus safety departments at the private not-for-profit institutions. One other possible explanation is that the dean of students may supervise the public safety department at these private institutions. Further study is suggested concerning this difference.

Conclusions Regarding Responsibilities in Crisis Management

The primary research question in this study focused on the responsibilities of the dean of students in campus crisis management. Participants were asked to respond "yes" or "no" to several suggested responsibilities in each phase of crisis management indicating if they hold that responsibility on their campus. The responses for the deans of students in the state of Georgia were significantly consistent which supports the validity of these results.

In the Prevention phase, campus administrators take action to avert crises on campus (U.S. Department of Education, 2013). Zdziarski (2016) suggested eight responsibilities to be taken care of in the Prevention phase of crisis management. The suggested responsibilities in rank order by responses are as follows:

1. Attempting to resolve issues that could lead to potential violent outcomes;
2. Intervening with support and assistance for individuals who exhibit distressing or disruptive behavior on campus;
3. Involvement in campus threat assessment team, behavior intervention team, or care team;
4. Taking a leadership role in the campus threat assessment team, behavioral assessment team, or care team;

5. Identifying individuals on campus that exhibit distressing or disruptive behaviors;
6. Providing training to students, faculty, and staff on recognizing distressing and disruptive behavior and how to report such behaviors;
7. Documenting the purpose, composition, processes, and actions of your behavioral intervention team; and
8. Managing and online reporting system that allows members of the campus community to report specific incidents or general concerns about colleagues, coworkers, and friends (Zdziarski, 2016).

100% of participants responded affirming responsibility for attempting to resolve issues that could lead to potential violent outcomes and intervening with support and assistance for individuals who exhibit distressing or disruptive behavior on campus. All of the other responsibilities of the Prevention phase also received a high number of "yes" answers which indicates deans of students in the state of Georgia have a high level of responsibility in the Prevention phase. The high response rate for the responsibility for identifying individuals on campus that exhibit distressing or disruptive behaviors was expected due to renewed focus on this responsibility as a result of the Virginia Tech tragedy (Rasmussen & Johnson, 2008). These findings support the assertions of Booker (2011, 2014) that crisis leaders are responsible for receiving early warning signs of impending crisis and preventing the crisis from occurring. Identifying those on campus who are in distress or may be causing disruptions is considered the most effective action in preventing campus crisis (Mitroff et al., 2006; Sokolow & Lewis, 2009; Zdziarski, 2016). The responsibility to identify individuals on campus that exhibit distressing or

disruptive behaviors and the responsibility to intervene with support and assistance for those individuals are both linked with the responsibility of involvement in the campus threat assessment team and the behavior intervention team because the goal of both of these teams is to prevent campus crisis by intervening with resources for those who may cause disruption in the college community (Sokolow & Lewis, 2009; Zdziarski, 2016).

The responsibility to provide training to students, faculty, and staff on recognizing distressing and disruptive behavior and how to report such behaviors affirms that students, faculty and staff are the primary stakeholders in campus crises; these stakeholders have responsibility to assist in crisis management, because they are most affected by crisis on campus (Miser & Cherrey, 2009; Zdziarski, 2016). Zdziarski (2016) shared that it is especially important to involve student leaders in campus crisis management; student leaders are aware of anything happening on campus, and they are aware of effective communication tools.

Managing an online reporting system received the least affirming responses in this section with 65.2% participants responding “yes”. However, these responses do not necessarily mean the responsibility of managing an online reporting forms falls to a different administrator; this lower number may indicate that not all Georgia institutions have purchased such software. Although, the MHEC survey of 2008 showed many colleges and universities improved and increased their use of technology in preventing campus crisis as a result of the Virginia Tech massacre (Rasmussen & Johnson, 2008). The MHEC survey specifically addressed the use of technology in communicating to campus community members (Rasmussen & Johnson, 2008). It would be interesting to discover how many colleges and universities receive information from community

members through the use of technology. Catullo (2008), Mitroff et al. (2006), and Zdziarski, (2001) identified having tools and processes for receiving early warning signs of impending crises as a critical factor of campus crisis preparedness. The total mean score of "yes" answers in the Prevention phase was 86.96% which indicates a high level of involvement by deans of students in Georgia in the Prevention phase of crisis management.

Deans of students in the state of Georgia responded "yes" to the responsibilities offered in the Protection phase at the lowest rate compared to other phases. The mean score for "yes" responses to the responsibilities offered in the Protection phase was 23.5%. The suggested responsibilities in rank order by responses are as follows:

1. Submitting crime data to the Clery reporter;
2. Composing timely warning messages;
3. Sending timely warning messages;
4. Creating emergency notification messages;
5. Sending emergency notification messages;
6. Clery reporting;
7. Disseminating Clery report data to campus stakeholders; and
8. Developing message templates to be used as timely warning messages or emergency notification messages on campus.

All of the responsibilities in the Protection phase are mandated by the federal government through the Jeanne Clery Act, therefore, it is imperative to know who on campus is responsible for executing these responsibilities (Clery Act, 1990). Submitting crime data to the campus Clery representative received the most affirmative responses in this section

with 65.2% "yes" answers. All other responsibilities in this section received a mean of 26.1% or less affirmative responses with the lowest means of 13% "yes" responses. The responsibility to communicate effectively with the campus community in the Protection phase is essential, as learned from the Virginia Tech tragedy (Rasmussen & Johnson, 2008). When asked who else on campus is responsible for these tasks, participants consistently offered the campus safety personnel as responsible parties in this phase. These responses suggest that an effective working relationship with campus safety is essential to responding to crisis appropriately. The results of this study suggest that campus safety departments hold a primary role in the Protection phase of campus crisis management (Zdziarski et. al, 2007; Zdziarski, 2016).

Although the "yes" responses in the Protection phase were low in this study, the responsibility for submitting crime data to the campus Clery representative is quite significant. The Clery Act is mandated by the federal government as a protective measure that allows campus community members to make decisions to protect personal safety (Clery Act, 1990; Myer et al., 2010). Inaccurate crime reporting may affect a university financially as well as jeopardize the safety of the college community. Failure to report accurate crime statistics could cause a college or university to lose their access to federal financial aid and most importantly leave campus community members unprotected. (Clery Act, 1990).

The purpose of the Mitigation phase is to decrease the negative consequences associated with a crisis event on campus (U.S. Department of Education, 2013). According to Booker (2011, 2014), crisis leaders are responsible for keeping the crisis contained to the smallest impact possible; however, these findings showed these

responsibilities lie with other crisis leaders on campus. The Mitigation phase received lower scores suggesting the responsibilities offered in this section primarily fall to a different department. The responsibilities offered in this phase in rank order of responses include:

1. Directing lockdown activities;
2. Creating shelter-in-place protocols;
3. Creating lockdown procedures; and
4. Giving the directive to shelter in place.

Participants indicated campus safety personnel have more responsibility in the Mitigation phase than deans of students. The highest affirmative score in this section was 39.1% participants responding “yes” to directing lockdown activities on campus. The responsibilities in the Mitigation phase lend themselves naturally to campus safety departments as they are responsible for minimizing damage to the university community as well as possible. However, deans of students are essential in communicating instructions to students and encouraging them to follow those instructions during a crisis.

In the Response phase, the responsibilities offered focused on accounting for students during a crisis. This work is especially difficult in the college community because college students do not have the boundaries of a secondary school student; college students are free to roam about as they please without having to be accountable for their whereabouts to anyone (U.S. Department of Homeland Security, 2003; Zdziarski, 2016). The responsibilities offered by Zdziarski (2016) in rank order according to responses are as follows:

1. Accounting for the whereabouts of students during a crisis;

2. Ensuring that important resources, databases, and records are available during a campus crisis; and
3. Developing a method with which to account for students during a campus crisis.

An average of 17 respondents (73.9%) answered "yes" to the suggested responsibilities presented in the Response phase indicating a moderate level of responsibility for deans of students in Georgia in this phase of crisis management. These results support the literature in that student affairs personnel have relationships with students and access to informal information which is helpful in finding a student in crisis (Zdziarski, 2016). Informal information may include organizational affiliation, identification of friend groups, favorite places on campus, and daily habits (Zdziarski, 2016).

Participants in this study gave the highest affirmative response rates in the final phase of crisis management, the Recovery phase. In the Recovery phase, college administrators focus on connection to resources and restoring the community back to business as usual. The responsibilities presented by Zdziarski (2016) for this phase of crisis management rank ordered by mean responses include:

1. Connecting students with appropriate resources after a crisis;
2. Follow-up care and support of students after a campus crisis;
3. Facilitating meetings with affected students after a campus crisis;
4. Planning or supporting memorial services after a campus crisis; and
5. Establishing memorials on campus like new tree planted or a scholarship (Zdziarski, 2016).

An average of 90.4% of respondents answered "yes" to the responsibilities offered in this section of the survey. 100% of participants indicated they are responsible for connecting

students with appropriate resources after a crisis. 95.7% of participants indicated that they are responsible for follow-up care and support of students after a campus crisis and 91.3% indicated they are responsible for facilitating meetings with affected students after a crisis. Respondents did not list any other office as having responsibility in the Recovery phase.

Implications for Higher Education

As explained in the literature review, research concerning the responsibilities of the dean of students in the 21st century is lacking. As student affairs has developed and expanded since the 1800s, the role of the dean has changed, but has not been properly defined. This research contributes to the definition of the overall responsibilities of the dean of students. These findings support the job description of the dean of students as described by Dungy (2003) in that the work done in each phase of crisis management serve to respond to students, faculty, staff, parents, community members, and others concerned with student related issues or concerns that arise on campus. Specifically, the responsibilities of the dean of students in the Prevention and Protection phases of crisis management represented daily work requirements of the dean of students. These responsibilities must be taken care of on a daily basis in order to effectively prevent and protect the campus from major crisis. It is the responsibility of the campus crisis management team to define responsibilities for all crisis team members on campus (Miser & Cherrey, 2009; Zdziarski, 2016; Zdziarski et al., 2007); therefore, these findings can be used to assist the crisis management team in this work. These findings may also be used to write job descriptions, create office procedures, train new deans of students, and serve as a foundation for assessment of the dean of student's office.

Further, this research confirms that deans of students in the state of Georgia are indeed managing crisis on their campuses. This confirmation creates a requirement for improved training in crisis management for deans of students. Unfortunately, many deans are learning how to handle crisis by being exposed to crisis; it is imperative that intentional training be offered on a regular basis in order to create some muscle memory for deans in managing crisis on campus. Crisis management training ensures all essential staff on any given campus are on the same page for how any crisis may be handled. Further, administrators who receive regular training are less likely to make detrimental mistakes in dealing with crisis on campus.

Further Research

This study serves as a foundational work; therefore, there are several opportunities for further research. First, the researcher suggests replicating this study with a much broader population in order to increase the generalization of the results. One may consider replicating this study with member institutions from a national professional organization like Student Affairs Administrators in Higher Education (NASPA), College Student Educators International (ACPA), or the National Behavioral Intervention Team Association (NaBITA) in order to make the results generalizable to the United States. Further, it may be interesting to add personal characteristics as variables like gender, age, and number of years in service. Adding these variables would offer more depth in these results. In order to deepen this study, one may choose to conduct qualitative research on this topic. It can be assumed that the responsibilities assessed in this study may only represent a sample of the responsibilities of deans of students in campus crisis management. It would be of value to analyze interviews conducted with deans of

students in order to learn of the full responsibilities of the dean of students in crisis management.

This research may also be conducted with other members of the campus crisis management team in order to strengthen campus crisis plans. Finally, it may be useful to explore the training deans of students are receiving in order to prepare them to manage crisis, and to make that proposal more robust, one may consider documenting participant's opinions on the effectiveness of this training.

Summary

According to the findings of this study, institutions of higher education depend on the dean of students to detect and respond to concerns and fears which lead to grave consequences if not attended to properly. However, the training and understanding of responsibilities in this area are severely lacking. According to Zdziarski et al. (2007), deans of students are prepared to handle this job if there is a summary of responsibilities and training for each of those responsibilities. It is imperative for deans of students to become securely aware of their responsibilities before, during, and after a campus crisis. Further, it is imperative that university executive administrators agree on what those responsibilities are so that the dean may be empowered to act during the most critical moments of his or her professional career. The job of the dean of students has evolved greatly since the birth of students affairs; this role is too critical to the health and safety of campus community members to be done without the proper knowledge and skills. This research should serve as a catalyst for deeper study into the responsibilities of the dean of students for sake of life, safety, and student success.

References

Akers, C. (2007). *Evolution of emergency operations strategies: Structure and process of crisis response in college student affairs* (Doctoral dissertation). The University of Georgia. Retrieved from ProQuest Information and Learning Company. (3292920).

Augustine, N. (1995, November- December). Managing the crisis you tried to prevent. *Harvard Business Review*. Retrieved from https://hbr.org/1995/11/managing-the-crisis-you-tried-to-prevent

Barton, L. (1993) Crisis in organizations: Managing and communicating in the heat of chaos. Cincinnati, OH: South-Western Publishing Company.

Bates, J. (2015). *University leaders' response to crises on campus* (Doctoral dissertation). Mercer University. Retrieved from ProQuest LLC. (3662766)

Benjamin, D. (2014). *Deans of students as crisis managers: Perceptions of responsibilitiess and leadership competencies in 12 public higher education institutions in Florida* (Doctoral dissertation). Florida Atlantic University. Retrieved from ProQuest LLC. (3691788)

Blewitt, J. C. (2014). *A time of crisis is a time of opportunity for organizations: A strategic examination of managerial response and stakeholder perception* (Doctoral dissertation). Saint Louis University. Retrieved from ProQuest LLC. (3624035)

Blythe, B. (2004). *An emerging concept of liability: negligent failure to plan* [Powerpoint slides]. Retreived from https://abm-website-

assets.s3.amazonaws.com/continuityinsights.com/s3fs-public/legacyfiles/Microsoft%20PowerPoint%20-%20H2_GraceBurley.pdf

Boin, A. (2005). *The politics of crisis management: Public leadership under pressure.* Cambridge, UK: Cambridge University Press.

Booker, L. J. (2011). *Crisis management planning: A case study of man-made and natural crisis events in higher education* (Doctoral dissertation). Texas A&M. Retrieved from ProQuest Dissertation Publishing. (3500137)

Booker, L. (2014). Crisis management: Changing times for colleges. *Journal of College Admission*, 2014(Winter), 17-23.

The Carnegie Classification of Institutions of Higher Education. (2015). *Downloads.*. Retrieved from http://carnegieclassifications.iu.edu/downloads.php

The Carnegie Classification of Institutions of Higher Education. (2016, September 3). *Size & setting classification description.* Retrieved from http://carnegie classifications .iu.edu/ classification_descriptions/size_setting.php

Catullo, L. A. (2008). *Post-September 11, 2001 through pre-Virginia Tech massacre, April 16, 2007: The status of crisis management preparedness as perceived by university student affairs administrators in selected NASPA member institutions.* Boca Raton, FL: Florida Atlantic University.

Cheek, D. (2015). *An analysis of crisis preparedness at smaller South Carolina technical colleges* (Doctoral dissertation). Northcentral University. Retreived from Proquest LLC. (3742975)

Chickering, A., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.

Chun, H. (2008). *Crisis planning at private residential institutions of higher education in Northern California* (Doctoral dissertation). University of the Pacific, Stockton, CA.

Clement, L., & Rickard, S. (1992). *Effective student affairs leadership: Voices from the field.* San Francisco, CA: Jossey-Bass.

CNN Library. (2015, April 13). *Virginia Tech shootings fast facts*. Retrieved from http://www.cnn.com/2013/10/31/us/virginia-tech-shootings-fast-facts/

Conradt, M. (2011). *A study of response in web-based surveys* (Doctoral dissertation). Pepperdine University. Retrieved from Proquest Information and Learning Company. (3473366)

Council for the Advancement of Standards in Higher Education. (2016). *Standards*. Retrieved from http://www.cas.edu/standards

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Daily Sabah. (2016, January 5). A history of deadliest mass shootings in the U.S. Retrieved from http://www.dailysabah.com/americas/2016/01/05/a-history-of-deadliest-mass-shootings-in-the-us

DePaul University. (2016). *Division of student affairs: Eugene Zdziarski*. Retrieved from http://offices.depaul.edu/student-affairs/about/staff-directory/Pages/eugene-zdziarski.aspx

Devitt, K., & Borodzicz, E. (2008). Interwoven leadership: The missing link in multi-agency major incident response. *Journal of Contingencies and Crisis Management, 16*(4), 208-216.

Dinniman, A. (1977). Observations on the evolution of the student deanship. *NASPA Journal*, *14*(4), 2-9.

Doyle, M., & Smith, M. (2001). *Classical models of managerial leadership: Trait, behavioural, contingency and transformational theory*. Retrieved from http://infed.org/mobi/classical-models-of-managerial-leadership-trait-behavioural-contingency-and-transformational-theory/

Drum, D. J., Brownson, C., Denmark, A. B., & Smith, S. E. (2009). New data on the nature of suicidal crises in college students: Shifting the paradigm. Professional Psychology: Research and Practice, *40*(3), 213-222.

Duff, E. (2007). *Evaluation of crisis management and the implementation of employee training for emergency preparedness in a private college* (Doctoral dissertation). Nova Southwestern University. Retrieved from Proquest Information and Learning Company. (3272233)

Dungy, G. (2003). Organization and functions of student affairs. In S. R. Komives & J. D. Woodard (Eds.), *Student services: A handbook for the profession* (4th ed.) (Kindle version, location 5631 of 11858). Retrieved from Amazon.com

Fink, S. (1986). *Crisis management: Planning for the inevitable.* New York, NY: American Management Association.

Fisher, J. D. (2015). *A profile of the chief student affairs officers of the California State University System* (Doctoral dissertation). Pepperdine University. Retrieved from Proquest LLC. (3686118)

Garcia, B. D. (2015). *Crisis leadership: The responsibilitiess university presidents and crisis managers play in higher education – A case study of the state university*

system of Florida (Doctoral dissertation). Boca Raton, FL. Florida International University. Retrieved from Proquest, LLC. (10002862).

Georgia Independent College Association. (2015a). *Member institutions*. Retrieved from http://www.georgiacolleges.org/ media/member-institutions

Georgia Independent College Association. (2015b). *Our mission*. Retrieved from http://www.georgiacolleges.org/about/mission

Hecklinger, F. (1972). Let's do away with the dean. *NASPA Journal*, *9*(4), 317-320.

Irvine, R. B., & Millar, D. P. (1996). Debunking the stereotypes of crisis management: The nature of business crises in the 1990's. In L. Barton (Ed.), New avenues in risk and crisis management, *V* (51-63). Las Vegas, NV: University of Nevada, Las Vegas Small Business Development Center

Jacobsen, M. J. (2010). *Leadership strategies dealing with crisis as identified by administrators in higher education* (Doctoral dissertation). Texas A&M University. Retrieved from Proquest LLC. (3436804)

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092(f)

Johnson, L. (2007). *The great comeback: A comparative analysis of disaster recovery actions in higher education* (Doctoral dissertation). University of Pennsylvania. Retrieved from Proquest LLC. (3255882)

Johnston, W. R. (2016, January 8). *Terrorist attacks and related incidents in the United States*. Retrieved from http://www.johnstonsarchive.net/terrorism/wrjp255a.html

Kelly, M. (2006). *Employee perceptions of leadership following natural disasters* (Doctoral dissertation). Capella University. Retrieved from Proquest Information and Learning Company. (3229495)

Kovoor-Misra, S. (1995). A multi-dimensional approach to crisis preparation for technical organizations: Some critical factors. *Technological Forecasting and Social Change, 48*, 143–160.

Krebs, C. L. (2007). *The campus sexual assault (CSA) study.* Washington, DC: National Institute of Justice, U.S. Department of Justice.

Krebs, C. L. (2009). College women's experiences with physically forced, alcohol or other drug-enabled, and drug-facilitated sexual assault before and since entering college. *Journal of American College Health*, 57(6), 639-647.

Lewis, L. (2007, July 19). The campus killings spur states to act to protect students. *The Chronicle of Higher Education*, p. A16.

Lilley, Jr., G. W. (1973). *Functions of chief student personnel officers in colleges and universities* (Doctoral dissertation). Indiana University. Retrieved from ProQuest LLC. (7310844)

Lynn Univeristy. (2016). *Journey of Hope-Haiti*. Retreived from http://www.lynn.edu/haiti

Menghini, R. J. (2014). *Presidential responses to crises at public university campuses: What leaders do and how others perceive their actions* (Doctoral dissertation). University of Pennsylvania. Retreived from Proquest LLC. (3635753)

Millar, D., & Heath, R. (2004). *Responding to crisis; A rhetorical approach to crisis communications.* Mahwah, NJ: Lawrence Erlbaum.

Miser, K. M., & Cherrey, C. (2009). Responding to campus crisis. In G. McClellen, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* (3rd ed.) (Kindle version: Chapter 31). Retrieved from Amazon.com

Mitroff, I. (2005). A conversation with Ian Mitroff, crisis management guru. *CIO Insight*. Retrieved from http://www.cioinsight.com/article2/0,1540,1785538,00.asp

Mitroff, I., Diamond, M., & Alpaslan, C. (2006). How prepared are American colleges and universities for major crises? *Change, 38*(1), 60-67.

Morris, M. (2014, August 29). Arrest made in beating death of teen from Forsyth county. *The Atlanta Journal-Constitution*. Retreived from http://www.ajc.com/news/news/arrest-made-in-beating-death-of-teen-from-forysth-/nhB7k/

Myer, R. A., James, R. K., & Moulton, P. (2010). *This is Not a Firedrill: Crisis Intervention and Prevention on College Campuses* [Kindle iOS version]. Retrieved from Amazon.com

National Incident Management System (NIMS). (2016, January 18). *NIMS FAQ.* Retrieved from https://www.nh.gov/safety/divisions/hsem/documents/NIMSQA1305.pdf

Office of the Inspector General for Behavioral Health & Developmental Services. (2009). *Investigation—Records Virginia Tech Cook Counseling* Center (Report #179-09). Blacksburg, VA.

Pauchant, T., & Mitroff, I. (1992). *Transforming the crisis-prone organization: Preventing individual, organizational, and environmnetal tragedies.* San Francisco, CA: Jossey-Bass.

Patten, M. (2009). *Understanding research methods.* Glendale, CA: Pyrczak Publishing.

Peerbolte, S. (2010). *A quantitative study of critical thinking skills amongst local emergency managers* (Doctoral dissertation). Walden University. Retrieved from ProQuest LLC. (3396340)

Peterson, T., & Van Fleet, D. (2004). The ongoing legacy of R. L Katz: Skills of an effective administrator. *Management Decision, 42*, 1297-1308.

Rao, D. (2004, April 28). Library set to reopen in summer. *The Red and Black*. Retrieved from http://www.redandblack.com/news/library-set-to-reopen-in-summer/article_ae91fe25-4a21-5b98-a395-529895ced582.html

Rasmussen, C., & Johnson, G. (2008). The Ripple Effect of Virginia Tech: Assessing the Nationwide Impact on Campus Safety and Security Policy and Practice. *Midwestern Higher Education Compact*. Retreived from http://www.mhec.org/documents/category/publications/the-ripple-effect-of-virginia-tech-assessing-the-nationwide-impact

Rudolph, F. (1990). *The American college & university: A history.* Athens, GA: University of Georgia Press.

Sanburn, J. (2015, October 9). There are all the college campus shootings in 2015. *Time.* Retrieved from http://time.com/4058669/northern-arizona-university-school-shootings-2015/

Sanderlin, B. (2016). *Top 10 Univ. System. of Georgia colleges by enrollment*. Retrieved from http://www.ajc.com/news/state--regional-govt--politics/top-univ-system-georgia-colleges-enrollment/Cy6Lua7Bwm8jlDr6Dd2MYP/

Seymour, M., & Moore, S. (2000). Effective crisis management: Worldwide principles and practice. London: Cassell.

Sharpe, J. (2016, August 29). Dekalb woman tells 911 she killed man, 21, in fight over missed ride. *The Atlanta Journal-Constitution*. Retreived from http://www.ajc.com/news/news/local/dekalb-woman-tells-911-she-killed-man-over-missed-/nsNdx/

Smits, S., & Ally, N. (2003). Thinking the unthinkable—Leadership's responsibilities in creating behavioral readiness for crisis management. *CR, 13*(1), 1-23.

Sokolow, B. A., & Lewis, W. S. (2009). 2nd generation behavioral intervention best practices. Retreived from http://nabita.org/docs/2009NCHERMwhitepaper.pdf

Stevens, A. (2016, April 29). 911 call released from crash that killed 4 UGA students.*The Atlanta Journal-Constitution*. Retrieved from http://www.ajc.com/news/news/breaking-news/driver-still-critical-after-crash-that-killed-4-ug/nrDs5/

St. Pierre, M., Hofinger, G., & Buerschaper, C. (2008). *Crisis management in acute care settings: Human factors and team psychology in a high stakes environment.* New York, NY: Springer.

Sue, V., & Ritter, L. O. (2007). Conducting online surveys. Los Angeles, CA: Sage.

University System of Georgia. (2016, January 10). *USG home*. Retreived from http://www.usg.edu/

U.S. Department of Education, (2016). *The handbook for campus safety and security reporting: 2016 edition*. Washington, DC: Author.

U.S. Department of Education. (2013). *Guide for developing high-quality emergency operations plans for institutions of higher education*. Washington, DC: Author.

U.S. Department of Homeland Security. (2003). *Homeland security presidential directive-5.* Retreived from http://www.dhs.gov/publication/homeland-security-presidential-directive-5

U.S. Department of Homeland Security. (2008). *National response framework.* Retrieved from http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf

U.S. Department of Homeland Security. (2011). *Presidential policy directive/PPD-8*. Retrieved from https://www.dhs.gov/presidential-policy-directive-8-national-preparedness

U.S. Department of Homeland Security. (2013). IS-907: Active shooter: What can you do? Retrieved from http://training.fema.gov/EMIWeb/IS/course Overview.aspx?code=is-907

Van Duser, T. L. (2002). *Chief student affairs officers in 4-year public institutions of higher education: An exploratory investigation into their conflict management styles and praxis* (Doctoral dissertation). University of North Texas. Retrieved from ProQuest LLC. (3065729)

Visser, S. (2015, April 24). Trooper never saw ‘so many killed’; Investigation will take months. *The Atlanta Journal-Constitution*. Retrieved from http://www.ajc.com/news/news/state-patrol-investigation-into-deadly-wreck-could/nk3Cj/

White, A. (2016, September 1). 8:45 a.m. update: FSU to close at noon Thursday. *Tallahassee Democrat.* Retrieved from http://www.tallahassee.com/story/news/2016/08/31/most-tallahassees-universities-close-hermine/89673904/

White House Task Force to Protect Students From Sexual Assault. (2014). *Not alone.* Washington, DC: The White House.

WTOC Staff. (2016, August 31). LOOK HERE: School/business closings list due to tropical storm Hermine. *WTOC*. Retreived from http://www.wtoc.com/story/32939720/look-here-schoolbusiness-closings-list-due-to-tropical-storm-hermine

Wooten, L., & James, E. (2008). Linking crisis management and leadership competencies: The responsibilities of human resource development. *Advances in Developing Human Resources, 10*(3), 352-379.

Zdziarski, E. L. (2001). *Institutional preparedness to respond to campus crises as perceived by student affairs administrators in selected NASPA member institutions* (Doctoral dissertation). Texas A&M University. Retrieved from ProQuest LLC. (3033906)

Zdziarski, E. L. (2006). Crisis in the context of higher education. In K. Harper, B. Paterson, & E. Zdziarski, II, (Eds.) *Crisis management: Responding from the heart* (pp. 3-24). Washington, DC: National Association of Student Personnel Administrators (NASPA).

Zdziarski, E. L., Dunkel, N. W., & Rollo, J. M. (Eds.). (2007). *Campus crisis management: A comprehensive guide to planning, Prevention, response, and recovery.* San Francisco, CA: Jossey-Bass.

Zdziarski, E. L. (2016). Campus crisis management. In G. McClellen, J. Stringer, & Associates, (Eds.) *The handbook of student affairs administration* (pp. 613-634). San Francisco, CA: Jossey-Bass.

Appendix

Appendix A: IRB Approval Letter

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-478-5465 | Veazey Hall 3000
PO Box 8005
Fax: 912-478-0719 | IRB@GeorgiaSouthern.edu | Statesboro, GA 30460

To: Jackson, Patrice; Melton, Teri Ann

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees (IACUC/IBC/IRB)

Approval Date: 10/18/2016

Subject: Status of Application for Approval to Utilize Human Subjects in Research

---

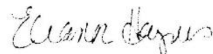
After a review of your proposed research project numbered **H17142** and titled **"Deans of Students Responsibility in Campus Crisis Management"** it appears that your research involves activities that do not require full approval by the Institutional Review Board (IRB) according to federal guidelines. In this research project research data will be collected anonymously.

According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt from full review under the following exemption category(s):

B2 Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (I) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (II) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Any alteration in the terms or conditions of your involvement may alter this approval. *Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that your research, as submitted, is exempt from IRB approval. No further action or IRB oversight is required, as long as the project remains the same. If you alter the project, it is your responsibility to notify the IRB and acquire a new determination of exemption. Because this project was determined to be exempt from further IRB oversight, this project does not require an expiration date.*

Sincerely,



Eleanor Haynes
Compliance Officer