



Report of the February 14, 2008 Shootings at Northern Illinois University





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Forward Together Forward Memorial

The Forward Together Forward Memorial was created in honor of the victims of a campus shooting that took place on February 14, 2008, when a former NIU student opened fire on students in a geology class in Cole Hall 101. On that day, 21 were wounded and five students—Gayle Dubowski, Catalina Garcia, Julianna Gehant, Ryanne Mace and Daniel Parmenter—lost their lives. This memorial will serve as a place of reflection and remembrance for all those affected by the February 14 tragedy.



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ACKNOWLEDGMENTS

For those of us who remember February 14, 2008 as if it happened yesterday, we continue to grieve the loss of five promising lives and the shattered sanctity of NIU as a haven for peace, understanding and respect.

As the eyes of the world were suddenly and glaringly thrust on the NIU community, the most important lesson learned was that in our time of grief, we were not alone. Thousands of individuals and institutions around the world extended sympathy and support to the university community in the days following February 14. Students from West Nickel Mines Amish School in Lancaster County, Pennsylvania (which suffered a tragic shooting in 2006 at the hands of a lone gunman) sent words of comfort and the watercolor “Happier Days,” which shows children playing happily in the schoolyard. It hangs in President Peters’ office today as a reminder that out of tragedy and despair come hope and restoration.

Over 500 professional counselors throughout the Midwest put their professional lives on hold and volunteered their time and talent to NIU students, faculty and staff to help ease the pain created in a single act of violence on that fateful February day. Dozens of volunteers from across the country brought comfort dogs to DeKalb so that when our students returned to classes on February 25, 2008, they would be met by “man’s best friends.” Many of our students hugged those wonderful dogs and wept openly, some for the first time since the tragedy.

The people of DeKalb County rallied around NIU students and donated thousands of dollars in scholarship funds to remember our fallen Huskies. Hundreds of volunteers assembled over 50,000 donated cookies in “Welcome Back” gift bags that were left in dorm rooms and Holmes Student Center for students to enjoy when they returned.

Our elected officials led by Senator Richard J. Durbin, Illinois’ senior senator, provided advice and counsel to NIU administrators and comfort to grieving families and our campus community. Senator Durbin’s senior staff and staff of the Senate Judiciary Committee spent countless hours assisting NIU administrators with marshalling federal assistance through the Department of Education and the Department of Justice. Many members of the Illinois congressional delegation traveled to NIU to attend the Campus Memorial Service on Sunday, February 24, 2008.

Three state agencies immediately responded and sent teams of senior staff members to remain on-site at NIU for several weeks in the aftermath of February 14. They rolled up their sleeves and worked hundreds of hours alongside NIU staff to assist others in coping with the devastating losses.

Illinois Attorney General Lisa Madigan and her staff provided support and information to the victims, their families and our faculty and staff in the wake of the shooting. The crime victim services staff of the Attorney General’s office traveled to DeKalb and provided much-needed support and information. They helped coordinate federal and state resources for coping with violent crime, provided information on victim’s rights when dealing with media, and assisted

students and families in completing crime victim compensation applications. The Illinois Crime Victim Compensation Program helps ease the pain and suffering of victims and their families by assisting with the financial burden of crimes such as funeral, medical and counseling expenses.

Illinois Emergency Management Agency (IEMA) Director Andrew Velasquez mobilized his office within a few hours of the shooting and sent senior staff to assist NIU administrators in coordinating the myriad of government agencies that assisted the university in the days and weeks following the tragedy. Within a few days of their arrival on campus, these IEMA staff were considered part of our NIU community; we simply could not have functioned without their help.

Dr. Lorrie Rickman Jones, Director of the Division of Mental Health, Illinois Department of Human Services, traveled to NIU within 24 hours of the shooting and tasked Michael Pelletier, DHS/Division of Mental Health, to NIU for three weeks to assist NIU counseling staff and administrators in creating counseling programs for students, faculty and staff; in reviewing credentials of volunteer counselors; and in cutting bureaucratic red tape to ensure that victims and their families received immediate and appropriate counseling services in their home communities.

We owe our gratitude to all who provided assistance and support during our darkest days. A special debt of gratitude is due those NIU staff members who worked tirelessly in the days and weeks in the aftermath of February 14. They epitomize the best of NIU.

We will not let the tragic events of February 14, 2008 define this university. And with the help of all those individuals and institutions that provided support and assistance, the NIU community has come together as a family, stronger now than it was the day that tragedy struck our campus.



February 14, 2008 was the darkest day in the history of Northern Illinois University. On that day we lost five students – young people whose lives stretched before them with untold promise. Twenty-one others were injured, some seriously. Their classmates in Cole Hall that day were shaken to their core and the entire campus was traumatized by an incomprehensible act of violence.

Our primary concern was for the victims and their families. We immediately assigned staff to work with those most directly affected by the event. This effort evolved into the Office of Support and Advocacy whose work continues to this day.

JOHN G. PETERS
PRESIDENT

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PRESIDENT**

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As we began to examine the events of that day and our response to those events, we were assisted by reports assembled for the NIU Board of Trustees, by the State of Illinois Campus Security Task Force, the U.S. Fire Administration and internal analyses from the Division of Student Affairs.

The investigative summary contained in these pages prepared by the NIU Department of Public Safety includes a timeline of events and a transcript of the radio traffic during the critical first hour following the initial report of a shooting.

As exhaustive as those reports were, a troubling question was left unaddressed: Why would a young man who had once been a successful student at NIU commit such a horrible crime? The sections on personal history and psychological evaluation explore that question, but many questions remain unanswered.

We realize this report brings neither comfort nor closure, but by sharing what we learned while dealing with this tragedy, we add information to the body of research on mass shootings that seem to increasingly plague our society.

While this report reminds us all of our darkest hour, it also demonstrates the power of a community pulling together in a time of tragedy. This collaborative spirit was evident in the swift action taken by the first responders. It was seen through the myriad ways agencies and universities from across the nation came to our aid. And it was most touchingly evident in the strength and courage our students, families, faculty, staff, alumni, and community shared with one another.

We will never forget February 14, 2008 and the terrible cost in human lives and bright futures. The NIU community continues to recover and it is our hope this report contributes to that healing process.

Forward, Together Forward

A handwritten signature in black ink that reads "John G. Peters". The signature is written in a cursive, flowing style.

John G. Peters
President

Gayle Dubowski

*Sophomore, Anthropology Major
Carol Stream, Illinois*



Gayle Dubowski made friends at NIU immediately upon arrival as a freshman in the fall of 2006.

Gayle's family is a longtime member of the Chicago Church of Christ, which has a campus chapter in DeKalb. Chris Zillman, evangelist of the DeKalb Church of Christ, was her chaplain.

"She had very deep beliefs and was very passionate about her faith. There are probably a lot of students who may not have known her personally but probably were invited to a Bible discussion by her," Zillman said. "We're always in the student center, and she was always there with us. She was shy, so it was hard for her to do, but she loved what she believed in that much."

The 20-year-old sophomore from Carol Stream was a bright student who was beginning her career path in anthropology.

"Gayle had just declared anthropology as her major," said Professor Andrea Molnar, who had her in a cultural anthropology class. "Gayle asked intelligent questions and made smart observations. She was a very active participant in the classroom and stood out for that reason.

"I remember after one lecture her coming up and telling me about her Polish background," Molnar added. "I had revealed I was born in Hungary, and the Eastern European connection seemed to strike a chord with her. I took that to mean that she was proud of her Polish heritage."

Gayle also was studying the Russian language and was strong academically in other subjects. "She was a go-to student," said Jack Haines, an NIU English instructor. "She was a good writer and thinker—a top-shelf student."

Yet she had a childlike side, Zillman said, and a unique sweetness. She loved to sing and to read books, especially by J.R.R. Tolkien. She knitted gifts for friends, he said, and even loved to wash dishes in other people's homes.

"Wherever she was going, she was always doing something for somebody, whether she was folding their clothes or doing their dishes," he said. "If it rained, she'd run outside and jump in the puddles. When it snowed, you'd always find her buried somewhere, making a snow angel or tromping through the snow."

Catalina Garcia

*Sophomore, Elementary Education Major
Cicero, Illinois*



Catalina Garcia, a 20-year-old sophomore from Cicero majoring in elementary education, was active with the Latino Resource Center and was to begin a new job as an undergraduate work-study employee for NIU's Center for Latino and Latin American Studies.

To Catalina, the entire world was a stage. An expressive, optimistic, and uninhibited individual, she was a performer in the theater of life. To everyone around her, she seemed to be eternally happy, and she willingly shared that joy with anyone whose life she touched. For Catalina, bringing out the best in any situation was as easy as offering a smile, a witty remark or the twinkle of an eye. And with just those simple gestures, she could evoke the most pleasant of emotions. Catalina really mastered the art of living and had great fun in doing so.

Catalina reveled in her college years at NIU, where her imagination could run free. She was viewed by many of her classmates as being a creative, artistic person. She was usually found at the center of things, whether it was during class or in extracurricular activities. She was a jovial person who loved to share her passion for fun with others. But for Catalina, life was not a case of all play and no work. Catalina relished the task of putting her imagination to work in class. She was able to discover new and different ways of answering problems and creating unusual and different solutions.

“My sister was our princess, our princess in pink,” said Jaime Garcia, Catalina’s older brother. “She loved pink. She loved everything in life. Let’s remember her this way today, tomorrow and forever.”

“She was a star among stars,” added NIU’s Susana Das Neves, assistant director for the Latino Resource Center at NIU. “She always had a smile on her face. She was a very optimistic, loving and caring young lady who lived life to the fullest.”

See the Garcia family’s memorial website for Catalina at www.mem.com/story.aspx?id=2294746.

Julianna Gehant

*Junior, Elementary Education Major
Mendota, Illinois*



Julianna Gehant loved children, country music and, ballroom dancing.

The elementary education major also loved her tight-knit Mendota, Illinois, family and her homeland.

Before coming to NIU last September, she logged 12 years in the U.S. Army and the Army Reserves. As a Sergeant First Class in an engineering unit, the 32-year-old served a tour of Bosnia. It was during her military years that Julianna earned some experience as a teacher and found a career path.

“We were the same age. We were at the same place in our lives. We clicked right away, and I’m heartbroken,” said Jennifer

Webster, a friend from the NIU Veterans Club. “We described her as a ray of sunshine. She lit up a room, and everyone had more fun when she was around.”

Julianna was “smart, kind and conscientious,” said Betsy Smith, her academic adviser in the College of Education’s Department of Teaching and Learning.

“She would have been a really good teacher. Because she was older, she really knew for sure that teaching was something she wanted to do, and she was willing to put aside everything to pursue that dream,” Smith said. “She was taking a science class so she could better prepare to teach science when so many people don’t like science. She went above and beyond.”

Members of the NIU Veterans Club gathered the morning of Friday, February 15, to lay a wreath at the Veteran’s Memorial Flagpole, located near Altgeld Hall, in Julianna’s honor. They have also added a plaque to the flagpole base in her memory.

“It’s truly a great loss to the world that she’s no longer with us,” Webster said. “I want everyone to know her name. I want everyone to know her face and how wonderful she was.”

“She was an intelligent, highly motivated young lady who served her country and came back.”

Ryanne Mace

*Sophomore, Psychology Major
Carpentersville, Illinois*



Ryanne Mace had the unique ability to help and comfort people with her words and actions.

“In high school, some of her friends were kind of fringe kids who were maybe picked on by others or a little disenfranchised,” her father, Eric, recalled. “She was level-headed and smart, and as a result, they went to her for advice. At some point she decided that’s what she wanted to do with her life.”

At NIU, Ryanne, a 19-year-old sophomore from Carpentersville, was an honors student studying psychology with the intention of attaining a doctorate-level degree and working in the field of counseling. She had already served an internship in high school at a counseling center.

“She was a good kid, funny and brilliant,” said her mother, Mary Kay.

Her daughter studied French, had played violin in the symphony orchestra at Dundee-Crown High School and was an avid reader, sometimes juggling four or five books at a time.

But she was also a typical college student who would sleep past noon, was willing to stand in line at midnight for the next Harry Potter offering and collected things of all sorts.

“You never knew what she would start accumulating,” her father said. “When she came to NIU she had probably 500 writing utensils. She even had a purple Sharpie on her key chain.”

Faculty members who knew her at NIU described a young woman who was intellectually engaged, highly motivated, outgoing and friendly. Ryanne was taking a psychology course with Professor Kevin Wu, who said she was interested in studying mental illness.

“She was taking my course as an honors student, which meant she was going to complete a project with me,” Wu said. “She had gotten a good start and was very enthusiastic about the work she was doing.”

Psychology Professor Lisa Finkelstein had mentored Ryanne last year and had her in a social psychology course this semester.

“She was always friendly and laughing—just a really good kid,” Finkelstein said. “Ryanne was one of those students who really wanted to be there.”

Daniel Parmenter

*Sophomore, Finance Major
Westchester, Illinois*



Daniel Parmenter was tall. Real tall.

“He was about 6-foot-4, 6-foot-5,” said Martin Smith, a friend who played intramural rugby with him. “Dan was a typical sports guy. He played football in high school. He played rugby in high school. He played intramural softball and flag football.”

“Dan was our gentle giant,” said Maria Krull, business adviser to the *Northern Star*, the student campus newspaper where 20-year-old Daniel worked as an advertising representative.

“Very nice, always somebody you could count on, smiley face, never lost his temper—just what you really want to have for a co-worker, although we don’t see each other as co-workers. We are family, and that’s why it’s so hard on the kids. They’re taking it very, very hard.”

A finance major from Westchester, Illinois, Daniel joined the *Northern Star* staff last April. He also was a member of the Pi Kappa Alpha fraternity, better known as the Pikes. And, Smith said, Daniel enjoyed going out for a party like any college student.

But his family and friends remember other things: his intelligence, his honesty, his common sense, his strong work ethic and his curiosity about learning new and different things.

Daniel rose quickly at the newspaper, colleague Chris Fiordiroso said.

“He was rapidly promoted to sales rep after only a semester. He was a very hard worker,” Fiordiroso said. “He never asked questions about why he was doing anything. He was always joking, smiling in the office. He got along with everybody.”

Read more about Daniel by visiting “In his family’s words” at www.niu.edu/memorial/biographies/parmenter_family.html.

CAMPUS AERIAL VIEW OF COLE HALL

Cole Hall



INTRODUCTION

On February 14, 2008, Steven Phillip Kazmierczak entered room 101 in Cole Hall and opened fire in the lecture hall killing five students and wounding 21. He then shot and killed himself.

Administrators at Northern Illinois University, the Illinois Governor's office, and the U.S. Fire Administration have reviewed the response of the University, Police, Fire and Medical departments in regards to this incident.

After reviewing hundreds of interviews, phone records, e-mail correspondence and thousands of pages of evidence, what follows is the most recent, up-to-date report of the police investigation. Due to the nature of the ongoing investigation under certain statutes in Illinois, it is imperative that official police reports remain privileged. This report includes as much information as can be released without jeopardizing future potential investigative work.

It is the goal of this report to review incidents prior to the shooting as well as in the aftermath, including:

- The life and mental health history of Steven Phillip Kazmierczak from early childhood until the days prior to the shooting
- Response of the NIU Department of Public Safety to the initial reports of a shooter on campus
- Emergency medical response
- Incident command and investigative cooperation between the NIU Department of Public Safety (NIUDPS), Federal Bureau of Investigation (FBI), Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), Illinois State Police (ISP), City of Sycamore Police Department, DeKalb County Sheriff's Office, City of DeKalb Fire Department, and the City of DeKalb Police Department (DPD), as well as other law enforcement agencies
- Services provided for surviving victims of the shooting as well as family and friends of the victims and NIU community members
- Student affairs policies
- Mental health services and prevention programs
- Information flow during a crisis
- The community response to February 14, 2008
- Academic and campus implications of the 2/14/08 tragedy

MAJOR FINDINGS AND RESPONSES

- 1) Kazmierczak had a history of poor mental health prior to his matriculation at NIU. It should be noted that institutions of higher education, including NIU, admit students on the basis of academic background and achievement. The admissions process involves no examination of a student's medical or psychological background, since such an examination would be in violation of both Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. While Kazmierczak was at NIU, there are no records indicating that he had adverse contact with the local police, NIU police, or any judicial referrals. There would have been no reason for the university to have known or suspected that Kazmierczak had mental health challenges.
- 2) Shortly after beginning his graduate program at NIU, Kazmierczak perceived that the Sociology Department had undertaken a refocusing of its curriculum which led to a reduced emphasis on criminology. This perception does not appear to have been accurate, as the Master of Arts (M.A.) program currently lists criminology as a specialization; a comparison of the current and the 2006 Graduate Catalogs actually reveals an expansion of courses within the specialization. Kazmierczak's perception may have contributed to a sense of abandonment. As a result of his perception, Kazmierczak ultimately enrolled in the graduate program in sociology at the University of Illinois.
- 3) There were no warning signs that Kazmierczak was planning his attack. Kazmierczak was very good at blending into everyday life at NIU and was very private with his personal life. He excelled in academics and was a bright student who received accolades from professors.
- 4) Northern Illinois University was uniquely prepared for emergency operations and response. Commencing in 2001, the campus community and specifically its Public Safety Department initiated steps to improve campus preparedness. Efforts were undertaken to strengthen the Department of Public Safety, especially through training programs designed to equip officers with appropriate tools to effectively respond to emergency situations. By February 14, 2008, for example, all of the NIU Public Safety personnel were EMT trained and included two paramedic certified officers. In addition, the campus developed an Emergency Operations Plan that organized the campus response to emergencies, providing direction and guidance on specific assignments, responsibilities, protocols, and procedures to be undertaken in the event of such a crisis. These efforts proved critical and life saving in the effective response and follow-up surrounding the February 14 shooting.
- 5) The NIUDPS response to the incident at Cole Hall was coordinated and timely, as was the triage and evacuation of the wounded.
- 6) Emergency responders were well trained and prepared to work collectively under an Incident Action Plan that was well rehearsed and efficient.
- 7) The campus was efficiently locked down during the incident and updates were sent to students via Internet and telephone in order to keep all people safe and informed.

8) Regular emergency exercises keep agencies in DeKalb and NIUDPS connected and sharpened for any incidents.

9) The Office of Support and Advocacy was conceptualized and authorized as the central point of coordination for victims, their families and all other issues related to the tragedy.

10) In response to the incident, one student affairs professional staff member, a liaison, was paired with each family of a deceased student and with each student who sustained a physical injury. The liaison program was expanded and renamed “Victim Advocates” because of its effectiveness and positive reception following the shooting. It now works in many capacities for a variety of victims.

11) Students directly impacted by the incident were contacted by the Office of the Vice President for Student Affairs in order for the university to better understand how individuals were impacted as well as to refer students in need of counseling to the correct department.

12) The Northern Pact was created to help students understand and embrace student expectations during their time as Huskies. Five principles – just, open, caring, disciplined, and celebrative – were intentionally integrated into the campus culture.

13) NIU has mental health services and prevention programs including a Threat Assessment Team that is now required by Illinois law for all institutions of higher learning. This team is broken into two areas dedicated to students and faculty, respectively.

14) There are a variety of teams that deal with student crisis response, including the Crisis Response Team and Student Threat Assessment Team.

15) Two additional psychologists were hired in the aftermath of the shooting.

16) NIU established a call center that designated seven phone lines as hotlines during the crisis. The number of lines is now 13, and 17 individuals have been pre-assigned and automatically report to answer calls as necessary.

17) Numerous training sessions occurred after the Virginia Tech incident and workshops were held at NIU with authorities on emergency training. Each year a full-scale operations drill is conducted by the NIU Department of Public Safety to ensure smooth execution of operations in a crisis.

18) In response to the crisis, the Counseling and Student Development Center initiated a counseling group for students suffering the loss of a friend in the shooting. The success has led “Healing Huskies” to expand to assist anyone looking for help with the grieving process.

19) After February 14, 2008, Information Technology Services recommended and installed a new text message/notification system that is now operational. Other avenues of electronic notification have been investigated and are being implemented, including the addition of a blast message feature, sent to anyone logged into NIU’s Novell servers, and broadcast messaging to all NIU-IPTV channels for NIU residence halls and classrooms.

20) A complete Emergency Operations Plan has been developed for the ITS headquarters and has been integrated with the main campus Emergency Operations Plan.

21) NIU has addressed the need for homeland security education through a certificate program, an innovative academic alliance with other Illinois public universities, and a widely distributed model course. NIU offers five specialized tracks that prepare students for natural disasters, business interruptions, or acts of terrorism.

22) The university continues to enforce its weapons restrictions policy. This policy applies to all on- and off-campus students.

NORTHERN ILLINOIS UNIVERSITY DEPARTMENT OF PUBLIC SAFETY FEBRUARY 14, 2008 INVESTIGATIVE SUMMARY

Source for Time Documentation

There are three (3) sources for recording the time of an incident in the NIU Telecommunication Center and there were a variety of systems in use by other initial response agencies. There is a variance in the times recorded by the different responders during this event. The temporal intervals however are consistent and show no variation throughout the term of the incident. The initial time that was provided for the incident was given as approximately 1506:07 hours, February 14, 2008. For purposes of consistency and to minimize the possibility for confusion, the previously stated time of 1506:07 hours will be used as the official time for this report. The source for time documentation is the Northern Illinois University Department of Public Safety (NIUDPS) Computer Aided Dispatch and MediaWorks Voice Recorder.

Much of the emergency response activity taking place during the event was not captured on the MediaWorks Voice Recorder used to document incident activities. A significant amount of the communication was accomplished between responders face to face. Additional communications were conducted via telephone, particularly discussions between Chief Grady and NIU executive administrators. There was a great deal of discussion between NIUDPS other initial law enforcement responders and the DeKalb Fire Department. None of these exchanges are captured on the NIU telecommunication radio logs. There are instances where activities are cited as occurring at an approximate time that is not documented on the voice recorder time log. In these instances the personnel involved verified the actions taking place and the approximate time of occurrence.

The Event

On Thursday afternoon February 14, 2008 a Geology 104-Introduction to Ocean Sciences class was being held in Cole Hall Auditorium 101, which is located on the DeKalb Campus of Northern Illinois University. The auditorium has a total seating capacity of 464. One hundred sixty-five (165) students were registered to take the class. A total of 120 students attended class that day. Two (2) students left class early and there was one (1) person visiting who was not registered.

At approximately 1505 hours, Steven Phillip Kazmierczak entered that auditorium and began shooting at the people occupying the room. At the conclusion of his attack, six (6) people were dead (including the shooter) and another twenty-one (21) had been wounded, many of them seriously. The first 911 call advising the Northern Illinois University Police Telecommunication Center of an active shooter at Cole Hall came in at approximately 1506 hours. Moments later, at approximately 1506:07, Northern Illinois University Department of Public Safety (NIUDPS) officers were alerted that there was "a 911 call at Cole Hall saying there has been a shooting. . . ." At approximately 1506:33, three (3) NIUDPS officers had responded and "are in the area." According to the radio log, at 1511:44 (approximately 5 minutes and 37 seconds later) the NIU dispatcher is

notified by Sergeant Ellington of the NIUDPS that the “Shooter’s down, shotgun’s secure, we need an ambulance and the coroner at Cole Hall” (See Table 1).

Steven Kazmierczak entered the vestibule of Auditorium 101 in Cole Hall at the extreme southwest corner of the room from behind the stage. The vestibule was concealed by an unlocked metal door that opens to the left from inside the vestibule. Kazmierczak carried a black acoustic guitar case containing a 12 gauge shotgun with a sawed-off barrel. He also brought a black backpack, a partially consumed bottle of Gatorade, three (3) periodicals and miscellaneous other items. He left these items in the vestibule with the exception of the shotgun. Kazmierczak wore a pair of dark brown boots with laces, jeans, a black T-shirt with the word “Terrorist” written across the chest imposed over a picture of an assault rifle, a black knit hat and a black utility belt with two (2) magazine holsters, a holster for a handgun, three handguns, eight (8) loaded magazines and a knife. Once he had donned his weapons he opened the door leading to the stage with such force the preponderance of people in the auditorium described his entrance as “kicking the door in.”

Kazmierczak walked a short distance across the stage and opened fire with the shotgun directly into the audience. He then shot at the instructor, who was standing on the east side of the stage going over a test he’d given the class on February 12, 2008. The instructor tried to run out of a door located at the southeast corner of the auditorium at the rear of the stage. That door was locked. The professor then went off the front of the stage and ran down the east aisle to the rear exit on the east side of the building. The students were either running towards the north exits at the rear of the auditorium or attempting to hide between the seats. The teaching assistant attempted to hide in the area of the stage on the east end. After firing three (3) rounds, Kazmierczak began to reload. Some of the students noticed the pause in the action and shouted, “He’s reloading.” Students continued running while some of them left their places of hiding and started to run. Others either continued or attempted to hide between the seats or merely sat where they were, apparently unable to respond to the crisis at hand.

Once the shooter had expended all immediately available rounds from the shotgun, he discarded it on the west end of the stage and began firing at the room’s occupants with a 9mm Glock semi-automatic pistol. Kazmierczak is reported to have walked up and down the west aisle and directly in front of or on the stage, firing the weapon as he went. He fired a total of six (6) rounds from the shotgun and 50, 9mm rounds from the Glock. Two (2) fully loaded magazines containing rounds for a 380 semi-automatic pistol were found on the floor of the west aisle. It is not clear whether Kazmierczak merely dropped these magazines or was attempting to reload the Glock and fumbled with the wrong magazines. Fifty-five (55) unexpended rounds of ammunition were recovered from the scene.

Table 1.

NIUDPS Radio Traffic February 14, 2008

SOURCE: Computer Aided Dispatch & MediaWorks Voice Recorder

Radio Traffic Text is not Verbatim

Time	Source	From	To	Radio Traffic	Length of Radio Traffic in minutes
15:06:07	Radio	Denton	All units	Northern Units Northern, I have a 911 call at Cole Hall saying there has been a shooting. I am trying to get further....	0:23
	Radio	Holland	Denton	Northern 12, 10-4.	
				3-second interval	
15:06:33	Radio	Ayala	Przybyla	Northern 30, we are in the area.	0:30
	Radio	Przybyla	Ayala	Unit 30, 10-4.	
	Radio	Hodder	Przybyla	Northern 39, I have a report that a man has a shotgun at Cole Hall.	
	Radio	Przybyla	Hodder	Unit 39, 10-4.	
	Radio	Holland	Hodder	39, repeat traffic.	
	Radio	Przybyla	Units	Units responding, our offender is a male white. Getting further.	
				3-second interval	
15:07:06	Radio	Holland	Przybyla	Northern 12, repeat location.	0:49
	Radio	Ellington	Units	(Garbled)...a tall male, 6 feet in height, carrying a shotgun (interrupted)	
	Radio	Hodder	Przybyla	(Interrupts) ...wearing a coat and carrying a long shotgun.	
	Radio	Przybyla	Unknown	You're completely covered by static. Please repeat.	
	Radio	Rodman	Przybyla	Northern 47, I have a shooting victim at the Holmes Student Center west entrance.	
	Radio	Przybyla	Rodman	Received...	
	Radio	Denton	Units	Northern units, the caller is describing a white male ...possibly wearing a black hat. Trying to get further.	
				8-second interval	
15:08:03	Radio	Ayala	Ellington	10 from 12. Correction, 10 from 30.	0:18
	Radio	Hodder	Dispatch	Northern 39, information.	
				1-second interval	
15:08:22	Radio	Hodder	Przybyla	Northern 39.	0:38
	Radio	Przybyla	Hodder	Unit 39.	
	Radio	Hodder	Przybyla	I have additional information. Shooter is a white male with multiple tattoos and wearing short-sleeve t-shirt. Multiple shots were fired. He left Cole Hall in an unknown direction.	
	Radio	Przybyla	Hodder	Unit 39, 10-4; 47, we have an ambulance en route.	
	Radio	Rodman	Przybyla	10-4, this person was shot with a shotgun. He has a head and back wound.	

				28-second interval	
15:09:28	Radio	Ayala	Ellington	10 from 12.	0:14
	Radio	Ellington	Ayala	Go ahead.	
				1-second interval	
15:09:43	Radio	Ellington	Dispatch	This is 10. I'm entering the south side of Cole Hall.	0:30
	Radio	Wright	Dispatch	Northern 44, repeat the description.	
				12-second interval	
15:10:25	Radio	Wright	Dispatch	Units 44 and 12 are going to the east side of Cole Hall.	0:29
15:10:25	Radio	Denton	units	Are there units at Cole Hall?	
	Radio	Roccaforte	Denton	50 and 41 are at Cole Hall.	
	Radio	Denton	Roccaforte	10-4, I have a report of a victim on the stage. I am trying to get further.	
	Radio	Roccaforte	Denton	Glodowski's with a shooting victim.	
	Radio	Denton	Roccaforte	41, can you repeat?	
15:10:59	Radio	Denton	All Units	DeKalb Engine 3 will be arriving NIU Field House. Engine 3, message received.	0:16
				33-second interval	
15:11:27	Radio	Rodman	Dispatch	Northern 47, I have a name of a victim.	0:10
				7-second interval	
15:11:44	Radio	Denton	Rodman	47, go ahead.	1:37
	Radio	Rodman	Denton	His name is <i>Victim# 7</i> .	
	Radio	Denton	Rodman	Yes, is he in the Holmes Student Center?	
	Radio	Rodman	Denton	Yes. You can send medics to the bus turnaround. His bleeding is under control.	
	Radio	Denton	Rodman	10-4; where is the location of the injury?	
	Radio	Ellington	Dispatch	Clear the radio traffic.	
	Radio	Ellington	Dispatch	Shooter's down. Shotgun's secure. We need an ambulance and the coroner at Cole Hall.	
	Radio	Ellington	Dispatch	Northern, did you copy my traffic?	
	Radio	Ellington	Dispatch	Northern from 10, did you copy my traffic?	
	Radio	Przybyla	Ellington	Yes, we have an ambulance staged in lot 21. Is it safe for them to proceed?	
	Radio	Ellington	Przybyla	That's 10-4. Bring the ambulance to the northeast corner of Cole Hall. The shooter is down in the eastern auditorium. A shotgun and pistol are secure. Chief Grady is with another victim. It looks like we have 2 victims in here.	
	Radio	Przybyla	Ellington	Received. Sending medics to your location.	
	Radio	Ellington	Przybyla	10-4. We have at least 2 victims down inside the eastern auditorium.	
	Radio	Przybyla	Ellington	10-4.	
				3-second interval	
15:13:24	Radio	Ayala	Dispatch	Northern 30.	0:18
	Radio	Ayala	Dispatch	Northern 30, I am with another injured person.	

				4-second interval	
15:13:46	Radio	Ellington	Dispatch	Northern, at least 3 injured persons including the shooter. So, 3 victims, 1 shooter and 1 individual is moving. 2 more persons injured. 1 person is conscious and breathing. The status of other persons is unknown. At least 2 people are dead.	0:29
				22-second interval	
15:14:37	Radio	Ellington	Holland	12 from 10, do what you can to get the alarm shut off.	0:21
	Radio	Holland	Ellington	Go for 12.	
	Radio	Ellington	Holland	Do what you can to get this alarm shut off.	
				11-second interval	
15:15:09	Radio	Ellington	Holland	Get us a knife and EMT bag.	0:17
				4-second interval	
15:15:30	Radio	Ellington	Dispatch	Northern, get somebody from building services over here to shut this alarm off and get us an EMT bag! 50 from 10! Cindy!	0:14
				7-second interval	
15:15:51	Radio	Ellington	Dispatch	EMT bag going in. The scene is secure.	0:15
				no interval	
15:17:06	Radio	Ellington	Dispatch	Northern, are you having the alarm shut off?	0:25
	Radio	Holland	Dispatch	Northern from 12, there are 2 persons injured in Neptune Central.	
	Radio	Ellington	Unknown	10-4 (unreadable).	
				14-second interval	
15:17:45	Radio	Holland	Przybyla	Northern from 12, switching to channel 7 to give the type of injuries. Location Neptune Central.	0:24
	Radio	Przybyla	Holland	12, we were switching over channels.	
	Radio	Ellington	Holland	12, 50 is headed your way to assist.	
				2-second interval	
15:19:11	Radio	Przybyla	Holland	12, DeKalb Fire has someone en route to Neptune Central.	0:14
				51-second interval	
15:19:16	Radio	Wright	Holland	12, 44, meet me at the east side of Cole.	0:21
	Radio	Holland	Wright	Traffic for 12.	
				10-second interval	
15:19:47	Radio	Fillers	Przybyla	Northern 43.	0:28
	Radio	Przybyla	Fillers	Unit 43.	
	Radio	Fillers	Przybyla	Do we still have a medic going to the bookstore? We have a couple here that need assistance.	
	Radio	Przybyla	Fillers	Repeat your location.	
	Radio	Fillers	Przybyla	Holmes Student Center Bookstore.	
	Radio	Przybyla	Fillers	How many patients?	
	Radio	Fillers	Przybyla	Two.	
	Radio	Przybyla	Fillers	Copy.	

				9-second interval	
15:21:24	Radio	Ellington	Przybyla	Northern 10.	0:30
	Radio	Przybyla	Ellington	Unit 10, go ahead.	
				The scene and perimeter are secure. DeKalb Fire on scene along with DeKalb County Sheriff's Department, DeKalb police and Sycamore police. Awaiting more emergency personnel.	
	Radio	Ellington	Przybyla		
	Radio	Przybyla	Ellington	10-4, 02 or 04 from Northern?	
				32-second interval	
15:22:26	Radio	Przybyla	Ellington	10 from Northern.	0:47
				10 or 12, check with a lieutenant to see if they want additional personnel or ILEAS box.	
	Radio	Przybyla			
				Northern, at this time we got the scene secure, we have emergency members from all jurisdictions in the area, scene is secure, any other responding police officers can help secure the perimeter but we're good on the interior.	
	Radio	Ellington	Przybyla		
				10-4, we're going to go ahead and call additional NIU officers in and if you could advise on the ILEAS box.	
	Radio	Przybyla	Ellington		
	Radio	Ellington	Przybyla	10-4, I'll grab one of the LTs and see.	
				18-second interval	
15:23:31	Radio	Fillers	Przybyla	Northern 43.	0:31
	Radio	Przybyla	Fillers	Unit 43.	
				Do you know where that medic is coming to the Holmes Student Center? He is getting paler and his pulse is going down.	
	Radio	Fillers	Przybyla		
	Radio	Przybyla	Fillers	Copy ... I'll check and advise.	
				40-second interval	
15:24:42	Radio	Ellington	Przybyla	Northern 10.	0:30
	Radio	Przybyla	Ellington	10, go ahead.	
				I know you're busy but do what you can to get an ETA to getting this alarm shut off ... Radio communications are terrible in here 'cause I can't hear it.	
	Radio	Ellington	Przybyla		
	Radio	Przybyla	Ellington	10-4, which alarm are you referring to?	
				The Cole Hall fire alarm. Somebody pulled the fire alarm.	
	Radio	Ellington	Przybyla		
	Radio	Przybyla	Ellington	10-4.	
				18-second interval	
15:25:30	Radio	Przybyla	Ellington	10, heating plant will be en route.	0:51
	Radio	Ellington	Fillers	43, are you still here?	
	Radio	Fillers	Ellington	Uh ... I'm at Holmes Student Center.	
				43, if your victim is okay and is going to be okay we need you in Cole Hall right away starting an IV. Northern, need you to call 51 in, start calling emergency personnel but start with Clifton; we need another paramedic here. We're short on emergency personnel.	
	Radio	Ellington	Fillers		
	Radio	Fillers	Ellington	43, en route.	
				43, I didn't hear you. Are you on your way to Cole?	
	Radio	Ellington	Fillers		
	Radio	Fillers	Ellington	Yes. I'm right here. I'm meeting.	

				55-second interval	
15:27:16	Radio	Ellington	Przybyla	Northern, second ambulance crew has arrived.	0:17
	Radio	Przybyla	Ellington	10-4, any further information if we want further police response?	
				28-second interval	
15:28:01	Radio	Ellington	Holland	12 from 10, are you still in Neptune?	0:35
	Radio	Holland	Ellington	That's affirmative.	
	Radio	Ellington	Holland	12, we have some reports out here that there is a possibility of more than one shooting site, so do what you can with the victim you have and still clear Neptune. I'm heading over to the bus turnaround between the Student Center and Neptune. ... I'm going to check the turnaround and Student Center, but we need to make sure there's no additional sites.	
	Radio	Holland	Ellington	10-4.	
				50-second interval	
15:29:26	Radio	Przybyla	Ellington	10, Northern.	0:32
	Radio	Przybyla	Ellington	Go ahead Northern.	
	Radio	Przybyla	Ellington	Are you with fire?	
	Radio	Przybyla	Ellington	Negative, I'm heading towards the Student Center and the turnaround.	
	Radio	Przybyla	Ellington	10-4, disregard.	
	Radio	Ellington	Przybyla	I can get in contact with Fire; what do you need?	
	Radio	Przybyla	Ellington	We'll ... We'll go to their channel; disregard.	
				42-second interval	
15:30:40	Radio	Ellington	Przybyla	Northern 10.	0:41
	Radio	Przybyla	Ellington	10.	
	Radio	Ellington	Przybyla	If you could get us somebody, police officer personnel from any agency ours or others ... Get them over here to the HSC bus turnaround and let's get the entire area blocked off ... We don't want any more traffic coming into the bus turnaround.	
	Radio	Przybyla	Ellington	10-4, we're going to go ahead and do an ISPERN broadcast for police assistance to get whoever we can heading this direction.	
	Radio	Ellington	Przybyla	10-4, as they show up, get them to the turnaround and try to help them get this thing clear.	
				3-second interval	
15:31:24	Radio	Holland	Ellington	10 from 12. 50 is going to go to the turnaround area to assist in shutting down the area.	0:22
	Radio	Ellington	Holland	10-4, we do have victims inside the, uh, bookstore over at the, uh, Holmes Student Center. We do have paramedics with them at this time.	

				4-second interval	
15:31:50	Radio	Ayala	Holland	12 from 30.	1:01
	Radio	Holland	Ayala	Go for 12.	
	Radio	Ayala	Holland	DeKalb has just advised there's possibly another victim over at DuSable.	
	Radio	Holland	Ayala	10-4, what's your location?	
	Radio	Ayala	Holland	I'm here at the, uh...in front of Cole with cos ... Uh, ... crowd control.	
	Radio	Przybyla	Ellington	10 from Northern, information.	
	Radio	Holland	All units	Break, 12, is there anyone who can go and verify that information 30 just broadcast that there's another victim in DuSable? Is there anybody who can clear to verify that information?	
	Radio	Denton	Holland	12, Northern for information, I've gotten several calls including the Dean at the College of Business and nobody's advised there's any victims there, just for information.	
	Radio	Holland	All units	10-4, we need somebody to go to these buildings and verify that.	
				23-second interval	
15:33:14	Radio	Przybyla	All units	Northern units for information, a couple updates ... all Huskie buses have been rerouted over to Engineering lot A ... Additionally, ISPERN broadcast has gone out requesting additional police assistance and Mrs. White is calling in NIU police officers.	0:27
				54-second interval	
15:34:35	Radio	Ayala	Holland	12, 30.	1:23
	Radio	Ayala	Holland	12, 30.	
	Radio	Holland	Ayala	30, go for 12.	
	Radio	Ayala	Holland	I've got a couple of guys that are volunteers here, uh ... paramedics, 10-4 go up take them to Dusable?	
	Radio	Holland	Ayala	10-4.	
	Radio	Ellington	Holland	12 from 10, you had an opportunity to run through Neptune?	
	Radio	Holland	Ellington	That's affirmative, and according to the witnesses and other people in here this was not a shooting site; people just ran from Cole Hall into Neptune.	
	Radio	Ellington	Mitchell	02 from 10.	
	Radio	Ellington	Mitchell	02 or anybody near 02 from 10.	
	Radio	Rodman	Ellington	Yeah, from 47.	
	Radio	Ellington	Rodman	47, let 02 know there's no indications at all, none, that there's been a secondary site.	
	Radio	Rodman	Ellington	10-4, he copies.	

				67 second interval	
15:37:05	Radio	Ellington	Dispatch	Northern 10.	0:22
	Radio	Przybyla	Ellington	10	
	Radio	Ellington	Przybyla	We still need paramedics...over at Neptune Central. We have at least 4 victims in there, none of them are critical, but we do have 4.	
				2 minute - 57 second interval	
15:40:24	Radio	Wright	Ellington	10, 44, Location?	0:42
	Radio	Ellington	Wright	Heading towards Neptune Central. One of the paramedics is coming in with me. Still have the 4 subjects in here that need to be tended to.	
	Radio	Wright	Ellington	10-4.	
	Radio	Holland	Przybyla	Northern 12 information.	
	Radio	Holland	Przybyla	Unit 12.	
	Radio	Przybyla	Holland	12 go ahead.	
	Radio	Przybyla	Holland	12 from Northern go ahead.	
				1 minute - 54 second interval	
15:43:00	Radio	Ayala	Holland	10, 12.	1:10
	Radio	Holland	Ayala	Go for 10.	
	Radio	Ayala	Holland	I've got about 5 volunteers here that can help with EMT. Anywhere you them want to go?	
	Radio	Holland	Ayala	30 from 12, we're okay at Neptune at the moment. Call other supervisors to see if they need anybody at this point.	
	Radio	Ayala	All units	10-4, Anybody else need any volunteer, uh paramedics and EMTs?	
	Radio	Ellington	Ayala	Neptune and Student Center the injuries there are being covered you have emergency personnel, medical personnel on scene, the last two possible locations are Cole and Dusable.	
	Radio	Ayala	Ellington	Dusable is all taken care of.	
				36 second interval	
15:44:46	Radio	Wright	All units	Can I get medical personnel to the south side of the Student Center?	0:37
	Radio	Ayala	Wright	Jason, I've got 3 or 4 coming your way.	
	Radio	Wright	Ayala	On the South side of the Student Center. I'll be standing out front.	
	Radio	Ayala	Wright	10-4.	
	Radio	Rodman	Ellington	10 from 47.	
				8 second interval	
15:45:31	Radio	Rodman	Ellington	1-0 from 47.	0:21
	Radio	Ellington	Rodman	Go ahead.	
	Radio	Rodman	Ellington	I've got the instructor in that class...uh, where do you want him for his statement?	
	Radio	Wright	Ayala	47, you can bring him to the south side of Student Center.	
	Radio	Ayala	Wright	10-4.	

				3-second interval	
15:45:55	Radio	Ellington	Rodman	47, repeat your traffic again, I got tied up.	0:45
	Radio	Rodman	Ellington	I've got the professor of that class in the Anthropology building, just wondering where you want me to take him?	
	Radio	Ellington	Rodman	Is he a casualty or is he a witness?	
	Radio	Denton	Rodman	They should be directed to the Sandburg Auditorium for staging.	
	Radio	Rodman	Denton	10-4.	
	Radio	Ellington	All units	For those officers that are unaware, anybody who's a witness is going to the Carl Sandburg.	
				44-second interval	
15:47:24	Radio	Przybyla	Ellington	10 Northern, information.	1:51
	Radio	Ellington	Przybyla	Go ahead.	
	Radio	Przybyla	Ellington	State Police responding units have been advised to meet with you at the Holmes Student Center for further direction.	
	Radio	Ellington	Przybyla	Redirect that, they need to meet at the PD with 02. Once 02 briefs them he's going to then take them over to Carl Sandburg for deployment.	
	Radio	Przybyla	Ellington	Okay. It's already gone out on an ISPERN broadcast; we're going to have to have someone there to meet them.	
	Radio	Ellington	Przybyla	10-4, 50 from 10, are you still at the turnaround?	
	Radio	Glodowski	Ellington	Affirmative.	
	Radio	Ellington	Glodowski	Redirect any additionally responding personnel to the police department; 02 is going to meet with them at the PD, give them a briefing and then he is going to take them to the Carl Sandburg.	
	Radio	Glodowski	Ellington	10, I'm sorry. I couldn't hear. Could you repeat that, please?	
	Radio	Ellington	Glodowski	An ISPERN message went out sending all, uh ... responding personnel to go to the bus turnaround to meet with me. We need to get those people redirected. They need to go to the police department and meet with 02 for a briefing; then he'll deploy from there.	
	Radio	Glodowski	Ellington	10-4.	
	Radio	Holland	Ellington	10 from 12.	
	Radio	Ellington	Holland	Go ahead.	
	Radio	Holland	Ellington	10, be advised that the hall staff in Neptune is setting up a counseling center in the Walnut Room in Neptune Central. Just for information.	
	Radio	Ellington	Holland	10-4.	
				24-second interval	
15:49:37	Radio	Mitchell	Henert	04 from 02, Officer Kafka is going to be in the Sandburg.	0:17
				19-second interval	
15:50:13	Radio	Ellington	Dispatch	Northern 10..... Northern 10.	0:20

				22-second interval	
15:50:55	Radio	Ellington	Dispatch	Any unit at the PD from 10.	0:30
	Radio	Przybyla	Ellington	Unit 10, go ahead.	
	Radio	Ellington	Przybyla	Can you get Judy to a land line and have Judy call me on my cell phone; it's the number on the phone list ... 01 needs to speak with her.	
	Radio	Przybyla	Ellington	Judy White or Judi Glover?	
	Radio	Ellington	Przybyla	Judy White.	
	Radio	Przybyla	Ellington	10-4.	
				16-second interval	
15:51:33	Radio	Przybyla	Ellington	10, message has been delivered.	0:10
				34-second interval	
15:53:17	Radio	Holland	Przybyla	Northern 12, be advised the victims from Neptune have been transported.	0:14
	Radio	Przybyla	Holland	10-4.	
				2 minute – 34-second interval	
15:55:03	Radio	Ellington	Przybyla	Northern 10.	0:44
	Radio	Przybyla	Ellington	Unit 10, go ahead.	
	Radio	Ellington	Przybyla	I need to track down Eddie Williams and also Melanie Magara. Could you start on that? I'm on my way back to the PD right now but if you could find out their locations, I'm going to walk over and meet with them.... that's Eddie Williams and Melanie Magara.	
	Radio	Przybyla	Ellington	10-4, Mrs. Glover is contacting Ms. Magara. We'll check on Dr. Williams and just confirmed with State Police District 2 ... we've requested 20 officers from them through their broadcast, which they're sending.	
	Radio	Ellington	Przybyla	10-4 ... thanks.	
17:04:42 PM	Radio	Henert	All Units	Are there any Northern Units with any unattended victim? ... Anybody in need of a paramedic?	0:20
				One Hour into incident	

Timeline Key

Interval Times	
Radio Traffic	
Dispatcher	

Critical Incident Response

At approximately 1506:33; a mere 26 seconds from the time the NIU 911 dispatcher alerted all units of a possible shooting at Cole Hall, Officers Tony Ayala and Cynthia Zimberoff reported they were in the area. Seconds later, Officer Joseph Hodder was also reported to be in the area. Officers Ayala and Zimberoff were driving northbound in the 200 block of Normal Road while providing an escort at the time of the call. They encountered students running in the direction of Swen Parson Hall. A student yelled, "He's shooting over there" and pointed towards the Martin Luther King Commons (MLK) area. Officers Ayala and Zimberoff dropped off the person they were escorting and proceeded immediately west down the sidewalk through the MLK Commons towards Cole Hall where they encountered students frantically running into their path, away from the area of Cole Hall. Unable to safely proceed in their squad, they exited their vehicle and proceeded to the northeast side of the bridge in front of Cole Hall, where the two (2) of them encountered students running from Cole Hall, many of them injured, some of them seriously. Officer Zimberoff saw Chief Grady Lieutenant Mitchell and Lieutenant Henert running toward Cole Hall. She approached them and was given instructions by the Chief to assist the injured and to identify available witnesses and a room in Holmes Student Center where they could be interviewed. Officer Zimberoff then immediately began attending to an injured student who was in the area.

Officer Hodder had left the visitor's parking lot located on the west side of Founder's Memorial Library and was driving northbound in the 300 block of Normal Road when the call came in. There he saw several people running towards him. One of the running students told him there had been a shooting at Cole Hall. The student provided Officer Hodder with a description of the shooter, which he then broadcast over the radio. Officer Hodder then proceeded to the west side of the MLK Commons where he parked his squad and witnessed the same frenzy of students running away from Cole Hall as did Officers Ayala and Zimberoff. Officer Hodder attended to the needs of one of the students. He then started checking the area when he heard a call over the radio that the shooter was down.

Sergeant Holland was on patrol at the time the call came in, and responded to the incident from Annie Glidden Road and Lincoln Highway. He proceeded to the area of Cole Hall and parked his vehicle in the area of the mail pagoda. He saw Lieutenant Mitchell and Chief Grady running toward Cole Hall as they passed directly in front of his vehicle. Sergeant Holland proceeded to Cole Hall and was met there by Officer Wright, Sergeant Ellington, Lieutenant Darren Mitchell, and Chief Grady.

Sergeant Ellington and Officer Wright heard the call from within the offices of the police station located at 375 Wirtz Drive. They alerted other police personnel as they hastily exited the building. Lieutenant Henert was attending a meeting with Chief Grady and Jesse Perez in the Chief's office when Lieutenant Mitchell entered the office and exclaimed there was an active shooter at Cole Hall. Chief Grady and the lieutenants left the chief's office and proceeded directly to Cole Hall. While they were en route, Lieutenants Mitchell and Henert collected

additional information about the shooter from people running away from the incident. Sergeant Ellington was ahead of Chief Grady and the lieutenants and got to Cole Hall before they did. He entered from the south side of the building. Sergeant Ellington entered the Jameson Auditorium on his left from the door leading to the stage. He quickly cleared the room and exited into the area of the front walkway.

Lieutenant Henert was directed to establish inner and outer perimeters by Chief Grady while they were approaching Cole Hall. Lieutenant Mitchell proceeded into the building with Chief Grady, where they met with Sergeant Holland, Sergeant Ellington, and Officer Wright in the inner walkway just outside the west entrance to Auditorium 101. Sergeant Holland was instructed to remain in the hallway to ensure no one else entered and the shooter did not come out. Lieutenant Mitchell, Sergeant Ellington, and Officer Wright proceeded into auditorium 101 in diamond formation with Chief Grady in the lead.

Once inside, the team noticed a person lying motionless on the stage with several weapons in close proximity. From all indications he appeared to be the shooter. The person looked to have a large puddle of blood coming from beneath and around the area of his head. A quick visual search of the room revealed no other immediate threats. There were several people with varying degrees of injury lying on the floor or propped against the seats. Chief Grady and Lieutenant Mitchell began checking injuries, while Sergeant Ellington and Officer Wright went directly to where the shooter was laying and confirmed he was, in fact, dead. Some of the injured were pulse less and not breathing. After careful examination of the injured several victims were determined to have deceased. The room was determined to be safe and other officers were called to assist with the injured.

Sergeant Rodman was in a meeting at the Holmes Student Center at the time the call came in. He left the meeting, ran to the ground floor, and was met by two students. One of them was bleeding profusely from the back of his head and from his back. The other had blood covering his nose and mouth. The person bleeding from the head wound exclaimed, "I've been shot!" while the other screamed, "My friend's been shot; please help him!" Sergeant Rodman radioed in his location and requested a paramedic. Officer Fillers arrived and assisted Sergeant Rodman in caring for the injured. Sergeant Ellington called for additional medical assistance and an EMT bag. Sergeant Rodman proceeded to Cole Hall where he retrieved an EMT bag, entered Cole Hall, and began working on the wounded. At Chief Grady's request, Sergeant Ellington radioed for Officer Fillers to come to Cole Hall once her patient was stable so that she could start IVs.

It is estimated that from the time Kazmierczak started shooting until the time he was reported "down" and the auditorium declared safe was approximately six (6) to six and one-half (6 ½) minutes. NIUDPS personnel were the first officers on-scene and the only officers to enter Cole Hall Auditorium 101 in response to the active shooter call. These officers immediately began attending the wounded. At approximately 1510:59 hours, NIU 911 dispatch reports DeKalb Fire Engine 3 "will be arriving at NIU Field House." Although the auditorium was declared safe at 1511:44 hours, emergency medical transport was delayed because external

sources reported a secondary shooter at Founder's Memorial Library. NIUDPS officers on-scene reported no audible or visible indications of a possible secondary shooter or secondary site. NIUDPS officers checked with each of the injured to determine their location at the time they were wounded. Shortly thereafter, having verified that all of the injuries took place in Cole Hall, DeKalb Advanced Life Support (ALS) paramedics entered the building. At that time DeKalb Fire and Emergency Medical Transport personnel assumed responsibility for direct patient care. They were assisted by an NIUDPS ALS paramedic and the on-scene EMTs. The particulars of the injured and deceased are provided in Tables 2 and 3.

Officers from DeKalb PD, Sycamore PD, DeKalb County Sheriff's Office and NIUDPS conducted a sweep of Founders Memorial Library and determined it to be secure. At approximately 1534:35 hours, the area was again declared safe.

NIUDPS established a reception point at the police station located at 375 Wirtz Drive and established a staging area for all law enforcement personnel in Wirtz Hall immediately adjacent to the reception center. A temporary investigative command center was established in the Duke Ellington Ballroom of the Holmes Student Center and ultimately relocated to a more permanent location on the second floor of that building, from which the investigation continued over the following weeks.

Table 2. Kishwaukee Community Emergency Medical Services System Mobile Intensive Care (MIC) Record

MIC Times are Estimated Due to Extended Scene Times

Wounded Victims	Transport Agency	Unit Number	Call Received	Arrived at Scene	Departed Scene	Arrived at Hospital	Departed Hospital	Back in Service	Time in Minutes
Victim# 1	Hinckley	1015-01	15:21	15:57	16:17	16:27	16:29	18:57	216
Victim# 2	DeKalb	1318-03	15:08	15:20	15:35	15:40	No Report	15:44	36
Victim# 3	DeKalb	1318-C4	15:45	No Report	No Report	No Report	No Report	16:15	30
Victim# 4	DeKalb	1318-04	15:06	15:30	15:41	15:46	No Report	15:56	48
Victim# 5	Sycamore	1317-22	15:21	15:55	16:00	16:08	16:20	16:20	59
Victim# 6	DeKalb	1318-C4	15:00	No Report	No Report	15:45	No Report	16:00	60
Victim# 7	Sycamore	1317-22	15:21	15:30	15:37	15:42	15:48	15:48	27
Victim# 8	Maple Park	1018-02	15:25	15:46	15:51	15:58	16:06	18:46	201
Victim# 9	Genoa	1016-01	15:21	15:34	15:46	15:53	16:00	16:00	39
Victim# 10	DeKalb	1318-03	15:08	15:49	16:16	16:16	No Report	16:32	84
Victim# 11	DeKalb	1318-02	15:08	15:15	15:25	15:33	No Report	15:40	32
Victim# 12	DeKalb	1318-C4	15:00	No Report	No Report	15:45	No Report	16:00	60
Victim# 13	DeKalb	No Report	No Report	No Report	No Report	No Report	No Report	No Report	No Report
Victim# 14	Burlington	1352	15:25	15:46	16:00	16:07	No Report	No Report	No Report
Victim# 15	Rochelle	1360-03	16:29	16:30	16:34	16:44	16:44	17:11	42
Victim# 16	DeKalb	1318-05	15:08	16:00	16:08	16:14	No Report	16:20	72
Deceased Victims	Transport Agency	Unit Number	Call Received	Arrived at Scene	Departed Scene	Arrived at Hospital	Departed Hospital	Back in Service	Time in Minutes
Gayle Dubowski	DeKalb	1318-05	15:08	16:00	16:08	16:14	No Report	16:20	72
Catalina Garcia	DeKalb	1318-E3	15:08	15:10	18:34	No Report	No Report	18:34	206
Juliana Gehant	DeKalb	1318-E3	15:08	15:10	18:34	No Report	No Report	18:34	206
Ryanne Mace	DeKalb	1318-E3	15:08	15:10	18:34	No Report	No Report	18:34	206
Steven Kazmierczak	DeKalb	1318-E3	15:10	No Report	No Report	No Report	No Report	18:34	214
Daniel Parmenter	DeKalb	1318-01	15:08	15:13	15:53	16:00	No Report	16:10	62
(Daniel Parmenter pronounced dead shortly after arrival at Kishwaukee Hospital)									

Northern Illinois University Victim Information - February 14, 2008						
NAME	DOB	AGE	SEX	RACE	INJURIES	LOCATION
Victim# 1	1987	20	M	Asian	GSW right shoulder	Cole Hall
Victim# 2	1987	20	F	Hispanic	GSW to the neck and face	Cole Hall
Victim# 3	1981	26	M	White	Grazing wound to left shoulder	HSC - Sandburg Auditorium
Victim# 4	1988	19	M	White	Buck shot pellets to the back of both legs	DuSable Hall
Victim# 5	1987	20	M	White	Gunshot pellets to the head	Neptune East
Victim# 6	1987	20	F	White	GSW lower abdomen, right leg and right arm.	Parking Lot South of Neptune East
Victim# 7	1987	20	M	White	GSW to the back and head	Student Center - Bookstore
Victim# 8	1987	20	M	White	Buck shot pellets to the head	Health Services
Victim# 9	1988	19	F	Asian	Buck shot pellets to right arm and face.	Student Center - Bookstore
Victim# 10	1988	19	M	White	GSW right leg and right arm	Neptune Hall
Victim# 11	1988	19	F	White	GSW to abdomen	Cole Hall
Victim# 12	1980	27	M	White	Bullet grazed head, shot in chest and hand	Parking Lot South of Neptune East
Victim# 13	1988	19	M	White	Buck shot pellets to left shoulder black and back of head.	Health Services
Victim# 14	1986	19	M	Asian	Superficial wound to the back of the head	Neptune East
Victim# 15	1985	22	M	White	Buck shot pellets arm/head	Health Services
Victim# 16	1987	20	F	White	Buck shot pellets grazed forehead	HSC - Sandburg Auditorium
Victim# 17	1985	22	M	White	Injured knee escaping	Returned home to seek medical treatment
Victim# 18	1978	29	F	White	Injured knee and back while escaping	Sought treatment on 2/15 at Kishwaukee Hospital
Victim# 19	1988	19	F	White	Buck shot pellet to knee self transport	Sought treatment on 2/16 at home
Victim# 20	1985	22	M	White	Unknown minor injury	Self transport - refused treatment
Victim# 21	1985	22	F	White	Injured knee escaping	Returned home to seek medical treatment
DECEASED	DOB	AGE	SEX	RACE	CAUSE OF DEATH	INJURIES
Gayle M. Dubowski	9/29/1987	20	F	White	GSW to the head	GSW to the head
Catalina Garcia	1/15/1988	20	F	Hispanic	GSW to the head with hemorrhage & swelling of the brain	Entrance wound back right side of the head, GSW to right arm
Juliana Gehant	6/15/1975	32	F	White	Multiple GSW	GSW left upper back, GSW upper right mid-back, Perforated arch of the aorta, Perforation of the thoracic aorta and left ventricle of the heart
Steven P. Kazmierczak	8/26/1980	27	M	White	GSW to mouth, laceration of the brainstem	Entrance wound at the opening of mouth, soot deposits and laceration on tongue, lacerating brainstem, exits right posterior scalp.
Ryanne E. Mace	5/13/1988	19	F	White	Multiple GSW	GSW to the head (right temporoparietal), GSW to the back to left, ribs 8 and 9, 2 Two GSW to the left forearm
Daniel Parmenter	10/15/1987	20	M	White	GSW to the head, above right ear	GSW to the head (left side), GSW to the back of the left shoulder, GSW to the mid-back

Incident Command & Investigative Cooperation

The nature and complexity of the event required a multi-agency response, recovery, and investigative initiative. All law enforcement agencies selected as “lead” for various assignments were designated for reasons of expediency, efficiency and their potential for effectiveness. Each was identified based upon the scope of the particular operation, available personnel, equipment, specific expertise, and familiarity with the specific area of assignment. The completeness, thoroughness, and accuracy of the initial investigations lay with the assigned lead agency. All follow-up investigations are the responsibility of NIUDPS.

Lead Agency Assignments and Responsibilities

Northern Illinois University Department of Public Safety

The Northern Illinois University Department of Public Safety (NIUDPS) was the primary response agency during the February 14, 2008 shooting. NIUDPS maintained responsibility for all investigative initiatives following the incident and all subsequent follow-up investigation activities. Several law enforcement agencies were given specific responsibilities as the functional “lead” for investigative assignments in the aftermath of the shooting. The lead agency for any particular function was entirely responsible for the execution of that assignment and was either directly or indirectly involved in the identification, collection, and preservation of evidence, witness identification, location and interview and/or the collection and preservation of other case-sensitive information relative to their area of responsibility. Additionally, agencies assigned as the “lead” for any particular function were responsible for summarizing their investigative findings and providing all information and evidence they collected to NIUDPS for review. NIUDPS was then responsible for acceptance of the materials and either suggesting the lead agency investigate further or NIUDPS conducted follow-up investigations as they deemed necessary and appropriate. NIUDPS continued to receive information and evidence, determined to be critical to the investigation, from supporting agencies through the date of this writing.

A private psychologist was used to develop a comprehensive psychological profile of Steven Kazmierczak in an attempt to provide insight into the shooter’s possible motivation and to identify likely contributing factors or circumstances. A sergeant from the NIUDPS was assigned to assist the psychologist in making contact with potential interviewees, obtaining necessary reports or other documents, and securing warrants or subpoenas for school or military records and psychological evaluations or medical records as requested by the psychologist.

The psychological analysis conducted by the FBI Behavioral Sciences Unit was not available to the NIU Department of Public Safety until September of 2009. NIUDPS had previously begun reviewing all reports and documents associated with the incident. A number of investigative issues requiring additional scrutiny have been identified and follow-up procedures continue. High profile cases of this magnitude, regardless of the investigative effort, tend to leave many lingering unanswered questions. There are salient indicators that one or more people may have been in very close contact with Steven Kazmierczak on or just prior to February 14, 2008. This

report details the facts, evidence, and understandings of the investigative findings to date. However, there are a number of questions and/or concerns that remain; questions such as, were there any other people aware of Steven Kazmierczak's plan? If there were, what was the extent of their knowledge or involvement? What was his motive? Why did Kazmierczak choose NIU? Why did he choose Cole Hall? Why did he use birdshot instead of 00-buck or slugs in the shotgun? Where are the hard drive from his computer and the SIM card from his telephone? This is but a sampling of the questions that remain. Therefore, as it is with other similar high profile cases of this magnitude and complexity, the investigation continues until the NIU Department of Public Safety is confident that every possible question has been answered to its satisfaction and that everything that could be done, has been. There are issues of consequence having significant implications for this case that may never be resolved. Consequently, closure for the survivors of the shooting, their families, the families of the victims, and the University community may never be fully realized.

Federal Bureau of Investigation (FBI)

The Federal Bureau of Investigation (FBI) was assigned as the lead agency for crime scene processing, evidence collection, and behavioral analysis and motivation. FBI personnel were assisted by persons from the Illinois State Police and NIUDPS. All evidence turned over to the NIU Department of Public Safety has either been processed or stored in accordance with the rules for proper evidence handling and storage. On January 15, 2010 at 1607 hours, in response to a letter from Chief Donald Grady, Ph.D., dated December 18, 2009, Acting SSRA Casey Solana telephoned to confirm that all information or materials generated for or by persons in the Federal Bureau of Investigation (FBI) had been turned over to the Northern Illinois University Department of Public Safety and they had nothing further.

Bureau of Alcohol, Tobacco and Firearms (ATF)

The Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) was the lead agency investigating the history, purchase, point of purchase, acquisition and/or ownership of the firearms possessed or used during the shooting. They also interviewed all persons who were injured during the incident. ATF personnel were assisted by persons from NIUDPS as required. All evidence turned over to the NIU Department of Public Safety has either been processed or stored in accordance with the rules for proper evidence handling and storage. On January 4, 2010 at approximately 1137 hours, in response to a letter from Chief Donald Grady, Ph.D., dated December 18, 2009, SSA Kevin Cronin e-mailed to verify that all information or materials generated for or by persons in the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) had been turned over to the Northern Illinois University Department of Public Safety and they had nothing further.

Illinois State Police (ISP)

The Illinois State Police Bureau of Criminal Investigation was the lead regarding the location of all potential victims and witnesses. They were also responsible for interviewing any witnesses to the event and assisted the FBI in crime scene processing. Analysts from the Illinois State Police scanned all reports and documents related to Kazmierczak's background, converted them into an Adobe PDF format, and compared them to other investigative documents to ensure the review had not resulted in overlooked or missed information. Illinois State Police investigators were assisted by

persons from the City of DeKalb Police Department, City of Sycamore Police Department, and NIUDPS. All statements, information, records, or other evidence turned over to the NIU Department of Public Safety has either been processed or stored in accordance with the rules for proper evidence handling and storage. On January 15, 2010 at approximately 1548 hours, in response to a letter from Chief Donald Grady, Ph.D., dated December 18, 2009, and subsequent telephone call on January 15, 2010 from Judy White of NIUDPS, Commander Piccoli telephoned to verify that all information or materials generated for or by persons in the Illinois State Police (ISP) had been turned over to the Northern Illinois University Department of Public Safety and they had nothing further.

City of DeKalb Police Department (DPD)

The City of DeKalb Police, assisted by the DeKalb County Sheriff's Department, City of Sycamore Police Department, Illinois State Police, Alcohol, Tobacco, Firearms and Explosives (ATF), and NIUDPS, was the lead for collecting and processing information regarding the shooter, including but not limited to: his education, work history, criminal and traffic histories, his medical/mental biography, his whereabouts prior to the shooting, friends, family and other associates, search of his room in DeKalb and other places of abode, and locating evidence related to his actions on February 14, 2008. All evidence turned over to the NIU Department of Public Safety has either been processed or stored in accordance with the rules for proper evidence handling and storage. On January 15, 2010 at 1607 hours, in response to a letter from Chief Donald Grady, Ph.D., dated December 18, 2009, and a subsequent telephone call on January 15, 2010 from Judy White of NIUDPS, Administrative Assistant Penny Meier telephoned to verify that all information or materials generated for or by persons in the City of DeKalb Police Department (DPD) had been turned over to the Northern Illinois University Department of Public Safety and they had nothing further. Ms. Meier subsequently sent an e-mail stating the same.

City of DeKalb Fire Department (DFD)

The DeKalb Fire Service (DFD) was the lead for emergency medical response and transport services. DFD personnel were assisted by persons from the Mutual Aid Box Alarm System (MABAS) and NIUDPS. All information or evidence turned over to the NIU Department of Public Safety has either been processed or stored in accordance with the rules for proper evidence handling and storage. On January 25, 2010 at 1500 hours, Chief Bruce Harrison confirmed that all information or materials generated for or by persons in the DeKalb Fire Department had been turned over to the Northern Illinois University Department of Public Safety and they had nothing further. All information and records related to emergency medical transport and injuries sustained during the incident have been turned over to the NIU Department of Public Safety and are housed in an appropriate and secure location.

NIU Department Police and Public Safety (NIUDPS)

Northern Illinois University Department of Public Safety was the lead agency for enhanced day-to-day operations to include motorized patrol, foot patrol, and ensuring the continued safety and security for all students, faculty, staff, and visitors on the DeKalb Campus of NIU. All police operations and administrative support for investigating organizations were managed by NIUDPS personnel. All equipment, facilities, and logistics were handled by NIUDPS. NIU Police personnel reviewed all

statements, documents, or other materials relevant to the February 14, 2008 shooting in an effort to discover possible links to other people, the possible involvement of others, and to develop a rational hypothesis concerning any plausible nexus to his chosen methodology. Additionally, all investigative subpoenas, search warrants, court orders, and requests for information related to Kazmierczak's telephone, banking, credit card, student loan, e-mail, and medical records have been catalogued and appropriately stored by NIUDPS personnel.

Psychological Assessment of the Shooter

The Northern Illinois University Department of Public Safety requested the assistance of the FBI's Behavioral Analysis unit 1 (BAU-1) and an independent psychologist to conduct a review of the incident and the history and background of the shooter. The BAU-1 conducted a review of the attack and an evaluation of Steven Kazmierczak, focusing on specific behaviors exhibited prior to and during the incident. The FBI analysis included an offender history. The BAU-1 examined parallels between the NIU shooter and other school shooters as well as providing insights into possible motivations. All references to offender motivation made by the FBI BAU-1 were necessarily speculative, as there were no letters, videos, or manifestos left by the shooter providing an explanation or rationale for the attack. The FBI BAU-1 completed two (2) on-site consultations involving NIUDPS and the City of DeKalb Police Department. The FBI's BAU-1 conducted a workshop in March of 2009 to review and discuss the preliminary findings of the FBI's Behavioral Sciences Unit.

During the month of March, 2009, the Northern Illinois University Department of Public Safety sought the assistance of a clinical psychologist who could review the information and evidence related to the February 14, 2008 shooting involving Steven P. Kazmierczak. This person was to evaluate Steven Kazmierczak's psychological history and his background to develop a comprehensive psychological profile of him as the shooter, related specifically to his attack on the NIU campus. The psychologist evaluated all information and records regarding Steven Kazmierczak and conducted all interviews separately from the FBI BAU-1 in an effort to find any possible motive or rationale for Kazmierczak's behavior on February 14, 2008. All references to offender motivation made by the independent psychological consultant were necessarily speculative, as there were no letters, videos, or manifestos left by the shooter providing an explanation or rationale for the attack.

Steven Kazmierczak Personal History and Background

Anecdotal Observations

Steven Kazmierczak was described in vastly different ways dependent upon the relationship he had with the person describing him. Some of his professors at NIU typically described him as being polite, conscientious, helpful, likeable, social, and even sweet. Others, however, described him as introverted, doubting, insecure, mistrustful, quiet, and secretive. Kazmierczak's elementary and high school teachers referred to him as being an underachieving, impulsive person who lacked motivation and required structure. His father said he was a "pretty good guy" but his sister said he was verbally abusive and aggressive toward his mother and her and that he was the cause of

significant disruption within the family. Mental health professionals used words like *anxious, depressed, obsessional, angry, paranoid, suicidal, and schizophrenic* to describe him.

The investigating psychologist observed that “An understanding of the true nature of Steven Kazmierczak must reconcile both the complexity and contradiction that characterized this troubled young man.” He went on to assert that, as an adult, Steven Kazmierczak was able to disguise his public persona rather well. Kazmierczak deliberately concealed information regarding his past, withheld indications of inappropriate thoughts or impulses, even from his closest friends, and always wore long-sleeved shirts. The latter was presumably to hide his tattoos. He also concealed his mental health background.

Primary and Secondary School

On August 26, 1980 at 2157 hours Steven P. Kazmierczak was born to Robert and Gail Kazmierczak of Elk Grove Village in Hoffman Estates, Illinois. Steven attended Sauk Creek Elementary School and Elk Grove Village Junior High School. During these years he was described as motivationally inconsistent, disruptive, and otherwise having behaved inappropriately. It has been reported that Steven was an underachiever throughout his primary and secondary school years. Some of his teachers reported having suspicions he may have had a learning disability or an attention deficit problem. Steven was described as appearing to have difficulties concentrating. Additionally, he was reported as having a negative attitude, and as behaviorally careless and impulsive. These conditions were seen as complicating his ability to learn. At least one instructor believed Steven’s early writings contained themes of violence and found them to be inappropriate. There is anecdotal evidence that Steven was bullied during his early school years. Likewise, there are reports that he picked on others during this same period. His family sought an evaluation of Steven through school officials, but their request was denied. Steven Kazmierczak was enrolled in Elk Grove High School in 1994. He graduated in 1998. There he met Joe Russo and they became close friends. Joe and Steven remained friends and stayed in contact with one another until Steven’s death.

Familial Relationships

Steven had an older sister, Susan. His sister was generally viewed as being more compliant, better behaved, and more successful academically than her brother. Steven and Susan didn’t get along and developed an intense sibling rivalry which evolved into a lifelong enmity. Susan claims Steven was a significant source of chaos and confusion in the home. She recounted a time when Steven was in the eighth grade that he became angry, grabbed a knife, and forced her to run from the house to avoid injury. Susan generally felt threatened by Steven. When interviewed by the police after the shooting, Susan said she was surprised he hadn’t come to kill her. Their relationship had always been conflicted and remained so until Steven’s death. Although Steven disliked his sister, he confided some rather sensitive personal thoughts and feelings to her. For example, he talked to her in August, 2007, telling her that he thought he might be gay, a sharing that could have exposed him to ridicule. But then, on October 26, 2007 he sent Susan an e-mail telling her, “You are without a doubt the most rude and disrespectful person I have ever known. . . .” He went on to say, “I’m shocked that we are even from the same family, because we couldn’t be more different.”

His father was employed with the United States Postal Service. He was reported to have been a stable employee, and he was present in the home. It has been suggested that Mr. Kazmierczak may have been relatively uninvolved in the affairs of the family or with regards to personal interactions with Steven. Steven visited his father in Florida with his girl friend, Jessica Baty, and lifelong friend Joe Russo in November, 2007. His father reportedly told Steven his mother had in fact rejected him and remained unwilling to forgive him for the disruption he'd caused within the family as an adolescent. During this visit, Steven was provided with his entire adolescent psychiatric history. Additional information regarding Robert Kazmierczak's relationship with his son at the time of this writing was limited.

Steven's mother worked as a secretary. She was present in the home during his upbringing. It is reported that Steven and his mother, during his early years, spent a great deal of time watching horror movies. The themes and images contained in the movies were said to be grossly violent and macabre and of questionable suitability for a child of Steven's age at the time. Steven's relationship with his mother is said to have been openly conflicted and confrontational during his adolescent years. Steven's sister Susan reported that her brother was verbally abusive towards their mother. According to Susan, Steven often called his mother a "whore, slut and a bitch." Susan believes Steven blamed his mother for his institutionalization in the various mental health facilities. Gail Kazmierczak died in September, 2006 of ALS. The conflict and bad feelings that existed between Steven and his mother were never resolved.

Record of Police Contact

Steven only had a couple of minor contacts with the Elk Grove Village Police. He and Joe Russo were detained on February 6, 1994 for reckless conduct. They placed a "Drano bomb" on the porch of a neighbor. Steven was 13 and Joe was 14 at the time. There was no damage to property and no one was injured. The incident was handled through what Elk Grove Village Police referred to as "station adjusted." No charges were filed. On September 22, 1996 Steven Kazmierczak and Peter Rachowsky were detained for criminal trespass to land. They were attempting to rummage through a dumpster at a Pepsi Cola Bottling Company property near a Union Pacific Railroad line. Steven and Peter were 16 years old at the time. No charges were filed and they were "station adjusted" by the Elk Grove Village Police.

Steven had another contact with the Elk Grove Village Police on November 5, 1997 when he attempted to commit suicide by taking an overdose of pills. Additionally, Steven's mother filed a missing person complaint with the police on March 10, 1998. He returned home, unharmed, on March 12, 1998. On March 17, 1998, Steven Kazmierczak filed a complaint with the Elk Grove Police claiming Peter Rachowsky threatened him and his family. Steven had previously provided the police with information regarding Rachowsky selling illegal drugs. Rachowsky was arrested later that day on a drug violation and given a court date of March 18, 1998. Steven had three other contacts with the Elk Grove Police: once as the complainant and twice as a witness regarding a theft of gas while working as an employee for a Marathon gas station. These incidents occurred on April 13, 2002, July 1, 2002, and June 10, 2003.

This is the sum of all contacts of consequence police had with Steven Kazmierczak. Other than the incident recounted by his sister, no other evidence was found to indicate Kazmierczak exhibited severely violent behaviors, committed sexual crimes, acts of arson or engaged in any socially deviant, sadistic or criminal behaviors prior to February 14, 2008.

Record of Mental Health Interventions

Steven continually exhibited behavioral problems and difficulties focusing throughout most of his childhood and early adolescence. His condition and associated issues became exacerbated noticeably around the age of 16. During this time Steven reportedly experienced chronic anxiety, depression, and insomnia. He either engaged in suicidal gestures or attempted to commit suicide seven times between December of 1996 and February of 1998.

Steven was admitted to Rush Presbyterian Saint Luke's Hospital on December 14, 1996 at the age of 16, for attempting to commit suicide by ingesting an overdose of Tylenol. He was released on December 20, 1996. On April 13, 1997 he took an overdose of approximately 40 pills of Ambien and cut his wrist. He was again hospitalized at Rush Presbyterian Saint Luke's Hospital for five days and was released on April 17, 1997. The day of his release from Rush Presbyterian Saint Luke's Hospital (April 17, 1997), Steven took another overdose of pills and was admitted to Riveredge Hospital, where he remained until April 21, 1997. On November 5, 1997 he overdosed, taking close to fifty 250-mg tablets of Depakote, and was admitted to Alexian Brothers Hospital where he remained for three (3) days, being released on November 7, 1997. Steven was again hospitalized at Alexian Brothers Hospital on January 10, 1998 for admitting to having suicidal thoughts. He was released January 15, 1998. On February 7, 1998 Steven was admitted, once again, to Alexian Brothers Hospital for suicidal ideation and gestures. He remained there for five (5) days before being released on February 11, 1998. The following day (February 12, 1998) Steven made threats to take his life and he was reported as having volatile mood swings. He was readmitted to Alexian Brothers Hospital on February 12, 1998 and was released February 18, 1998.

On June 7, 1998 Steven graduated from Elk Grove Village High School. He graduated 133rd out of a class of 185. Later that month he was admitted to the Mary Hill Residence Home for treatment because he had cut his wrists. Steven attempted to commit suicide or made suicidal gestures requiring him to be hospitalized for a total of nine (9) times before his eighteenth birthday. As a result he underwent psychiatric treatment and was intensely scrutinized. Steven was heavily medicated with a combination of antidepressants, antipsychotic drugs, and mood stabilizers. In August of 1998 Steven again attempted to commit suicide by slitting his wrists.

Steven remained in the Mary Hill Residence Home until February of 1999. During that month his mother and father had him transferred to the Thresholds Group Home Residency Program. He had become increasingly more self-destructive, aggressive, abusive, and unpredictable. His mother and sister were the recipients of much of his ire. His family had become so afraid of him they refused to allow him to remain in the home. In June of 2000 Steven tried once more to commit suicide. This time he is reported to have taken an overdose of Effexor.

While at Thresholds, Steven was diagnosed with Schizoaffective Disorder, Schizoid Personality Traits, and Psychosocial Stressors, and he had a Global Assessment of Functioning index of 45, which was indicative of possible suicidal ideations, engagement in severe obsessional rituals, or having serious impairments in social, occupational, or school functioning. Additionally, partially as a result of taking his prescribed medications, Steven gained a significant amount of weight and had become obese. He went from an average build to weighing more than 300 pounds. He was also found to be abusing marijuana. His family was described by the staff at Thresholds as being “supportive but overwhelmed.” Steven acknowledged he was paranoid and claimed to have “special powers.” He claimed to hear voices that continually commented about what he was thinking and how he behaved. It was reported that Steven suffered auditory hallucinations and on at least one occasion had a visual hallucination. Steven expressed feelings of hopelessness, having no self-worth, and existing without purpose. He stated that he lived from day to day contemplating suicide.

Steven Kazmierczak continued to have problems at Thresholds and is said to have had some involvement with the Chicago Department of Health. He failed to comply with instructions for taking his medication and violated other Thresholds rules and regulations. He became paranoid and it was discovered that he was continuing his abuse of marijuana. In 2001, before he could be transferred to another mental health institution for being noncompliant, Steven left the Thresholds Group Home.

Steven had been prescribed a variety of antidepressants, antipsychotics and mood stabilizers since 1997. He stopped taking his medications somewhere around January of 2001 and deceived his caregivers by fabricating some of the side-effects and symptoms associated with the different medications he'd been prescribed. He was successful in faking the taking and monitoring of his medications even though he was being watched.

History of Employment

From somewhere between 1999 through September 2001, Steven held a number of jobs for fairly short periods of time. During the fall of 1999 he worked at Things Remembered. He was terminated for what was described as behavioral issues. Steven took a job in March of 2000 working for Walgreens. This position was short-lived, as he was fired for attendance problems. He worked at Jewel/Osco in the summer of 2000. He was again terminated for attendance issues. During the fall of 2000, Steven worked at a local Wal-Mart. He had difficulties getting along with his co-workers and was relieved of his duties. Steven started working nights for the United Parcel Service (UPS), but claimed the work was too physically demanding and left the position. According to reports from Thresholds staff, Kazmierczak worked several other jobs for very short periods of time. Steven worked at the Pirate's Cove Amusement Park, Toys R Us, McDonalds, 7-11, and a Dominick's grocery store.

Military Service Record

On September 20, 2001, at the age of 21, Steven Kazmierczak went on active duty in the United States Army. He entered the army at the rank of Private (E-1). His home of record at the time of entry into the military was 2400 North Kedzie, Chicago, Illinois 60647, which was an apartment building. This was a different address than that of his

parents, which was 758 Penrith Avenue, Elk Grove Village, Illinois 60007. By all accounts Kazmierczak did well in the structured environment of the military. He enjoyed the time he spent in the army and told others he wanted to make being a soldier his career. However, someone discovered Steven had falsified his application to gain entry into the army by failing to reveal his history of treatment for mental health issues. Army personnel discovered he had an extensive mental health record including multiple attempts to commit suicide. Kazmierczak was placed in an army hospital and underwent a comprehensive psychiatric evaluation by U.S. Army mental health professionals. Subsequently, he was released from his military commitment. His last duty assignment was with Charlie (C) Battery (BTRY), 1st Battalion (BN), 56th Air Defense Artillery (ADA), 6th Brigade (BDG) Training Company (TC). Kazmierczak was separated from the army for fraudulent entry and was given an uncharacterized discharge. He departed the army from Fort Bliss, Texas 79916-6812 on February 13, 2002. He was returned to his home of record on February 14, 2002.

History of Higher Education

Steven Kazmierczak began taking classes after his brief stint in the military. He also worked at a Marathon gas station from around April 2002 to somewhere around June 2003. He enrolled at NIU in August of 2002 and began his coursework in the fall of that year. Steven struggled during the first couple of terms at Northern. He lived in the residence halls, had a roommate, and was considered “strange” or “weird” by some of his peers. Later he focused intently on his coursework and began to isolate himself. Steven spent the majority of his time studying and preparing for his classes and exams. He has been described as having been “exceedingly conscientious and compulsive about his work.” He was an avid reader. When not occupied with schoolwork, Steven amused himself by watching movies and playing video games. He was particularly fond of violent or gruesome horror movies and extremely violent video games.

Steven learned to function exceedingly well during his stay at Northern Illinois University. He concealed his quirks and socially damning qualities and kept mostly to himself. His friendships were compartmentalized. There was very little crossover in his relationships. His friends generally did not know each other, with limited exceptions. Steven’s friendships were with individuals, and his interactions with others didn’t include socializing in groups. He adjusted well to the structure and organization of the educational environment at NIU. It has been suggested that, from Steven’s perspective, there may have been significant parallels between NIU and the army. They provided similar attractions, including structure, clear expectations, regular meals, and acceptable living quarters.

Steven Kazmierczak became well respected as a student, as a teaching assistant, and as a colleague. Kazmierczak graduated in May, 2006 and was awarded a Bachelor of Arts degree. He majored in Sociology with an emphasis in Criminology, and had a second major in Political Science/Public Administration. Kazmierczak graduated *summa cum laude*, with a cumulative grade point average of 3.88. He also received a Dean’s Award for Academic Achievement. He co-authored an article entitled “Self-Injury in Correctional Settings: ‘Pathology’ of Prisons or Prisoners?” with his professor and mentor Professor-1. The article was published in the *Journal of Criminology and Public Policy*. Further, he served as Vice-President for Northern Illinois University’s chapter of the American Correctional Association.

Kazmierczak was reportedly a conscientious and hard-working student. He was described by one professor as exhibiting “considerable initiative” and as “highly motivated and self-directed.” Other faculty of the Department of Sociology referred to him as a valuable member of the sociology “family.” There are no indications Steven Kazmierczak ever sought help for mental health issues while a student at Northern. There are no records showing any adverse contact with local police, University police, or any judicial referrals. Steven Kazmierczak presented as a model student while attending NIU.

Tattoos

In September of 2007, Kazmierczak purchased a skull-with-flames tattoo on his left thigh and a skull-and-dagger tattoo on his left forearm. In October or November of 2007, he got a tattoo on his right forearm of Billy the Puppet from the *Saw* movie series. On November 21, 2007, while visiting his father in Florida, he got a tattoo of a skull with radiation coming off of it put on his upper right arm. In January of 2008, he purchased a pentagram that was placed on his upper left arm.

Steven Kazmierczak had several other tattoos. However, the information regarding their purchase is unknown. He had a faint tattoo of a symbol on the anterior of his right thigh, a pattern tattoo on the anterior of his right shin, and an infinity pattern on his inner left lower leg just above the ankle. (See the images on the following page.)



Weapons

Steven Kazmierczak had the following weapons with him. All four firearms were purchased from Tony's Gun & Ammo, 2311 Roland Drive, Champaign, IL.

1. Sig Sauer – 9mm short Kurz pistol with serial number S251262, Model P232 He purchased August 3, 2007 for an estimated \$600.

2. HiPoint – 380 caliber Model CF380, with serial number P877636
He purchased December 27, 2007 for an estimated \$250.
3. Glock 19 – 9mm pistol with serial number LTG682
He purchased February 6, 2008 for \$456.95. He picked this weapon up on February 9, 2008.
4. Remington – 12 gauge shotgun, Sportsman 48, with serial number 3009849
He purchased it on February 6, 2008 for \$268.21 and picked it up on February 9, 2008.
5. Black lock-blade knife and a small canister of pepper spray
The date-of-purchase information is unknown.

Steven Kazmierczak also purchased three (3) additional firearms from Moser Guns, located at 9445 Keslinger Road in DeKalb, IL. The dates of those purchases were February 19, 2007, March 23, 2007 and March 26, 2007.

On August 4, 2007, Kazmierczak purchased a Baikal 12 gauge shotgun, Model IZH 18EM-M, serial number 057714B, from Tony's Gun & Ammo, located at 2311 Roland Drive in Champaign, IL. DeKalb Police Department detectives recovered this weapon at Kazmierczak's apartment, located at 2108 West White Street, Apartment 137 W, in Champaign, IL, after the shooting.

Kazmierczak ordered ammunition and magazine pouches from various sources. On February 4, 2008 he ordered 2 Bianchi Model 20W Tactical Magazine Pouches, Model 15972, for \$44.91 each and 2 Glock MF19015 9mm 15-round magazines, for \$17.41 each. He ordered them from Able Ammo via its website of www.ableammo.com. They were shipped to his home address.

On February 4, 2008, he ordered a right-hand Glock holster (BH CRBN FBR GLK 19-23-32 RH TXTRD) for \$34.95 and 2 black Glock Factory Magazines (Glock 17-34, 9mm blue, 33-round capacities) for \$29.86 each. He ordered them from TGSOM, Inc. 1449 S. Broadway Street, Green Bay, WI 54304 via their website of www.topglock.com. They were shipped to his home address.

Psychological Assessment and Evaluation

Independent Clinical Psychologist

Because the evaluation of Steven Kazmierczak would necessarily span his childhood, adolescent years, and early adulthood, it was deemed appropriate to involve a psychologist who had significant credentials supporting an ability to assess the shooter's profile at the time of the event and throughout his life, including his early childhood years up through the time of his death. The idea was to obtain a comprehensive review and detailed personality profile that would provide as much insight as possible to the unanswered questions lingering in the minds of the victims,

their families, and the University's students, faculty, and staff who were directly or indirectly affected by the carnage of February 14, 2008.

The person selected for this undertaking has approximately forty years of experience providing evaluations and treatment for children, adolescents, and families having problems involving psychological issues. Additionally, the selectee has significant specialized experience providing psychological assessments and fitness for duty evaluations for emergency or critical incident first responders and other high-risk, high-stress occupations. The evaluator has a doctorate in psychology from a reputable, nationally accredited institution of higher education, is licensed to practice in the State of Illinois as a Clinical Psychologist, and has authored several professional publications.

Assessment Methodology

The independent psychologist was given access to all available police reports; medical records; student, faculty and staff interviews; phone records; e-mail records; and other relevant information, including photographs, related to the February 14, 2008 shooting event and the continuing investigation. The psychologist was given access to the room at the Travelodge Motel in DeKalb, where Steven Kazmierczak stayed prior to the incident, and to Cole Hall lecture Auditorium 101, where the shooting took place. The FBI BAU-1 workshop was attended by the independent psychologist along with representatives from the principal response/investigative agencies, including: Northern Illinois University Department of Public Safety, ATF, Illinois State Police, DeKalb County Sheriff's Department, City of DeKalb Police Department, and the City of Sycamore Police Department. Further, the psychologist was allowed to examine the FBI Behavioral Analysis Unit's Criminal Investigative Analysis dated September 8, 2009.

The psychological consultant examined background information and materials deemed relevant to the case, which included two college papers written by Steven Kazmierczak. One was entitled " Hamas: The History and Ideology of the Islamic Resistance Movement"; the other was entitled "No Crazies with Guns!: A Brief Summary of the Aftermath of Virginia Tech and the Ensuing Debate Over Mental Health and Gun Control Legislation." The psychologist also reviewed a paper authored by NIU Professor-1 published in the *Social Psychology Quarterly*, "Nietzsche at Northern: An Existential Narrative of Confronting the Abyss." Additionally, several books or publications regarding school shootings were reviewed: *Why Kids Kill: Inside the Minds of School Shooters* by Peter Langman, Ph.D. and *Terrorism for Self-Glorification: The Herostratos Syndrome* by Albert Borowitz. The psychologist also reviewed publications or videos reported as having a significant attraction for the shooter. The movies included the *Saw* series: in particular, *Saw* and *Saw IV*, *Fight Club*, and *Mr. Brooks*. Several books included *The Antichrist: A Criticism of Christianity*, by Friedrich Nietzsche and *The Satanic Bible*, by Anton LaVey.

Personal interviews were conducted by the independent psychologist with persons deemed to have information that would be relevant and important to completing the assessment. At the time of this writing, several persons who were considered to be valuable to completing a comprehensive assessment had not been interviewed. This report should be viewed with that information in mind.

Disclaimer

Psychological Evaluation and Analysis

The information contained in the assessment that follows is the work product of the independent psychologist. Nothing therein has been modified without his expressed approval. This analysis was based upon the facts and information that were available at the time of writing and is not considered to be a comprehensive or exhaustive assessment. While the information provided in this assessment was developed using the best practices and methodologies in the field of psychology, it should be understood that the analysis and preliminary conclusions are conjecture. There are two psychological assessments, one conducted by the FBI and the other by an independent psychologist. While the postulations reported by the FBI BAU-1 and the independent psychologist were substantially similar in their findings, others may disagree. All findings and references to offender motivation made in either report were necessarily speculative and entirely the opinion of the reporting psychologists as there were no letters, videos or manifestos left by the shooter providing an explanation or rationale for his attack. Should additional information become available in the future, it should be understood that such facts or information could alter the suppositions as presented in the analysis that follows.

Psychologist's Assessment Findings and Conclusions

Kazmierczak's Mental Disturbance

To understand Steven Kazmierczak's actions on February 14th, 2008 one must appreciate the severity of his psychiatric condition at the time of his hospitalizations and assignment to the group treatment program known as Thresholds. The diagnosis of Schizo-Affective Disorder, although somewhat uncommon and not typically associated with adolescence, denotes a serious mental illness. It describes an individual whose mental condition is affected by a very problematic combination of significant depression and thought disorder. It is characterized by thought disturbance that has reached psychotic proportions, challenging the individual's ability to distinguish between ideas and experiences that are reality based from those that are rooted in fantasy.

Kazmierczak's partial medical records from the group home, including the periodic notes of the treating psychiatrist who followed him throughout his entire stay, confirm the presence of ongoing paranoid ideation, frequent complaints by Kazmierczak of "voices" commenting on his (Kazmierczak's) inadequacies and the occurrence of at least one "episode of visual hallucination" while in the program.

A second integral aspect of Schizo-Affective Disorder is the presence of significant mood disturbance. This disturbance is usually expressed in the form of major depressive episodes but can also be present in a bipolar pattern that includes both depression and mania. The majority if not all of Kazmierczak's hospitalizations appear to have been directly related to suicidal behaviors and attempts, clear evidence of his seriously depressed mood.

Further confirmation of the seriousness of Kazmierczak's psychiatric condition is found in the fact that he was treated with several major tranquilizers or antipsychotic medications including Seroquel, Risperdal, Clozaril and Zyprexa. These are used almost exclusively to treat psychiatric agitation and the presence of schizophrenic and psychotic conditions.

On July 26th, 2000 Kazmierczak's psychiatrist indicates the following in his notes: "voices continuing, anger and paranoia." Kazmierczak complains that the antipsychotic Seroquel is not working and says he has an unrelenting compulsion to "check doors and touch objects repeatedly." This symptom is worse over the past three weeks. The psychiatrist describes him as "dysphonic," with some suicidal thoughts, and indicates that Kazmierczak is having "trouble opening up because he doesn't think it will help." The stated diagnosis is, "Schizo-Affective Disorder, not improved."

There is little doubt that for a significant period of time between the ages of sixteen and twenty-one, prior to his enrollment as a student at Northern Illinois University, Steven Kazmierczak suffered from a major mental illness. Even if one were to question the diagnosis of Schizo-Affective Disorder, a second diagnostic likelihood would have to be considered: Major Depression with Psychosis. This condition essentially reverses the order of Kazmierczak's most serious symptoms. With this diagnosis the presence of depressed mood and a markedly diminished interest or pleasure in all or almost all activities exists most of the day, nearly every day. Insomnia or hypersomnia is also

present nearly every day. Fatigue or loss of energy, feelings of worthlessness or excessive guilt, and self-reproach and the diminished ability to think and concentrate occur. Recurrent thoughts of death, suicidal ideation and suicide attempts are also hallmarks of this condition. In addition, some form of psychosis is involved. The episodes of depression are characterized by hallucinatory experiences, thought disturbance, and other psychotic symptoms of the type reported by Kazmierczak and his psychiatrist.

From the psychiatric history available at the time of this report, it is unclear whether the medications that were prescribed for Kazmierczak were helpful to him. In fact, there are some indications that they may have been harmful. He gained an inordinate amount of weight, going from his normal 160-170 pounds to 300 pounds or more at one point. Kazmierczak often reported feeling drugged and unable to muster any energy or interest. For the last five to six months in his program at Thresholds, before being discharged into the community essentially on his own recognizance, Kazmierczak failed to comply with the medication program prescribed for him. He weaned himself from the medications but did not tell his psychiatrist. He was able to fool the staff for five or six months before confessing his actions after being scheduled for blood work that would have detected his noncompliance. By this time, he had begun to lose the weight the medications apparently caused and his mind seems to have started to clear. His mental illness appears to have begun to slowly remit.

Unfortunately for Kazmierczak and others with such problems, remission from psychiatric conditions like Schizo-Affective Disorder or Major Depression with Psychosis does not mean cure. Rather, without reconciliation of the problems that led to the conditions or realignment of the brain chemistry that might have contributed to their cause, reoccurrence is almost inevitable. The individual is most at risk for a return of the disturbance at a later time, especially at the point of another life transition or in response to an event or series of events that again challenge the individual's mental and emotional integrity.

A treatment summary note from the Thresholds program proved prophetic for Kazmierczak's future:

"When symptomatic, he (Kazmierczak) becomes anxious, depressed and unable to sleep. Increased suicidal thoughts (occur) and (he) feels worthless with low self-confidence and self-esteem. (He) Can become verbally aggressive and argumentative. (Has) A history of self-mutilation."

This same symptom picture in addition to his previously demonstrated compulsive checking and excessive hand-washing would precipitate his next contact with a psychiatrist, this one at the McKinley Health Center at the University of Illinois in the fall of 2007, just a few months before his return to NIU on Valentine's Day 2008.

Because of his deceptive behavior and overall noncompliance with his treatment, Kazmierczak was discharged from the group home. He was referred to another mental health treatment program without the close supervision and residential requirements of Thresholds. This program was characterized by help with living and working in the community and developing independent living and personal improvement skills. As

was true at Thresholds, Kazmierczak's involvement and cooperation were minimal at best. He failed at several retail-based and fast food part-time jobs. He continued to demonstrate random aggressiveness and experienced problems living cooperatively with others. While he attended some self-help groups and had access to treatment coordinators who sought to supervise his activities and provide help with plans for his future, Kazmierczak appeared to be directionless.

Without comprehensive records from this program, we have no way of knowing how he actually fared. However, his overall motivation remained inconsistent and his successes appear to have been minimal. There is no indication of any regular family contact. There is also no evidence that he ever returned to live at home. At some point, Kazmierczak made a decision to join the Army. He appears to have been interested in the educational benefits available to him as a soldier. Prior to his enlistment he had tried a few college-level classes but without any notable success.

For a brief while, Kazmierczak appeared to have found a home in the Army. Later, he would tell others that if allowed to he could have spent the rest of his life in the service, perhaps drawn to the structure and security it offered. He had little trouble completing basic training. He tells his friends that the Army trained him to kill people and valued recruits who did not become upset or emotional in response to such training. He assured them this had been no problem for him.

About the time he was settling in for a long-term enlistment, it was discovered that Kazmierczak had enrolled in the Armed Services under fraudulent circumstances by failing to acknowledge his past psychiatric history, his need for psychotropic medications and his multiple hospitalizations for suicidal behavior. He was suspended from his duties, placed in the hospital for safekeeping and a comprehensive psychiatric evaluation ordered. Unfortunately, a formal report of the findings is never released by the Army. Eventually Kazmierczak is given an uncharacterized discharge and dropped off in his home town of Elk Grove Village, Illinois. It is not clear if he went home at that time or even visited with his family. Steven Kazmierczak was out of the Army, out of work and seemingly out of luck.

Kazmierczak had little to show for the first twenty-one years of his life. He had failed with his family, and felt unloved and unacceptable to them. He had failed in the world of work, having been unable to hold numerous low-level jobs. None were full-time, and he worked at some only a week or two. He had failed as a soldier and been banned from a career in the military. Perhaps worst of all, he had become a failure in his own eyes, and continued to struggle with persistent feelings of depression and hopelessness. Five years of serious psychiatric disturbance had left him with little self-confidence and very low self-esteem. But, his mind was regaining greater clarity with each passing day, and his ability to process thought and comprehend ideas at a high level of abstraction had reemerged. Language arts had always been his strong point. Reading and writing came easy for him. College enrollment was the logical next step.

Kazmierczak at Northern Illinois University

Poised to begin the undergraduate program at Northern Illinois University, Steven Kazmierczak was on the verge of a new chapter in his life. However, he was carrying

with him some chronic problems from his past. These problems took the form of a series of inner conflicts and contradictions that included:

- A deep need for love and acceptance but an intense fear of rejection and abandonment interfering with his ability to trust others and blocking his ability to adequately express anger and resentment.
- A strong desire to prove himself competent and to achieve academic success, hampered by a serious lack of confidence and a deep sense of personal inadequacy.
- A wish to put family problems and failures behind him, despite unresolved feelings of hurt and hostility toward his parents and sister and a desire to avenge the wrongs that he felt were done to him.
- A plan to pursue personal goals and future objectives in the midst of nagging questions about the meaning and purpose of life.
- A need for structure and direction fueled by a fear of loss of control.
- An expressed empathy toward the downtrodden, especially those he perceived as having suffered like himself, opposed by a judgmental intolerance toward those he thought to be over-privileged and/or less intelligent or capable than himself.

Kazmierczak appears to have responded positively to the organization and consistency inherent in his college experience. A place to stay, regular meals, clear expectations and daily requirements provided helpful structure. He became exceedingly conscientious and compulsive about his work, avoiding the necessity for a social life. He spent almost all his time preparing ahead of time for classes, papers and exams. Spare time was devoted to playing video games, watching movies and reading. He masked his vulnerabilities and shortcomings, seeking to hide his most unacceptable qualities and the damaging history of his youth. He kept mostly to himself, but ran afoul of his roommate and a few other dorm associates who quickly picked up on his quirky behavior, self-imposed isolation and his obsessional preoccupation with serial killers and murderous psychopaths, both past and present. "Strange Steve" and "Psycho" were two of the nicknames they hung on him.

However, as the school year progressed, Kazmierczak began to get his college legs under him. As he did, his confidence increased and his inappropriate behavior declined. He began to feel comfortable in this new life and to plan. His first tentative career goals which had focused on computer science now began to take another direction, in great part because of his encounter with a respected and charismatic professor who taught in the Department of Sociology.

Kazmierczak made a good impression. Instructors found him "very motivated," "responsive to suggestions" and "interesting to talk with." He was described as "a person who will bring credit to the program and the profession." One member of the Sociology Department summed it up in this way:

“He was exceptional as a student, one of those who was definitely a standout. He was every professor’s and advisor’s dream come true, a very respectful student who was polite and so dedicated and conscientious. Nobody had anything bad to say about him.”

Within the Sociology Department, Kazmierczak found an affirming and supportive environment. Psychologists know that people change when their circumstances change. They can construct new lives for themselves. Often the key factor in this personal reconstruction is the development of a strong relationship with a competent and caring person.

Kazmierczak’s association with this particular professor (Professor-1) appears to have been just such a renewing relationship. The close working relationship the two had eventually resulted in their becoming good friends. In his mentoring and befriending of Kazmierczak, the professor appears to serve as the patriarch of a new family grouping in which Kazmierczak almost immediately assumed the role of favored son, a positioning another Sociology Department member described as “unprecedented for an undergraduate.”

Professor-1’s letter of support for Kazmierczak’s admission to the Graduate School at Northern Illinois University a few years later was effusive in its praise of Kazmierczak’s abilities as a student. Because it sums up Kazmierczak’s highly successful performance as an undergraduate and demonstrates the position of prominence he had achieved within the Department of Sociology family, I quote it extensively. Professor-1 writes:

“I have known Steve since he enrolled in my introductory sociology class about three years ago. He quickly impressed me as a hard-working student, far more mature and intellectually curious than even advanced graduate students. Steve was not only an A student: he quickly stood out as one of the top students, and in a class of about three hundred and sixty-five students, this was not easy. . . . He always did far more work than required, exhibited considerable initiative in pursuing additional material and was obviously highly motivated and self-directed. I was sufficiently impressed with his abilities that I asked him to be an undergraduate teaching assistant about a year later in an online upper division class (Sociology 488). . . . Because of Steve’s maturity and intellectual acumen I asked him, even though an undergraduate, to be a team leader. The quality of his efforts was equal to the graduate students, often even surpassing them.

. . . Because Steve is a hard worker and easily exploited, I immediately sought his assistance as a paid, undergraduate teaching assistant for a large Sociology 170 class (370 students), and he agreed. Although I could have had my choice from any of our graduate students as my two TAs, I chose Steve and one other graduate student, because I felt that Steve was one of the two best people for the tasks. He did everything that a graduate student would do

He also helped in other classes, especially the online sections . . . His attention to detail, meticulous scholarship, and ability to anticipate class problems and

tough spots, led to a fairly smooth semester . . . Steve did far more than expected and exceeded even my highest expectations.

Steve's skills are not limited to the classroom. Since I've known him I've been impressed with his research and writing skills. He wrote a paper on computer hacking that, with minor revision, could easily be published as a book chapter . . . I was sufficiently impressed with Steve's articulate and incisive writing style that I invited him to co-author a paper with me (and two others) . . . his work was of such high quality that I've invited him to be co-author on a second paper

Even though "only" an undergraduate, Steve has become, for practical purposes, a colleague on whom I can rely for ideas, for co-authorship, and to help in times of need. He is an avid reader, extremely articulate, incisively analytical and quick thinking. He is the type of student who could, even now, teach his own class. I support him enthusiastically both for admission to the graduate program and for generous financial assistance."

In Professor-1, Kazmierczak had found a personal champion, who valued his contributions and seemed to care about him in a way that no one else ever had. Perhaps for the first time, Kazmierczak began to believe that he was truly acceptable and loved by the people who were important to him. Maybe life had meaning and purpose after all.

Undergraduate Academic Advisor-2 in the Department of Sociology also had frequent contact with Kazmierczak during his undergraduate years. He came to her office literally hundreds of times over a three-and-a-half year period, ostensibly to check his schedule, get help with decisions about classes and discuss his choice of degree programs. She says he would always ask, "Can you just verify this?", "I just wanted to check," "I think I'm right." To Advisor-2, it seemed that what Kazmierczak really wanted most from her was the personal contact and reassurance that he was on the right track, doing things the right way. "Validation, recognition and acceptance" seemed to be what he needed. "Praise, praise, praise," she said, seemed to be what he craved. Like Professor-1, she too saw Kazmierczak's potential.

"He was the star in our department, the Golden Child. We all knew that one day he would go on to get his Master's and his Ph.D. at prestigious universities, become a great success, and make us all proud."

Within this emotionally healing and supportive "family" environment, Kazmierczak flourished. The superior potential that had been frustrated and hidden began to emerge. Successes and honors began to accumulate. His life was better than it ever had been. In four short years, from his enrollment at Northern Illinois University as a freshman in August of 2002 to his acceptance into the graduate program in Sociology at Northern Illinois University in the summer of 2006, Kazmierczak had risen from the ashes of his emotional disturbance and early failures to the heights of personal and academic success and the promise of a successful professional career and personal future.

However, with the death of his biological mother from ALS in September of 2006, Kazmierczak's life would again start to reverse itself. Her death would precipitate an unstoppable, downward slide that would carry him to even greater depths of despair than he had experienced in his worst times as an adolescent.

Kazmierczak's Deterioration

Beginning with the death of his mother, Kazmierczak experienced a debilitating series of personal losses, both actual and symbolic, and once again would suffer the traumatic loss of family. These events triggered the return of his earlier psychiatric symptoms, including anxiety, depression, insomnia, obsessive-compulsive checking and disturbances in his thinking.

These losses included the following:

- His mother's death without any resolution of the conflict that existed between them and that had resulted in their estrangement (September 2006).
- The loss of his graduate program in Sociology at Northern Illinois University and the security and stability that its familiar people, places and professors provided (Fall 2006 -Spring 2007).
- The loss of his second family, the Sociology Department at Northern Illinois University, and the father figure and mentor who had befriended him (Spring 2007).
- The loss of love and intimacy associated with the deterioration and subsequent breakup of his relationship with his girlfriend around the time of their move to Champaign/Urbana and the University of Illinois (September 2007).
- The loss of personal security and well-being associated with moving to a new city, a new home, a new school, and a new graduate program (September 2007).
- The loss of a sense of equilibrium and emotional control when his debilitating psychiatric symptoms return and directly threaten his success as an individual and as a new graduate student at the University of Illinois (August/September 2007).
- The loss of his position of prominence and respect within the Northern Illinois University Department of Sociology and with other students, professors and his mentor associated with his self-imposed (?) banishment from the department's web board seminar (Fall 2007).
- The loss of a valued job as a correctional officer (October 2007).
- The loss of personal integrity, self-esteem and self-worth as he reads his entire psychiatric record from the past, and is required to acknowledge, perhaps for the first time, the nature and severity of his mental illness and his specific psychiatric diagnosis (November 2007).

- The loss of self-worth as he faces unequivocal confirmation from his father of his mother's rejection of him and her refusal to forgive him for the trouble he caused his family as an adolescent (November 2007).

These multiple, emotionally debilitating losses crushed Kazmierczak's fragile self-concept and eventually sent him reeling toward a destructive end. The polite, conscientious, academic achieving and altruistic wanabee who wished to help others overcome their personal demons was no longer able to keep his own under control. The rage that he felt toward self and others for his life and his losses moved to the forefront of his consciousness. The fine mind that powered his ability to think analytically and creatively was now unable to maintain control over the primitive and destructive urges that were growing within. Anxiety increased, anger and aggression returned, and inner voices began again to plot and condemn.

Why did Kazmierczak target Northern Illinois University?

With this information as background we revisit the question of why Kazmierczak chose Northern Illinois University and Cole Hall as the focus of his attack. While we do not have a complete picture of Kazmierczak's early family life and emotional experience, we do know that considerable conflict existed between him and both his mother and his sister. Anger and hostility were expressed in some form by all. Kazmierczak was estranged from his family of origin and had only sporadic contact with them. In an e-mail dated October 27, 2007 to a woman he met online, Kazmierczak wrote,

“ . . . I mentioned [sic] family when I talk to others and say that they are doing fine but the truth is I really don't have much of a family. My justification is that I do not want to ever let people know this about me so that they do not think I am strange. It's rare that I even see members of my family.”

We know that Kazmierczak was deeply resentful toward his parents for having made “the heartbreaking decision” to remove him from the family at age seventeen and place him in a group home. It appears he was also angry and hurt because he was never allowed to return home. We know that he ran away from the program on numerous occasions and tried to return to his family but was always refused reentry to his home and repeatedly returned to the program by his parents.

Kazmierczak had found a “new” and initially more accepting and supportive family within the Department of Sociology at Northern Illinois University. This new family was a community of students and professors that not only accepted him as a member but highly valued his unique contribution and role. It was a place where he finally fit in. He sensed that the people there cared about him and loved him. He met instructors who nurtured and supported him. One in particular befriended him, mentored him, and cared about him much in the way a good father does a son.

Within this new family, Kazmierczak also found a relationship with a young woman (his girlfriend, Jessica Baty) that became intimate and enduring. Patient and supportive, she allowed his eccentricities, tolerated his problem behavior and seemed to love him in spite of them. With this surrogate family/support system in place, Kazmierczak's life had begun to improve dramatically. Unfortunately, however, the same themes of loss, rejection and abandonment that had played out in his family of

origin began now to threaten his substitute family as well. This appears to have begun with the short-circuiting of his graduate program at Northern Illinois University.

While Kazmierczak had been admitted to the graduate program in Sociology at Northern Illinois University with classes beginning in September of 2006, just prior to or shortly after the beginning of his first academic semester, the Department of Sociology apparently began to change. A full understanding of what happened is still not clear and needs additional clarification. Some of Kazmierczak's e-mails and writings indicate that the Sociology Department was being taken in a different direction by new leadership.*

“ . . . [I] pursued an MA in Criminology [at NIU], but found the program was being scaled back due to a new department head who was somewhat hostile toward Criminology and who wanted the graduate program to focus on gender and racial inequality . . . not my proverbial cup of tea.”

The classes Kazmierczak needed to complete his desired degree and that would be relevant to his career path were no longer available. If he were to receive a graduate degree in Social Work/Criminology it would not be granted at Northern Illinois University. Kazmierczak sought the assistance of his mentor/friend in the Department of Sociology and was encouraged to apply to the Master's in Social Work program at the University of Illinois in Champaign/Urbana. He would have to start over at a new school, in a new place, with new students and new professors. He would have to leave the security and safety of the Sociology Department and his substitute family. He would have to move out.

A second serious blow was struck when Kazmierczak's favorite-son status was threatened by his own anger and questionable actions. He was apparently chastised by his mentor for venting in an unprofessional and inappropriate manner on the Sociology Department's web board discussion site. He was either prohibited from any future participation by his mentor or in his humiliation offered to withdraw from further involvement online himself. In either case, his status in the "family" and his position in the eyes of his peers were greatly diminished. His involvement in the department was brought to an end. Only a few businesslike e-mails to his revered mentor characterize his communications with his surrogate family in the fall of 2007.

Professor-1 confirmed the familial nature of his experience in relation to Kazmierczak and other students in the Sociology Department, in a personal coda at the end of a paper he wrote about Kazmierczak and the events of February 14, 2008. He stated, in part:

“The pain that I and others share is indescribable. My own centrality in the events makes explanation more difficult: I am a Sociologist. One of the murdered women was a Sociology major. One of the most seriously injured was a Sociology major. Others among those wounded or present were Sociology majors or other former students. Most traumatic, the shooter was one of our own Sociology family, one of the most respected, an A student, and an award-winning department leader. He was my student in his first Sociology class in Cole 100 in February 2003. He was my teaching assistant in

Cole Hall as an undergraduate and graduate student. I was his mentor. He was my co-author. Most devastating, he was my friend.”

One additional piece of information links Kazmierczak’s actions on February 14th to an expression of his unhappiness with the Northern Illinois University community. In addition to his possible anger and resentment toward the Sociology Department, Kazmierczak in the same e-mail mentioned above also touches on his attitudes toward some of his fellow students:

“Ok, so you want to know the truth about graduate school? At NIU for my first year of graduate school I was a teaching assistant for statistics (with a focus on sociologic research methods) and although I liked my teaching assistant position (i.e. grading, working one-on-one with students, teaching the occasional class), I absolutely did not enjoy the graduate program. This was mainly due to the lack of quality students. I am far from arrogant and consider my self-humble, but some of my fellow students there were not there for anything besides a piece of paper and always complained about assignments, the ample readings, etc., which really annoyed me.”

Kazmierczak made comments to family members and several others concerning his contempt for certain students at Northern Illinois University, particularly those he thought didn’t appreciate the privileges they had been given. Kazmierczak’s father told police that Kazmierczak “often said students at NIU were over-privileged” and there were “a lot of well-to-do and uppity people there.” Kazmierczak’s godfather also told the police that on several occasions Kazmierczak had made similar comments about some of his classmates at Northern and that “it bothered Steven.”

What is clear in all of this is that Kazmierczak was very conflicted about the members of both his families. He felt rejected and abandoned by his family of origin and harbored great resentment and anger toward his mother and sister. At the same time, he wanted their love and approval. He carried these feelings with him to Northern Illinois University and they were ultimately displaced into the Department of Sociology and the people in it who constituted his second family. Kazmierczak hid the degree to which he felt this anger and resentment, much like he hid the important details of his early life, his psychiatric history and his tattoos from those around him. He may have even hidden it from himself in his unconscious mind through the psychological process of repression. Tragically, it could not stay hidden forever and when it finally emerged, it proved to be uncontrollable and incredibly punitive.

Considering this scenario, one might reasonably ask, “If Kazmierczak were turning his murderous rage and resentment onto his families, both original and surrogate, why didn’t he seek out and attack specific people at Northern Illinois University who he knew and with whom he had been involved?” One can speculate that although Kazmierczak may have had a partial or semi-conscious awareness that he was angry at his Northern Illinois University family in the same way that he was angry at his actual family members, the greater part of his awareness would probably have been unconscious. As a result, specific targeting of individuals as representative of his true family members would not have likely occurred.

One might also ask, “If Kazmierczak’s anger and rage toward his family of origin existed in conscious awareness, why didn’t he try to attack and kill them?” Again, the full answer to the question is not clear. However, his mother had already died and his father, who is reported to have been the person he was closest to in his family, was living in Florida. Kazmierczak’s sister, toward whom he had been much more hostile and direct in the expression of his feelings, is reported to have been living in Champaign/Urbana at the time of the shooting. Why didn’t he target her? It is interesting to note that his sister had, in fact, felt quite threatened by her brother and was specifically worried about his anger toward her. In her interview with the police following the shooting, Susan Kazmierczak said she was “surprised that he didn’t come to kill me.”

Susan Kazmierczak also reported that at the time of her brother’s initial breakdown, he had been verbally abusive toward their mother, “calling her a whore, slut and bitch.” She says that Steven was placed in Thresholds because he was uncontrollable and “causing chaos” at home. Susan also recalls an incident when Kazmierczak was in the eighth grade and “picked up a knife and chased me,” requiring her to run out of the house to get away from him. These examples indicate that Kazmierczak’s anger toward his mother and sister may well have reached murderous proportions in the past and had previously resulted in a possible attempt to actually kill his sister.

Despite Professor-1’s published comments that cite several sociology students as victims of the shooting, the investigation of Kazmierczak’s possible relationship to any of the students in Cole Hall on February 14th, 2008 did not reveal that he knew or was aware of the specific identity of his victims or that he singled out specific students to shoot. However, in the context of viewing his crime as an attack on family, the students who were present would symbolically represent siblings rather than parents. In addition, we know from Kazmierczak’s comments to others about his disdain for some of the students at NIU this would have probably resulted in additional motivation for the primary focus of the attack to be directed at students.

Why did Kazmierczak target Cole Hall?

If, in fact, it’s true that Kazmierczak had become angry at his surrogate family in the same way that he was angry at his family of origin, why does the attack take place at Cole Hall rather than somewhere else on campus?

Cole Hall was the birthplace of a new beginning for Kazmierczak. His first classes in sociology were convened there and the offices for the Sociology Department where he would spend much of his time as a student were right next door in Zulauf Hall. If the Northern Illinois University Campus at large was home ground, Cole and Zulauf were Kazmierczak’s backyard. By ending his life and the lives of other siblings (students) there, Kazmierczak would have come full circle. It was where he had flourished. Now it would be the setting for his grotesque end.

Kazmierczak was also familiar with the layout of the room both from the standpoint of student and teacher. The classes were typically large, sometimes constituting hundreds of students, and the stage was a dramatic location for him to enact his final psychodrama. It’s hard to imagine what his thoughts may have been as he stood outside that door at Cole, his back to the Sociology Department and all that had been

good in his life at Northern Illinois University and his face toward the nightmarish destruction he was about to unleash inside.

Why did Kazmierczak carry out his attack on Valentine's Day?

The last question this report addresses is why Kazmierczak planned and carried out his murderous actions on Valentine's Day. What does it mean that a young man, who had always felt abandoned, rejected and unloved by others, chooses a day set aside to recognize and celebrate Love, for a mass killing?

The month of February does appear to have had some significance for Kazmierczak. He took his first class at Northern Illinois University in Cole Hall in February, 2003. Whether or not this was on or close to February 14th is not known. He was discharged from the Army on February 13th and returned home to Elk Grove Village on February 14, frustrated and upset that he had not been allowed to remain in the service. February 14, 2007 was also the initial exam date for a correctional officer's position which Kazmierczak had greatly valued. His girlfriend said this position was extremely important to him and his failure to experience success on that particular job was a great personal disappointment to him. Valentine's Day may have been an upsetting "anniversary" for him as a result.

There are also indications that Kazmierczak's choice of this special day to commit his crime may have been associated with his need to be remembered and glorified for his actions. Albert Borowitz, author of *Terrorism for Self-Glorification: The Herostratos Syndrome*, defines the expression of the Herostratic impulse as

"a drive to maximize the (person's) sense of power. The criminal feels an enhancement of power in the form of self-glorification (the achievement of name recognition) or self-aggrandizement (a demonstration of capacity for destruction) through accomplishment of a flaunting act which will live in infamy."

For Kazmierczak, committing a crime of this type on Valentine's Day may have been a way of insuring that his actions and his memory in the minds of the general public and his NIU family would not be easily forgotten. We know that he idolized mass murders and perpetrators of other horrendous crimes. Perhaps he envisioned his own act as Valentine's Day Massacre II, a day that would live in infamy for the Northern Illinois University community as well as secure his enshrinement in the Destroyer's Hall of Shame. He would be remembered by those at Northern Illinois University as that "shining star" in the Sociology Department who had plummeted from his place in the heavens of academic success to the very depths of notorious disgrace. But, he would not be forgotten.

Borowitz also points out that

"a feeling of loneliness, alienation, mediocrity and failure may trigger anger and envy directed against those perceived to be more successful or prestigious. Individuals with this need for notoriety and fame sometimes combine it with other motives, personal or ideological, in taking criminal action. However, the

point of such action is to cause the affected population to experience panic, insecurity or personal distress.”

Kazmierczak’s choice of Valentine’s Day for his extreme unloving actions may also have been an expression of his own ironic and atheistic perspective on life. Such a day may have represented all that he refused to believe in and all that he wished to repudiate. His behavior on Love’s Day may have been an attempt to reverse the Christian dictum and proclaim, “hate is stronger than love,” “darkness is stronger than light,” and prove that “evil triumphs over good.” Valentine’s Day, Steven Kazmierczak style, may have been his way of giving love and life his final finger. “FTW” was the tattoo he had sported on his left middle finger. The initials stood for “Fuck the World.”

Park Dietz, a forensic psychologist, when speaking of John Hinckley, Jr. said something that seems to apply to Steven Kazmierczak as well:

“. . . That’s a terrible combination, being suicidal and wanting revenge. That’s at the heart of most of the workplace and school mass murders of the last twenty years.”

Nevertheless, one of Kazmierczak’s final acts appears to stand in contradiction to some of these formulations. In his last few days before the act, waiting alone in DeKalb, Kazmierczak went online and purchased a series of gifts, including a special ring, for Jessica Baty. He sent all of these gifts to her over the next few days with the following note:

“You are the best Jessica! You’ve done so much for me and I truly do Love [sic]. You will make an excellent psychologist or social worker some day! Do not forget about me! Love, Steve.”

Kazmierczak’s Preoccupation with Violence and Death

A Bible verse from the Book of Proverbs (Chapter 4:23, NIV) urges,

“Above all else, guard your heart, for it is the wellspring of life.”

There is little to indicate that Steven Kazmierczak was willing to heed or would have allowed himself to believe such wisdom.

Throughout his lifetime, Steven Kazmierczak was never able to shake his obsessional interest in violence, destruction, murder, and the macabre. Wherever he happened to find it, whether in video games, films, books about serial killers, Hitler, reports of new horrors on the nightly news, Columbine, Jeffery Dahmer or Virginia Tech, it all fascinated him and he could never seem to get enough. Perhaps it had been bred into him, the operative switch first turned on during those long afternoons as a child at home with his mother in front of the TV, the disturbing actions and ghoulish details on the screen burning deep into his boyhood brain.

While he was given instruction in the Christian faith and the Catholic Church by his parents, and, as reported by his sister, was apparently required to attend weekly Mass, Kazmierczak rebelled against this and stopped going in his early teens. In his first year

or so of high school, he declared himself an atheist and continued to identify himself in this manner throughout his life.

There is some evidence to suggest that at the end of his life, Kazmierczak was openly pursuing a full refutation of his religious background by adopting tenets of the Satanic Church. He was said to be reading the writing of the Satanist, Anton LaVey. In one of his last acts before the shooting, he had the Devil's pentagram tattooed on his left shoulder, perhaps as an exclamation point to the presence of several human skulls already engraved on other parts of his body. This last tattoo was added in January of 2008. The subsequent malevolent destructions a month later and his own suicide could have been full and final acts of defiance directed at a religious faith that had sought to teach him the sanctity of all human life.

Kazmierczak often spoke of his favorite video games and movies, especially *Saw* and *Saw IV*, *Mr. Brooks*, and *Fight Club*. All four and others he periodically praised are movies that highlight violent and murderous themes.

The liner notes from one of the early *Saw* movies explain the plot of the film in the following manner:

“Obsessed with teaching his victims the value of life, a deranged, sadistic, serial killer abducts the morally wayward. Once captured, they must face impossible choices in a horrific game of survival. The victims must fight to win their lives back, or die trying”

In the movie itself, a newspaper headline concerning recent murders proclaims, “Psychopath teaches sick life lessons” (to people who do not appreciate their blessings). Jigsaw picks people who have demonstrated a disregard for life, done something wrong, taken advantage of others or who are not using their talents and potential as they should. He then puts them to the test (often a choice between physical harm to themselves in exchange for their lives or the life of another) to force them to see their own mistakes and to better appreciate their lives.

It appears to be more than coincidence that on Halloween of 2007, four months before entering Cole Hall to begin his killing spree, Kazmierczak dressed up in full mask and costume as the puppet that represents the character Jigsaw. He sent the picture of himself in this bizarre array to a number of people. Kazmierczak may have already begun to see himself as a wrathful, revengeful deliverer appointed as puppet god, to teach a lesson to wrongdoers. Or, was he, like Jigsaw, imposing his own malevolent game on his unfortunate victims: “How will you react?” “Will you do anything to save yourself or save another?” Some crime scene witnesses indicated that when Kazmierczak had emptied the shotgun and walked down into the audience with his handguns he shot only at those running out of the room or trying to hide under their seats rather than those who remained frozen in their chairs. If this was true and had been planned by him, one can only speculate what “game” Kazmierczak may have been challenging his victims to play.

The movies *Fight Club* and *Mr. Brooks* also appear to reflect personality issues that are central to understanding Steven Kazmierczak and his distorted perspectives about violence. They may offer insight into Kazmierczak's own attitudes and beliefs.

In *Fight Club*, the protagonist, played by the actor Edward Norton, is introduced to the Fight Club (also called Project Mayhem) by Tyler, a character who at the end of the movie is revealed as Norton's alter ego. Tyler presents the Fight Club philosophy, a life perspective that encourages men in particular to challenge convention and express anger and rage directly toward others through physical violence as a way of feeling better and living clearer.

The following quotes taken from the movie are articulated by Tyler. They may well have influenced Kazmierczak's distorted perspectives:

"Reject the basic assumptions of society"; "Stop trying to control everything and just let go"; "It's only after we have lost everything that we are free to do anything"; "We are God's unwanted children"; "We are the middle children of history, (with) no purpose, no place and we're very, very pissed off"; "We're not killing anyone, we're setting them free."

The movie *Mr. Brooks* echoes similar themes, the thrill of killing and the glorification of murder as both obsession and release. In reference to the violence he commits toward others, serial killer Mr. Brooks, says, "I do this because I'm addicted to it." He explains further that he never murders impulsively but only as the result of a well-thought-out plan, "because (otherwise) we wouldn't be in control and we could leave loose ends." Mr. Brooks also remarks, "Before I was the thumbprint killer I killed a lot of (other) people in a lot of different ways" and maintains that "anyone who is good at what they do wants credit."

Perhaps the most chilling aspect of this movie is that the same dual personality device employed in *Fight Club* is used to represent the serial killer and his actions. We are shown an alter ego or evil presence for Mr. Brooks who encourages and prompts him to murder. This inner malicious persona leads Brooks to act out his murderous ideas and then watches from behind as the violent crimes are committed. This mental state may have approximated Kazmierczak's paranoid mindset during adolescence and perhaps again at the end of his life. His early experience with delusional thinking and previous acknowledgement of a voice that continually plagued his conscious mind suggest Kazmierczak may have been directed or influenced by a voice or alter ego communicating with him, and urging him to kill.

Kazmierczak as a "Psychotic Shooter"

In a recently published book, Peter Langman, Ph.D. developed a typology for the ten school shooters he studied, including Eric Harris and Dylan Klebold at Columbine and Sueng Hui Cho at Virginia Tech. Langman divided the ten mass killers/school shooters he studied into three basic categories: Psychopathic Shooters, Psychotic Shooters, and Traumatized Shooters. Although Kazmierczak is not included in Langman's research, it is obvious that he would be categorized as a Psychotic Shooter if he had been.

Essential for inclusion in the Psychotic Shooter category is a diagnosis of schizophrenia or evidence of some other form of psychosis. While Langman correctly indicates that “Schizophrenics are no more prone to violence than the general population,” he finds that several factors are characteristic of the schizophrenics in this Psychotic Shooter population: they show a strong tendency to be male, they show a lack of compliance in taking antipsychotic medication, and younger schizophrenics are more likely to be violent than older ones. Substance abuse is also found to contribute to violence in this population, although there are no indications whatsoever that substance abuse, either before or during the shooting, was involved in Kazmierczak’s actions.

Langman also “found other influences at work” in this group. An important influence was the structure of the shooter’s family. All five Psychotic Shooters were found to be the youngest in their families. “All had higher functioning siblings, some of whom were high achieving, stars.” He also found that Psychotic Shooters had significant conflict with their parents. In addition, “infamous” people seem to have influenced this category of shooters more than the others have. Kazmierczak’s profile matches all of these factors.

The Psychotic Shooters also exhibited extreme reactivity and what Langman calls “existential rage.” He explains,

“These were young men who were raging against the conditions of their existence. They were not just angry with a person or a group of people. They were angry at life, angry at the world. . . . it was rage against a world that was unfair and incomprehensible. The Psychotic Shooters realized they were misfits. They could not measure up to their siblings who were normal and in some cases outstanding individuals. Their parents were disappointed in them and argued about how to treat them. They struggled socially and felt isolated. They raged against the cruelty of fate that they were born impaired and could never be like other people.”

Langman sees the concept of existential rage as instrumental both in shooters committing murder as well as a driving force in their own suicidal thinking and behavior. He states that it is not surprising to have found that all the Psychotic Shooters in his study were suicidal, because “They had all suffered significant distress for years.” All had social deficits, psychotic symptoms and histories of suicidal thinking and behavior.

Kazmierczak and Existentialism

Like many contemporary college students, Steven Kazmierczak gravitated toward the tenets and beliefs of existential philosophy. He was particularly interested in the ideas of Friedrich Nietzsche and was reading *The Antichrist* in the last few months of his life. So enamored was he of this book that he sent a copy of it to his girlfriend just prior to the shooting.

Nietzsche’s brand of existentialism actively advances the idea that “God is dead” and the notion that personal existence demands struggle and confrontation. He believes that man must resist the influence of any moral code presented by society and make his own rules instead. As Nietzsche sees it, the authentic or “noble” person is the one who

lives dangerously, and resists society and its conventions. Moreover, these nobles have contempt for non-individuals (slaves), names he assigns to those who do not act independent of societal rules or seek change and strive for power.

There are indications that Kazmierczak, in his last few weeks and months, may have been trying to reinvent himself along Nietzschean lines. It is not difficult to see how such ideas might influence a mind already at risk and could have been used by Kazmierczak to justify his feelings of contempt toward those students he judged to be inadequate or unacceptable at Northern Illinois University. At the end, Kazmierczak may well have succumbed to hopelessness and despair and embraced a nihilistic destruction of himself and others.

Summary and Conclusions

Steven Kazmierczak was an extremely complex and deeply troubled young man. He had a history of serious mental illness, which first manifested itself during adolescence in the form of schizophrenia and major depression. He experienced frequent and severe suicidal ideation and his thinking had sometimes been paranoid and delusional in nature. He was preoccupied with themes, images and ideas of violence and destructive behavior toward others for most of his life.

Kazmierczak had long harbored suppressed feelings of anger and resentment toward his own family members, particularly his mother and sister. Over time, unresolved and repressed anger becomes crippling and unpredictable for the individual. Kazmierczak felt abandoned and rejected by his parents and blamed them for his removal from his home and placement in a residential treatment program at the age of seventeen. He held his family accountable for his mostly unhappy life and frequent failures and disappointments. Kazmierczak's unfortunate combination of serious mental illness, extensive fantasy preoccupation and unresolved family conflicts combined to significantly increase his potential for destructive behavior at some point in his life.

For four years, while an undergraduate student at Northern Illinois University, Kazmierczak appears to have been in remission from the most serious aspects of his psychiatric condition. This remission, along with his superior intellectual ability and strong determination to prove himself, allowed Kazmierczak to reach a high degree of academic success. Not the least of the reasons for this success was his acceptance into a new family on the campus of Northern Illinois University and within the Sociology Department. The support and encouragement he received as a valued and important member of this new family allowed him, for a time, to put aside the feelings of anger, abandonment and personal worthlessness that he had suffered from throughout his life.

However, beginning in the fall of 2006, Kazmierczak's personal adjustment and life functioning again began to deteriorate. This deterioration was precipitated by a series of severe losses and personal crises that eroded his newfound confidence and emotional control. Two of these losses were paramount in his personal downturn. The first involved the changes he encountered in his graduate program at Northern Illinois University and his transfer to a second graduate program at the University of Illinois,

Champaign/Urbana. With the “loss” of his graduate program at Northern Illinois University, the personal security, near- unconditional acceptance and high level of academic success he had enjoyed were now gone. Gone too, was the close personal relationship with his mentor and friend, Professor-1. Because his experience with his NIU “family” closely paralleled the family conflicts of his youth, the repressed anger and rage he had felt toward his family of origin began to resurface.

A second event of significant magnitude for Kazmierczak was the severe loss of self-esteem and personal integrity he undoubtedly suffered upon reading the detailed psychiatric records from his numerous psychiatric hospitalizations and other treatment programs five to six years prior. Kazmierczak was confronted with the debilitating nature of his schizophrenic condition, a condition he probably had not understood at the time and that he had tried to deny and suppress since his hospitalizations.

As Kazmierczak’s mental stability started to waver, he began to act in more reckless and self-destructive ways. Buying guns and ammunition, soliciting prostitutes and sexual contact with both men and women on the Internet, purchasing tattoos with bizarre and violent content, acting in a paranoid and secretive manner, and pursuing an interest in satanic ritual and practice all occurred in the last few months before that final day in February.

As his depression and thought disturbance reappeared and worsened, they became a fertile ground for Kazmierczak’s suspicions, inappropriate ideas and secret plans to seek revenge against those people and institutions he felt had victimized him. At the same time, his long-standing obsession with serial killers and mass murders offered numerous examples as to how his own rage might be expressed. His strong belief in existential philosophy and the essential meaninglessness of existence provided little support for constructive personal action.

In Kazmierczak’s distorted world, life and the process of living had lost all trace of the sacred. God was dead and individual strength and powers were exalted. Moral code and personal restraint were overcome by smoldering rage and an uncontrollable urge to punish and maim. The destruction of self and others, long fantasized and often rehearsed, became a tragic reality.

This concludes the analysis of the independent psychologist.

Case Status

The investigation into the February 14, 2008 shooting incident involving Steven Kazmierczak will continue until the NIUDPS determines all leads have been exhausted to their complete satisfaction. Cases of this nature and complexity often have new evidence or information revealed long after primary investigative efforts. The primary offender in this circumstance is deceased; however, there is no statute of limitations for cases of homicide and all follow-up will take into consideration, that should another person be found culpable in this event, they will be vigorously prosecuted. Additional follow-up will continue as new information or evidence is discovered and as time and personnel permit.

February 14, 2008 Emergency Service Providers

NIU & the NIUDPS Express our thanks to all assisting agencies.

Law Enforcement Agencies

Alcohol Tobacco and Firearms
Aurora Police Department
Batavia Police Department
Conservation Police
Cortland Police Department
DeKalb County Sheriffs
DeKalb City Police Department
Federal Bureau of Investigation
Galesburg Police Department
Geneva Police Department
Genoa Police Department
Harper Community College Police Department
Illinois State Police
Kane County Bomb Squad
Kane County Sheriffs
Loves Park Police Department
Mendota Police Department
Rockford Police Department
St. Charles Police Department
Sycamore Police Department
Village of Winnebago Police Department
Winnebago County Sheriffs Office

Fire & Emergency Medical Transport Services

Burlington Emergency Medical Service
Cortland Emergency Medical Service
DeKalb Emergency Medical Service
Elburn Emergency Medical Service
Genoa Kingston Emergency Medical Service
Hampshire Emergency Medical Service
Hinckley Emergency Medical Service
Kaneland Emergency Medical Service
Malta Emergency Medical Service
Maple Park Emergency Medical Service
North Aurora Emergency Medical Service
Ogle-Lee Emergency Medical Service
Rochelle Emergency Medical Service
St. Charles Emergency Medical Service
Shabonna Emergency Medical Service
Sugar Grove Emergency Medical Service
Sycamore Emergency Medical Service
Waterman Emergency Medical Service

Judicial Offices

DeKalb County State's Attorney Office

Hospitals

Good Samaritan Hospital
Kishwaukee Community Hospital
Northwestern Memorial Hospital
Rockford Memorial Hospital
Saint Anthony Medical Center

Emergency Air Transport

Reach Air Angel
Flight for Life
Life Line

Non-Governmental Organizations

Salvation Army

CAMPUS PROCEDURES AND INITIATIVES

Mental Health Services and Prevention Programs

In response to the tragedy at NIU on 2/14/08 as well as the Virginia Tech incident, state legislation now mandates that a Threat Assessment Team be in place at every institution of higher education in the state of Illinois effective July 15, 2009.

HIGHER EDUCATION

(110 ILCS 12/) Campus Security Enhancement Act of 2008.

(110 ILCS 12/1)

Sec. 1. Short title. This Act may be cited as the Campus Security Enhancement Act of 2008.

(Source: P.A. 95-881, eff. 1-1-09.)

(110 ILCS 12/5)

Sec. 5. Background investigation. Each public institution of higher education shall, through written policy and procedures, identify security-sensitive positions and make provision for the completion of criminal background investigations prior to employing individuals in those positions.

(Source: P.A. 88-629, eff. 9-9-94.)

(110 ILCS 12/10)

Sec. 10. Community task force. Each public institution of higher education shall establish by December 1, 1996, a community task force for the purpose of coordinating with community leaders and service providers to prevent sexual assaults and to ensure a coordinated response both in terms of law enforcement and victim services.

(Source: P.A. 88-629, eff. 9-9-94.)

(110 ILCS 12/15)

Sec. 15. Arrest reports.

(a) When an individual is arrested, the following information must be made available to the news media for inspection and copying:

(1) Information that identifies the individual, including the name, age, address, and photograph, when and if available.

(2) Information detailing any charges relating to the arrest.

(3) The time and location of the arrest.

(4) The name of the investigating or arresting law enforcement agency.

(5) If the individual is incarcerated, the amount of any bail or bond.

(6) If the individual is incarcerated, the time and date that the individual was received, discharged, or transferred from the arresting agency's custody.

(b) The information required by this Section must be made available to the news media for inspection and copying as soon as practicable, but in no event shall the time period exceed 72 hours from the arrest. The information described in paragraphs (3), (4), (5), and (6) of subsection (a), however, may be withheld if it is determined that disclosure would:

(1) interfere with pending or actually and reasonably contemplated law enforcement proceedings conducted by any law enforcement or correctional agency;

(2) endanger the life or physical safety of law enforcement or correctional personnel or any other person; or

(3) compromise the security of any correctional facility.

(c) For the purposes of this Section the term “news media” means personnel of a newspaper or other periodical issued at regular intervals whether in print or electronic format, a news service whether in print or electronic format, a radio station, a television station, a television network, a community antenna television service, or a person or corporation engaged in making news reels or other motion picture news for public showing.

(d) Each law enforcement or correctional agency may charge fees for arrest records, but in no instance may the fee exceed the actual cost of copying and reproduction. The fees may not include the cost of the labor used to reproduce the arrest record.

(e) The provisions of this Section do not supersede the confidentiality provisions for arrest records of the Juvenile Court Act of 1987.

(Source: P.A. 91-309, eff. 7-29-99; 92-16, eff. 6-28-01; 92-335, eff. 8-10-01.)

(110 ILCS 12/20)

Sec. 20. Campus security enhancement.

(a) In this Section, “higher education institution” means a public university, a public community college, or an independent, not-for-profit or for-profit higher education institution located in this State.

(b) Each higher education institution is required to do the following:

(1) develop a National Incident Management System-compliant, all-hazards, emergency response plan in partnership with the institution’s county or major municipal emergency management official, report the plan to this official, and have training and exercises for the plan annually at a minimum; and

(2) develop an inter-disciplinary and multi-jurisdictional campus violence prevention plan, including coordination of and communication among all available campus and local mental health and first response resources as well as communication with governmental agencies and school districts contiguous to the higher education institution’s boundaries, in partnership with the institution’s county or major municipal emergency management official, report the plan to this official, and have training and exercises for the plan annually at a minimum. The campus violence prevention plan shall include the development and implementation of a campus violence prevention committee and campus threat assessment team.

(c) County and major municipal emergency managers and Illinois Emergency Management Agency regional coordinators shall assist in the planning and training process for the plans specified in subdivisions (1) and (2) of subsection (b) of this Section with all resources available to them.

(d) County and major municipal emergency managers and Illinois Emergency Management Agency regional coordinators shall provide higher education institutions with appropriate standards and guidelines for the plans specified in subdivisions (1) and (2) of subsection (b) of this Section and for the training and exercises for these plans.

(Source: P.A. 95-881, eff. 1-1-09; 96-356, eff. 1-1-10.)

(110 ILCS 12/99)

Sec. 99. Effective date. This Act takes effect upon becoming law.

(Source: P.A. 88-629, eff. 9-9-94.)

TEAMS DESIGNATED TO IDENTIFY AND RESPOND TO STUDENTS OF CONCERN

NIU has two teams—the Student Threat Assessment Team (STAT) and the Employee Threat Assessment Team (ETAT). Each team is trained and familiar with relevant institutional policies and procedures as well as with the rules and regulations that pertain specifically to students or employees.

The purpose of the teams is to review students, faculty or staff whose behavior is of imminent concern. The teams focus on matters of immediate crisis, disturbing behavior, and medical and psychiatric situations regarding individuals in the campus community. These teams are charged with collecting appropriate information regarding individuals who have brought attention to themselves through their actions or threatening behaviors. The teams seek to assess the level of threat and decide upon and implement an action plan for intervention and follow-up. In cases of significant threat, the appropriate vice president is notified immediately and, if appropriate, NIU Public Safety.

To ensure that the team is able to gather a wide range of information, utilize diverse knowledge and skill bases, and view the situations from multiple perspectives, each team is comprised of multiple units from across the university. With its membership, the Student Threat Assessment Team utilizes expertise from the areas of Office of the Vice President for Student Affairs, Office of the Provost, NIU Public Safety, Counseling and Student Development Center, Housing and Dining, University Legal Services, and Enrollment Management.

The Student Threat Assessment Team has built protocols based on the established procedures for reporting students of concern as outlined in the *Faculty & Staff Guide for Assisting Emotionally Troubled Students* (see Appendix F). This guide was distributed to all faculty and staff members and provides the campus community with information on how to identify and report individuals of concern. Additionally, the team has integrated research from many disciplines and areas of expertise including psychology, the Department of Justice, and leading experts and models in threat assessment. The result is a threat assessment protocol that is multi-dimensional and comprehensive in its approach.

Division of Student Affairs' Crisis Response Team

The purpose of the Crisis Response Team (CRT) is to provide a comprehensive and collaborative response to a major crisis that impacts students. In defining “crisis,” the team responds to incidents that have one or more of the following components:

- A potentially significant impact on a student, the campus, and/or surrounding community
- May involve legal or risk management issues
- Will require continual follow-up or long-term intervention by the institution
- Is likely to draw media attention

As these situations arise, the CRT is charged with developing a response plan and appropriate monitoring and/or follow-up. The team established operational procedures that allow for consistency in assessing the situation and flexibility in responding to unique circumstances.

As with STAT, the team is comprised of staff members from a variety of units and areas of expertise within Student Affairs, including the Office of the Vice President for Student Affairs, Student Services, Counseling and Student Development Center, Housing and Dining, Health and Wellness, Judicial Affairs, Diversity and Equity, Commuter and Non-traditional Student Services, and Planning and Operations (see Appendix C).

Residence Hall Teams

Communicating about students of concern is essential within a community living situation. Each residence hall has a liaison assigned by the Counseling and Student Development Center (CSDC). The individual hall teams, comprised of professional and graduate residence hall staff and the CSDC liaison, meet each week to identify and discuss students of concern. The liaisons also serve as consultants to residence hall staff when they deal with mental health concerns or need specific recommendations on how best to support a student. The team also uses this time to identify the mental health trends and on-going needs of the community.

It is important to note that the CSDC has a satellite office in Grant Towers. This discrete office location allows students privacy and convenience. The satellite office is used frequently by clients from Grant Towers but is open to any student. Staff members have also found it a valuable resource for referring students and for consultation.

Another integral partner in the residence halls is the NIU Department of Public Safety. Each residence hall has a Community Safety Center in which the CAP (Coordination Analysis and Programming) officer works during the day handling administrative demands. The CAP officer also attends weekly residence hall staff meetings and serves as a direct contact for hall staff in regard to pending cases that occurred in the residence hall.

In addition to the CAP officer, two Night Officers are assigned to specific residential areas. The officers utilize a community-based policing model, and take time to become familiar with their residential area and the residents who live within it.

The staffing model maintained by the police officers working within the residence halls reflects an intentional effort to increase, in fact double, the police presence in the residence halls during the 2008-2009 academic year. As students have become more comfortable with the police officers who are assigned to their community, they have also been more willing to reach out for their assistance and to give assistance to the police.

PROVIDING APPROPRIATE COUNSELING AND TREATMENT

In the aftermath of the tragedy, providing psychological support to the campus community has been integral to the recovery process. Since the crisis, the CSDC has secured funding for and hired two additional psychologists. Both of the new staff members have experience in providing treatment in the areas of grief, trauma, and loss. Additionally, one of the new psychologists has previous work experience in a Veteran's Affairs Hospital. This staff member's clinical experience and training in working with military veterans is pivotal as we support this growing population on the NIU campus.

The closure of the behavioral mental health unit at Kishwaukee Community Hospital in October 2009 has had an impact on the services that CSDC provides to NIU students. In the absence of the hospital's mental health facility, NIU students are being transferred and admitted to hospitals in Aurora, Rockford, and Elgin for psychological care. To ensure continuity of care for our students, the CSDC staff is working to establish collaborative relationships with the behavioral mental health units and administrative staff of those surrounding hospitals. These bridge-building efforts will ensure that students receive the mental health care they need not only while in the hospital but also when they return to the university.

PROTOCOLS AND POLICIES

There are two sets of policies for responding to students who display concerning behaviors.

First, *the Involuntary University Withdrawal Policy for Threats Related to Mental or Psychological Disorders* (see Appendix G) is designed to provide timely and appropriate means of responding to a student whose behavior is related to mental health or psychological disorder(s) and poses a direct threat of harm to self or others. When the policy is activated by any Student Affairs Associate or Assistant Vice President, the student is immediately withdrawn from the institution. Once the policy is activated, the student receives a mandatory psychological evaluation by a qualified mental health provider before a determination is made regarding the student's ability to re-enter the institution and be a positive member of the campus community.

Second, the *Student Code of Conduct* (see Appendix D) outlines university policies and judicial processes. The judicial process not only provides behavioral expectations for students, but also allows the institution to deal with inappropriate, threatening, or disruptive behaviors with sanctions that encourage counseling, require behavioral interventions, or, at its extreme, suspend or expel students from the university. The Code also allows for immediate, but temporary, removal of students from a portion or all of university property, allowing time for the university to fully investigate a situation when a student has allegedly shown behaviors that are perceived to be threatening to him/her self or others. Additionally, the *Contract for University Housing*

allows senior administrators in Housing and Dining to remove a student immediately from the residence halls if there is a significant and substantiated threat to the community.

Educating and Supporting the Campus Community

The Faculty & Staff Guide for Assisting Emotionally Troubled Students, mentioned above, provides the campus community with

- Information regarding signs of an emotionally troubled student
- Instructions on whom to contact, based on the immediacy of the concern
- an overview of the ***Involuntary University Withdrawal Policy for Threats Related to Mental or Psychological Disorders***
- Instructions on responding to a violent intruder or active shooter, and
- A list of emergency resources for consultation and referral. This guide was created and distributed to all faculty and staff members in Fall 2007, prior to the campus tragedy. Additionally, in that semester and continuing in Spring 2008, the Division of Student Affairs conducted training sessions with academic deans and department faculty on identifying and reporting students of concern (see Appendix F)

One future challenge for the NIU campus is to remain responsive to students of concern. In an effort to remind faculty and staff members of the important information contained in the ***Faculty & Staff Guide for Assisting Emotionally Troubled Students***, a memorandum was sent to the campus community during the Fall 2009 semester to encourage them to review the guidelines. These guidelines were also provided in the ***Faculty Guide to Student Affairs*** and distributed to all faculty in Fall 2009. Additionally, as students returned to campus in Fall 2009, they also received information on how to report people of concern and that encouraged them to be responsible community members by reporting any suspicious or disturbing situations.

Student Affairs Staff Training for Emergencies

TEAM TRAINING

Threat Assessment Teams

The creation of the Threat Assessment Teams was a methodical and intentional process. They were derived from researching best practices, the legal implications of threat assessment, and the establishment of operational procedures. The teams also participated in numerous training opportunities.

First, a team of four NIU staff members traveled to Virginia Tech for a joint training session. Virginia Tech also created threat assessment teams in the aftermath of their shooting, as mandated by their state legislature. The two-day training included presentations by Dr. Ronald Kessler, one of the nation's experts on community violence prevention, conversations with Mr. Bill Modeleski, Associate Assistant Deputy Secretary of the U.S. Department of Education's Office of Safe and Drug Free Schools, research on the psychological impact of the Virginia Tech tragedy on their students, and lessons learned from the shooting experiences and the creation of the teams.

Second, the teams invited Dr. John Dunkle to campus for a daylong workshop. Dr. Dunkle is a leading authority on the Assessment-Intervention of Student Problems model, a model designed to identify students exhibiting disturbing behaviors and to assess the level of threat.

Third, LeRoy Rooker presented to the NIU threat assessment teams in July 2009. Mr. Rooker is the nation's leading authority on the Family Educational Rights and Privacy Act (FERPA) and served as the Director of the Department of Education's Family Policy Compliance Office (FPCO) in the Department of Education for 21 years.

Last, individual members of the threat assessment teams attended a variety of training sessions at local, regional, and national conferences. Two team members also attended the Campus Security Enhancement Act Forum where Representative Robert W. Pritchard (R-IL) discussed the state legislation, which he co-authored, that mandates the creation of these teams in all institutions of higher education in the state of Illinois.

Division of Student Affairs' Crisis Response Team

In addition to briefly assessing the team's functioning after each crisis situation, the CRT also conducts an annual review of the team's operations and communication. Most recently, this annual review brought about positive changes in the team that included the designation of bilingual staff members to communicate with native-speaking family members, and the use of walkie-talkies and laptop computers as back-up communication systems.

The team also spends time each year engaged in a table-top exercise, a valuable tool for assessing the team's effectiveness. This exercise is performed as part of the full-scale emergency operations drill conducted by the NIU Department of Public Safety, and includes participation by local law enforcement agencies and fire departments.

STAFF TRAINING***Residence Hall Staff Training***

Crisis situations on the campus can occur in the residence halls. It is imperative that staff members be fully trained in crisis management, mental health issues, and appropriate referral resources. Prior to each fall semester, all professional and graduate residence hall staff members receive training on identifying and responding to students of concern. These training sessions are facilitated annually by the CSDC staff. On-going training is also provided for the residence hall staff throughout the year and often addresses a specific mental health concern such as Post Traumatic Stress Disorder, eating disorders, or depression. In March 2009, a training session was provided for professional and graduate hall staff members on how to recognize and assist students with mental health issues, and how to respond to suicidal students.

Community Advisors (CAs) also receive training on mental health issues prior to the start of each school year. Annually, CSDC staff members provide training on the services provided by the CSDC, how to identify mental health concerns, paraprofessional counseling skill building, and crisis management. A portion of this training is dedicated to experiential learning, allowing CAs to participate in a simulation of situations they might encounter. The CAs attended a developmental training session in March 2009, as noted above.

Information Flow During a Crisis

COMMUNICATIONS DURING THE FEBRUARY 14 CRISIS

Call Center

Upon confirmation of the shooting on February 14, 2008, Student Affairs designated seven phone lines to be utilized as the university's "hotlines" throughout the crisis. Public Affairs posted the phone numbers on the university's website homepage to inform the public of this resource. Crisis hotlines were utilized during the incident to address questions about the situation and related administrative decisions (e.g., cancellation of classes, schedule changes, etc). The hotlines were identified as a valuable way to deliver critical information in a personalized format to students, faculty, staff, and others.

Although the university website provided timely and accurate updates about the crisis situation, many individuals, especially family members, wanted to speak personally with someone on campus to gain assurance that the environment was safe and under control. The personal interaction was invaluable and a powerful communication tool.

Having learned the importance of keeping call center staff apprised of the most accurate and timely information throughout the February 14 crisis, Student Affairs intentionally gathered information from multiple sources that included the NIU website, reports from Student Affairs staff stationed at Kishwaukee Hospital, information from NIU Public Safety and Public Affairs staffs, and updates from the Emergency Operations Centers in the President's Office as provided by the Vice President for Student Affairs.

As information was received and verified, it was quickly relayed to hotline staff in a succinct, written format that they could share with callers. Additionally, individuals staffing the phones continually refreshed the NIU website at their workstations and read new postings to callers. In the aftermath of the tragedy, the crisis hotlines received over 19,000 calls over 10 days, 14,950 within the first eight hours. The hotline staff responded to a myriad of questions and concerns, including updates regarding the crisis situation (e.g., parents picking up their children, safety of those still on campus); assistance locating family members; press and foreign consulate requests; campus closing/cancellation decisions (e.g., academic schedule questions, housing and meal plan issues); insurance and medical reimbursement questions, and offers of support from community members and professional counselors.

The crisis hotline was continually monitored by members of the Student Affairs Crisis Response Team and staff members from the Office of the Vice President for Student Affairs. Call center status reports were provided to the Vice President for Student Affairs throughout the 10-day duration, allowing him to oversee the operation.

Since the February 14, 2008, crisis, the Vice President for Student Affairs and staff members who monitored the call center have evaluated and refined the crisis hotline procedure. Some of these enhancements include:

- Provision for additional phone and computer lines to host up to 13 hotline staff
- Creation of an alternative site for the crisis hotline in the Career Services Office suite in the Campus Life Building
- Pre-established crisis hotline staff of 17 individuals who will automatically report to the Office of the Vice President for Student Affairs to answer calls as necessary
- Seven pre-established hotline staff “shift leaders” who will guide the operation, allowing Crisis Response Team members to focus on other crisis-related tasks

Outreach to Students Directly Impacted

In addition to responding to calls from students, faculty, staff, and the general public, on February 15, 2008, the Office of the Vice President for Student Affairs staff began a telephone initiative to reach out to every student enrolled in Geology 104 and Computer Science 205, the classes held in Cole Hall at the time of the shooting. These calls not only provided the university with an understanding of each student victim’s response to the tragedy, but also resulted in numerous referrals to the Counseling and Student Development Center and Academic Advising. These calls were continued on a bi-weekly basis until the Office of Support and Advocacy and formal support systems were established for the students.

Student Affairs Policy Changes Post-February 14, 2008

POLICIES AND PROTOCOLS

The *Involuntary University Withdrawal Policy for Threats Related to Mental or Psychological Disorders* (see Appendix G) was implemented beginning Fall 2007. Within two years of implementation, a number of procedural improvements were identified. Review of the policy took place in summer 2008.

PROGRAMS

Office of Support and Advocacy

Within a few weeks of the tragedy, the university quickly understood the need to provide on-going crisis management operations related to February 14, 2008. In March 2008, the Office of Support and Advocacy (OSA) was conceptualized and authorized as the central point of coordination for victims, their families, and all other issues related to the tragedy.

The staff of the OSA utilizes an integrated service model to support student victims in a holistic manner. Staffing for this unit includes a Director, Assistant Director for Counseling, Assistant Director for Programming, an Academic Advisor (shared role with the Academic Advising Center), a Victim Advocate (shared role with Public Safety), and an Administrative Assistant. The office reports through the Assistant Vice President for Planning and Operations to the Vice President for Student Affairs. The President and members of the President's Cabinet receive frequent briefings regarding the services, activities, and challenges of the OSA. The priority population served by the OSA staff includes any student enrolled in Geology 104 or Computer Science 205 in Cole Hall, and any student, faculty or staff member, who was in or around Cole Hall at the time of the shooting.

The Office of Support and Advocacy provides a broad range of services for its priority population or direct victims of the shooting. However, there are four services most frequently utilized within the OSA. These services, described in detail below, include counseling, academic advising, advocacy, and programmatic efforts.

Counseling

OSA provides individual, couples, family, and group counseling services. All services are private and confidential. The focus of counseling is to help students and families resolve personal difficulties which may or may not be directly related to the campus tragedy. The OSA also offers several family support meetings held both on campus and at the NIU outreach centers for those most affected by February 14, 2008. Student support groups focus on fostering resilience and learning ways to manage stress effectively.

Academic Advising

The OSA Academic Advisor helps students formulate strategies on how to inform college advisors, faculty members, and instructors about how their academics have been affected by the tragedy. Tangentially, the OSA provides suggestions on how to maximize a student's interaction with these important partners. Working with faculty members to set up special accommodations

(i.e., some students may not be able to adequately function during tests in large lecture settings and may need to take tests in a more private setting) has also become a highly requested need.

The OSA Academic Advisor closely monitors the academic success and overall retention of the priority population. As necessary, outreach and interventions are employed to offer more targeted support for students who are struggling academically and who are at risk for academic probation or expulsion.

Advocacy

Professional advocates help students and their families find the support services they need, both on and off campus. Many requests are related to financial, legal, and academic needs. Advocates act as liaisons between the individual and the university, assisting with the completion of forms such as Crime Victim's Compensation and medical reimbursements.

Programmatic Efforts

The OSA also provides frequent and structured activities to support this priority community. OSA staff members have found that many of the students directly impacted by the February 14 incident seek to stay connected to their "community" because they received strong support from it. This connection can be an important and powerful tool in their psychological healing. OSA programming focuses on helping students develop socially, emotionally, and academically. Some programs include study skills workshops, résumé writing, stress management, and social outings such as monthly dinners, bowling nights, NIU athletic events, and theatrical performances.

Liaisons

One key institutional response to the tragedy was the creation of a liaison program. This initiative paired one student affairs professional staff member, a liaison, with each family of a deceased student, and with each student who sustained a physical injury. The goal was to provide one point of contact and connection to the institution for each family.

The liaison program was extremely efficient and well received; it was clear that this service model would be effective in many other crisis situations. The liaison program has since been refined, expanded, and renamed "Victim Advocates." The Division of Student Affairs has now trained 12 victim advocates who may be called upon at any time to serve in a crisis situation. Most recently, all 12 victim advocates were activated to assist students involved with the Omega Delta fraternity house fire. These victim advocates served as the primary communication channel between the university and the students affected by the fire. Because the crisis occurred during the week of final exams, it was also important for the victim advocates to assist the students in any way necessary to enable them to finish the academic term. Student Affairs collaborated across the university to provide housing accommodations, temporary meal plans, and clothing. Additional resources were secured from the American Red Cross and the Salvation Army. The victim advocate program allowed the university to respond quickly to the needs of the students and to do so in a coordinated and consistent manner.

Healing Huskies

As an immediate response to the February 14, 2008, crisis, the Counseling and Student Development Center initiated a counseling group for students who suffered the loss of a friend in the shooting tragedy. This group, now called “Healing Huskies,” has not only continued, but has also expanded to include any student who lost a loved one. The group was well received and has been a source of healing and strength for students navigating the grieving process.

The Northern Pact

The February 14 tragedy challenged the university to reshape its community as it re-established a culture that was forever changed. One significant element in this restructuring was to define students’ expectations during their time as Huskies. “The Northern Pact” was created to help students understand and embrace these expectations. Five principles – just, open, caring, disciplined, and celebrative – were intentionally integrated into the campus culture.

The focus of this initiative was to have students embrace this renewed sense of Huskie Pride by signing the Northern Pact Pledge and receiving a t-shirt that further promoted the initiative. Students who signed the pledge entered into an agreement between NIU and themselves, making a commitment to build an enhanced campus community and instill these five principles into their daily lives. Students were given the opportunity to sign Pact pledges at many of the Welcome Week activities at the beginning of each fall semester. To date, over 11,000 students have pledged to build a stronger student culture at NIU.

A variety of very successful marketing and programming efforts also were created around the Northern Pact. A survey of students indicated that 87 percent of the students had seen and were aware of the Pact concept.

In the 2009-2010 academic year, the Northern Pact has been creatively incorporated into a variety of initiatives. These include Orientation activities that engaged the participation of incoming students and their families. Students had opportunities to sign the Pact pledge at Welcome Week activities publicized and open to all students on campus. As the university continues to move forward, its goal is to reach every student and to persist in its progress toward building an improved campus community.

Academic Implications of the 2/14 Tragedy

On March 9, 2010, *Enough is Enough: a student affairs perspective on preparedness and response to a campus shooting* was released by the publisher. The publication, edited by NIU's own Brian Hemphill and Brandi Hephner LaBanc, focuses on both the Virginia Tech and the Northern Illinois University shootings and provides an overview of some of the academic and campus-wide issues that arose following the shootings on both campuses. Issues such as relocation of classes, rescheduling final examinations, credentialing of counselors during a crisis, emotional and mental health issues on a campus in the aftermath of a crisis and long-term healing of a campus in crisis are addressed in this publication.

In the immediate aftermath of the campus shooting on February 14, 2008, NIU administrators struggled with issues such as closing down the campus, when and how to reopen the campus after such a tragedy, providing counseling to faculty and staff in advance of the campus reopening, relocating dozens of classes to alternate venues throughout the campus, communicating those new locations to faculty, staff and students, providing faculty with appropriate guidelines to assist students struggling with emotional and/or physical injuries suffered during the tragedy, and rescheduling the academic calendar for that semester including postponing graduation an additional week.

Thousands of lives were forever changed that fateful day as the result of the tragic shooting that occurred in Cole Hall. On February 14, 2008, that building was taken out of service and has yet to be restored. As the main lecture hall facility for all large undergraduate sections of general education coursework, Cole Hall's closure has a continued impact as virtually every NIU student takes at least one class there.

Each chapter of *Enough is Enough* focuses on a particular aspect of the impact of mass violence on campus. Chapter 7, co-authored by NIU Executive Vice President and Provost Raymond W. Alden III and Deputy Provost Harold Kafer, details the response to the academic impact and implications caused by the shootings at NIU on February 14, 2008 (see Appendix H).

Information Technology Services Crisis Communications Update

ITS recommended and installed a new text message/notification system that is now operational. Multiple tests with all cellular companies have been carried out. Over 11,000 students, faculty and staff have registered for emergency notifications using the text alert system. The text alert system is controlled by the NIU Public Safety Office. All new or updated systems are being connected to the text alert system via NIUNet so that all NIU campuses can be reached. An upcoming addition anticipated in Spring 2010 will add a blast message feature to anyone logged into NIU's Novell servers. This includes all ITS Student Computer Labs and many of the college computer labs and the majority of employees online. Additionally, ITS will add a broadcast message to all 20 NIU-IPTV channels for NIU residence halls and any classrooms watching the NIU-IPTV channels.

ITS has also recommended central control over PA and Fire Alarm speakers using NIUNet and the text alert system to trigger audio messages to the campus PA systems and to the updated fire alarm systems. Project design for this has been completed and funding for an 8-building trial has been approved. Installation is underway for summer 2010 testing. ITS also developed an alternative printing method for the NIU Emergency Guide that reduced its cost and improved content information using a new "on-demand" color printer. In addition, a complete Emergency Operations Plan has been developed for the ITS headquarters and has been integrated with the main campus Emergency Operations Plan.

Emergency First Responders/Campus Planning and Training

The DeKalb Fire Department and the NIU Department of Public Safety have established a functional working model that includes an initial emergency medical response from NIU Public Safety's Emergency Medical Technicians (EMTs). This allows for a rapid, efficient and effective early medical intervention even when the scene of an emergency, such as occurred on February 14, 2008, has not yet been determined to be safe. It also provides much-needed additional trained responders during a mass casualty incident.

A standing meeting between NIU Public Safety and DeKalb EMS/Fire is scheduled each month to ensure continuity of operations. Additionally, regular meetings between the Fire and Police Chiefs are scheduled as required to address any remaining issues of concern. NIU Public Safety and the DeKalb Fire Department work side-by-side to ensure areas of mutual interest are addressed utilizing the same instructors, training courses, training regimens and compatible equipment. An example of this cooperation is demonstrated by the fact that the DeKalb Fire Department was instrumental in getting approximately one-third of NIU's police personnel trained in Hazardous Materials Operations and certified as Hazardous Materials Technicians through levels A and B. The two agencies, in addition to other area service providers, also cooperate to jointly create and develop Incident Action Plans (IAP's) for every event of consequence involving the university.

NIU Public Safety is currently working on an in-house liaison program through which a member of the DeKalb Fire Department may be housed in the NIU Office of Emergency Management and Planning, a specialized unit of NIU Public Safety, as an advisor. These agencies also work together each year to plan and exercise their respective emergency response procedures, which include hazardous materials spills and mass casualty events. These plans and exercises also include other appropriate regional emergency service providers. DeKalb EMS/Fire and NIU Public Safety use compatible emergency response equipment to better facilitate critical incident responses.

Facility Floor Plan Accessibility to NIU Department of Public Safety

NIU Public Safety has access to the floor plans for most of the campus facilities. Due to the age of several facilities, they are still attempting to access all of the facility plans. NIU Public Safety is also working with NIU Information Technology Services to digitize each campus facility floor plan and make them available at each of the Emergency Operations Centers, as well as at the Mobile Incident Command Post. NIU Public Safety has completed building security surveys for every NIU facility including the satellite outreach centers. These surveys are already available in a digitized format with a limited number of hard copies being reproduced.

OFF-CAMPUS CENTER FLOOR PLAN ACCESSIBILITY AND INTEGRATION WITH CAMPUS EMERGENCY OPERATIONS PLAN

Each center's floor plan is posted adjacent to the Fire Alarm Control Panel at each Outreach Center and has been provided to the Hoffman Estates, Naperville or Rockford police and fire departments. Floor plans and emergency exit routes have also been provided to the NIU Department of Public Safety as part of the Security Survey conducted at each center in April 2007 and updated in April 2009.

Each center has an Emergency Operations Plan that is kept at the front desk and was shared with Public Safety when the Security Surveys were conducted in April 2007 and again when they were updated in April 2009.

Existing NIU Weapons Policies

The use and possession of weapons at NIU are currently addressed in the following statements and policies:

- NIU's *Student Code of Conduct* (see Appendix D) contains the following provision [http://www.niu.edu/judicial/Code_of_Conduct.pdf]:

Chapter III

Violations of *The Student Code of Conduct*

The following acts or omissions to act are violations of *The Student Code of Conduct*.

These sections are not inclusive, and students are subject to additional rules and regulations of Northern Illinois University. Refer to the *Guidepost* for rules and regulations governing residence halls, the *Undergraduate* and *Graduate Catalogs* for academic regulations, and the appropriate university department for specific regulations governing that area.

3-1 Safety

All members of the university community are entitled to freedom from suffering deliberate hurt, injury, or loss. Access to the university must be available to all in a nonhostile and nonthreatening atmosphere. These protections include but are not limited to injuries resulting from antagonisms based upon race, ethnicity, religion, gender, sexual orientation, or disability status.

* * * *

○ 3-1.5 Dangerous Weapons:

- 1.5a Possession, use, sale, or distribution in any residence hall, building, or grounds under university control of: fireworks, firearms, shotguns, rifles, hand guns, switchblade knives, any type of ammunition, explosives, and all other serious weapons.
 - 1.5b Misuse of martial arts weaponry, BB guns, pellet guns, clubs, knives, and all other serious weapons. Students who wish to bring firearms to the campus must obtain written permission from the chief security officer of the university. Firearms must be stored at the University Security Office except with written permission of the chief security officer of the university. At no time will any of the above dangerous weapons be allowed in the university residence halls.
- From < <http://www.niu.edu/about/safety/2008/security.shtml> >:

Students are governed by NIU's *Student Code of Conduct*, which contains policies affecting security on campus. Such policies include those that regulate:

- “Possession and use of weapons.”
- The university has the right to discipline for on- and off-campus actions, up to and including expulsion.
- The Department of Public Safety has a number of General Orders about the use of firearms and weapons, but they are designed for internal use and govern NIU Public Safety Officers. In General Order 1.4, #4 states, “All weapons stored for the general public by this department:
 - (a) Must be inspected by an officer when the weapon is deposited, and again when the weapon is released.
 - (b) The weapons are to be secured in a locked cabinet provided for such storage.
 - (c) Persons requesting this service are to be informed of all applicable rules concerning safe weapons handling, prior to bringing weapons into the Public Safety Building.
- The NIU Workplace Violence Prevention Policy issued in May 2007 addresses the illegal possession or use of weapons in a university workplace or facility. [<http://www.hr.niu.edu/resources/files/Workplace%20Violence%20Prevention%20Policy.pdf>] (see Appendix E).

III. Definitions

Workplace violence is any act that has the result of threatens or causes actual harm to a person or property in or from a university workplace or facility. Actions that constitute workplace violence include, but are not limited to illegal possession or use of weapons in a university workplace or facility; threats or acts of violence against persons or property in a university workplace or facility; acts of physical aggression such as pushing, shoving, hitting, throwing objects at someone; blocking someone’s movement to the extent that freedom of motion is limited; use of university property, equipment, or resources to assault, harass, intimidate, or threaten.

Off-Campus Centers and Emergency Operations

NIU operates three centers which provide professional educational facilities and support staff for faculty and students.

- NIU Hoffman Estates, 5555 Trillium Boulevard, Hoffman Estates, IL
Opened in 1993, with 13 classrooms, 250-seat auditorium, 3 computer labs
- NIU Naperville, 1120 E. Diehl Road, Naperville, IL
Opened in 2000, with 13 classrooms, 180-seat auditorium, 2 computer labs
- NIU Rockford, 8500 E. State Street, Rockford, IL
Opened in 1995, with 12 classrooms, 250-seat auditorium, 1 computer lab

The majority of off-campus credit courses are held Monday-Thursday evening with courses beginning between 4:00 p.m. and 6:30 p.m. Combined totals for all three centers indicate an average of 35 courses with a total average enrollment of 450 students each evening. In addition, approximately 20 courses, with an average total enrollment of 235, are scheduled each evening at non-NIU sites under contractual arrangements negotiated by NIU Outreach on behalf of various academic programs.

On Saturdays, courses begin at 8:00 a.m., with approximately 30 courses and an average total enrollment of 265. Most Saturday courses are held at NIU Hoffman Estates or NIU Naperville. Few off-campus courses are held on Fridays when total enrollment averages only 40 students.

For **nonweather-related emergencies** or crises at the centers, the primary communication is a call to emergency responders by staff dialing 911. Once local emergency responders have been notified and the situation allows, staff will notify NIU Public Safety.

During a **weather-related emergency** or closure, the procedures outlined in the centers' Emergency Weather Closing Procedures document will be followed. Nonweather-related emergencies or crises occurring on campus do not generally impact the Outreach Centers. If a nonweather-related event on campus were to impact center operations, the same lines of communications between campus and the centers would be used as for weather-related events.

NIU Outreach hosts a combined total of approximately 450 events with 50,000 participants annually. There are, on average, 300 people per day (Monday-Friday) attending noncredit conferences, seminars, training or business meetings at the Outreach Centers. These events often begin with clients arriving as early as 7:00 a.m., and events typically run until 5:00 p.m. An announcement cancelling university credit classes should not tell these clients that the centers are closed.

Given the level of activity taking place at a range of locations outside of DeKalb, it is imperative that decisions and communications regarding special or extraordinary closures be made with sufficient specificity and that some consideration be given to the differences between

traditional and nontraditional students, credit and noncredit offerings, and on- and off-campus environments. For example:

- Nearly 85 percent of off-campus students work full-time and typically commute directly to class from their place of employment.
- Many of these individuals drive 30 or more minutes to reach their course location. If they have questions about weather, they are more likely to call one of the centers than to check e-mail or a web page.
- Ideally, notification of closures should reach these students before they are “on the road” and headed to class.
- Given start times for evening classes, Outreach staff and faculty teaching off campus need to be notified of an evening, weather-related closure by 4:00 p.m. Ideally this would mean a decision to cancel class needs to be made by 3:00 p.m. to provide enough time for calls to be made to notify faculty.
- Since campus administrators are not in the office on Saturdays, Outreach staff consult with specific instructors and their deans regarding decisions related to a Saturday building closure of one or all of the Outreach Centers.

Generally, weather conditions affecting the DeKalb campus will affect the regional sites as well. Security-related closures on the DeKalb campus, on the other hand, are more likely to be tied to events which are confined to the main campus. If so, it is generally unnecessary to extend such a closure to the off-campus sites – thereby negatively affecting activities at the centers and perhaps imposing irresolvable rescheduling problems related to credit classes. In those instances, it is important that information provided on the NIU website and given to radio/television outlets be specific in regard to closure locations.

The primary line of communication in the event of an emergency at NIU Hoffman Estates, NIU Naperville and NIU Rockford, and NIU’s Lorado Taft Center is to call local emergency responders by dialing 911. Each center also has an Emergency Operations Plan available at the front desk, and the appropriate center staff have been trained in its location and use.

Emergency Weather Closing Procedures

From time to time there may be a need for the university to close facilities due to existing or developing weather conditions. This document details procedures to be followed in the event of a weather-related closure for the university as a whole, for one of the Outreach Centers, for a non-NIU site hosting NIU courses, or for specific courses.

UNIVERSITY-WIDE CLOSURE

A decision to close the entire university will be made by the Provost's Office. If the Outreach Centers will not be open for evening classes a decision will ideally be made by 3:00 p.m. Notice of the closure will be posted on the NIU website at www.niu.edu/weather/.

Once notification is made, credit staff should:

1. Notify all faculty teaching that evening of the closure. Faculty should be reminded to initiate their phone trees.
2. Center credit staff should post signage on the building doors regarding the closure.
3. Notify center front desk staff of the closure so they can appropriately respond to closure inquiries.

CLOSURE OF OUTREACH CENTER(S)

A decision to close either one or all of the Outreach Centers will be made by the Provost's Office. Input regarding weather conditions will be provided to the Vice President for Administration and University Outreach and the Provost by the Outreach Credit Staff. If the Outreach Centers will not be open for evening classes a decision will typically be made by 3:00 p.m. Notice of the closure will be posted on the NIU website at www.niu.edu/weather/.

Once notification is made, credit staff should:

1. Notify all faculty teaching that evening of the closure. Faculty should be reminded to initiate their phone trees.
2. Center credit staff should post signage on the building doors regarding the closure.
3. Notify center front desk staff of the closure so they can appropriately respond to closure inquiries.

CLOSURE OF A NON-NIU SITE

If weather conditions exist or are developing which may cause a non-NIU site where NIU evening courses are to be held to close, Outreach Credit staff will contact the site to ascertain whether or not the site will be open. Once confirmation of a closure is made, credit staff should:

1. Notify all faculty teaching that evening of the closure. Faculty should be reminded to initiate their phone trees.

CANCELLATION OF COURSE BY A FACULTY MEMBER

At times an individual faculty member may choose to cancel their course, even though the Outreach Centers remain open. If a faculty member chooses to do so, they should notify the center credit staff. Once notification is received, credit staff should:

1. Notify front desk staff of the cancellation so they can appropriately respond to cancellation inquiries.
2. Post signage of the cancellation on the assigned classroom.

STAFFING INFORMATION

If the university is closed but essential personnel are asked to report, only center personnel involved in conference operations need to report for work.

If all off-campus daytime classes are canceled but university offices remain open, then center staff should report for work as usual.

If evening off-campus classes are canceled at a particular center the building will close at 5:00 p.m., unless there are external conference events scheduled. If evening classes are canceled credit staff may leave at 5:00 p.m., and only essential conference staff would need to report to work.

Saturday classes will rarely be canceled by the university since many of these courses begin at 8:00 a.m. with students often on the road given commuting times by 7:00 a.m. If the university does cancel class, staff will be notified via phone.

EMERGENCY OPERATIONS PLAN - HOFFMAN ESTATES, LORADO TAFT, NAPERVILLE, ROCKFORD OUTREACH CENTERS



NIU Hoffman Estates Emergency Operations Plan

5555 Trillium Blvd., Hoffman Estates, IL 60192; 847-645-3000; 815-753-8850; fax 815-753-8865

EMERGENCY PHONE NUMBERS

AMBULANCE	911
FIRE DEPARTMENT	911
POLICE	911
ST. ALEXIUS MEDICAL CENTER	847-843-2000

EMERGENCY INFORMATION INDEX

- I. Emergency Summary
- II. Fire Safety Emergency Procedures
 - A. Overview
 - B. Staff Member Duties
 - C. Fire Response Procedures
 - D. Evacuation Procedures
 - E. Fire Prevention
 - F. Types of Fire and Extinguishers
- III. Bomb Threat Procedures and Check List
- IV. Medical Emergency Procedures & AED
- V. Severe Weather Emergency Procedures
- VI. Elevator Emergency Procedures



NIU Lorado Taft Field Campus

1414 North River Road, P. O. Box 299, Oregon, IL 61061; 815732-2111; fax 815-732-4242

EMERGENCY PHONE NUMBERS

AMBULANCE	911
FIRE DEPARTMENT	911
POLICE	911

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- V. Severe Weather Emergency Procedures
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NIU Naperville Emergency Operations Plan

1120 E. Diehl Rd, Naperville, IL 60563 630-577-9101; 815-753-8975; fax 815-753-8989

EMERGENCY PHONE NUMBERS

AMBULANCE	911
FIRE DEPARTMENT	911
POLICE	911

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NIU Rockford Emergency Operations Plan

8500 E. State Street, Rockford, IL 61108 815-332-7339; 815-753-8740; fax 815-753-8766

EMERGENCY PHONE NUMBERS

AMBULANCE	911
FIRE DEPARTMENT	911
POLICE	911

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- VI. Elevator Emergency Procedures

INTRODUCTION

The following information is from the emergency operations plan for NIU Hoffman Estates; the same general information applies to all of NIU's outreach centers.

The personal safety of each individual employee or guest of NIU Hoffman Estates is of major importance to Northern Illinois University. A safety program and emergency evacuation plan that is understood and practiced by the staff will help minimize potential danger and property loss in the event of an emergency.

The building is equipped with a life safety system utilizing fire detection and alarm systems. All spaces and mechanical rooms are fully equipped with sprinkler heads, providing additional protection.

I. EMERGENCY SUMMARY

FOR ALL EMERGENCIES, CALL 911!

ONCE LOCAL EMERGENCY RESPONDERS HAVE BEEN NOTIFIED AND THE SITUATION ALLOWS, NOTIFY NIU PUBLIC SAFETY.

If You Smell Smoke

1. Notify the Site Coordinator, Facility Manager or reception desk personnel. Report the smoke producing location and any other available details.
2. Wait for a response from the Site Coordinator or Facility Manager.

If You See Fire

1. Activate Fire Alarm (pulls).
2. Close all doors leading to the fire. (Hallway Fire Doors should close automatically)
3. **Call the Fire Department - 911** - and notify the Site Coordinator, Facility Manager or other staff in charge of the building at the time. Report the fire, giving the exact location of the fire and any other available details.
4. **Meet at the reception desk** if safe to do so and wait for a response from the Coordinator, Facility Manager or the Fire Department. Discretion should be used depending on the severity of the situation.

DO NOT USE THE ELEVATORS - DO NOT EVACUATE UNLESS INSTRUCTED TO DO SO

Bomb Threat

1. Complete as much information on the "Bomb Threat/Nuisance Call Check List" as possible and be prepared to relate this information to the police when they arrive.
2. Have someone notify the Site Coordinator, Facility Manager or other staff in charge of the building while you have the caller on the phone so that they can call the Police (911).

3. The Site Coordinator, Facility Manager or Police Department will give the order to evacuate if necessary.
4. If a bomb is reported to be located in your premises, **DO NOT HANDLE ANY SUSPICIOUS PARCELS OR ITEMS.**

If Ordered To Evacuate

1. The Site Coordinator or Facility Manager will notify you if evacuation is necessary. Bring all purses and valuables as you may not be allowed back into the building.
2. Follow the evacuation instructions precisely (see section II, D).
3. **DO NOT USE THE ELEVATORS, USE STAIRWELLS ONLY.**

II. FIRE SAFETY

A. Overview

The staff member(s) on site is (are) responsible for all emergency procedures within the building until the Site Coordinator, Facility Manager or his/her designated alternative arrives. Building personnel will direct all activities until the arrival of the Fire Department.

It is the responsibility of each individual to identify the location of all building exits and fire extinguishers. The attached floor plan identifies stairways as well as the location of fire safety equipment. One fire extinguisher and one fire department valve are located on the landing of each wing stairwell as well as a fire alarm pull. The extinguisher is rated for all fires including electrical. Each person should become familiar with the operation of these extinguishers.

B. Staff Member Duties

All staff members duties are as follows:

1. Be completely familiar with the **floor arrangement, the daily room coordination and facility visitors, and the location of floor exits.**
2. Be familiar with the traffic patterns to be followed in case of an evacuation by emergency stairwell exits.
3. Examine your entire space daily to determine that all doors to stairwells are maintained and no exit doors are obstructed or inoperable.
4. In the event of a fire emergency please report immediately to the reception desk area if safe to do so to await information and direction from firefighters, the Site Coordinator, Facility Manager or other staff in charge of the building.
5. Take necessary action to prevent panic.
6. Assure that all persons on the floor are notified of a fire or other emergency and evacuate, if necessary. **Always use the nearest exit** and walk outside to a designated

rendezvous site away from the building. A search may be conducted (but is not required) in all restrooms, offices, conference rooms, closets, etc., to assure that all persons have left the premises, especially when there are visitors in the building. Assign competent search persons to this responsibility, if necessary. Staff should rendezvous after search as directed by firefighters or staff in charge.

7. Inform fire-fighting personnel as to who is in charge at the fire scene.

C. Fire Response Procedures

In the event of a fire, the Site Coordinator, Facility Manager or an appointed designate, is in charge. The employees should initiate the following emergency procedures:

1. Dial 911 and report the fire including its location and what is burning.
2. Close all doors leading to the fire.
3. If machinery is on fire, shut off power to it if possible and safe to do so.
4. A designated employee should wait by the front entrance to direct fire department to the fire scene.
5. If evacuation becomes necessary prior to the arrival of the Fire Department, the staff member(s) in charge will give the order to evacuate in accordance with the procedures outlined in the next section.
6. When the Site Coordinator, Facility Manager or his/her designated alternate arrives on the fire floor, he/she is in charge, and all staff/visitors will respond to any orders issued.

D. Evacuation Procedures

In order to ensure a clear, uninhibited entry for the Fire Department into the building and to the fire area, it is extremely important that all students/visitors evacuate in the precise manner and to the exact area designated by the staff member(s) in charge or Fire Department personnel. The following evacuation procedures should be observed:

1. If possible, grab purses, wallets, valuables, etc. as soon as the order to evacuate is given. You will not be allowed back into the space until the Fire Department or Management decides it is safe to re-enter.
2. Before opening any door to the corridor, check the door and doorknob for heat. If it is hot and seems to be impassable, stay in your room. Seal around the door seams if possible. **DO NOT OPEN THE DOOR!** Find another exit to the corridor.
3. If both your door and doorknob are cool, and you leave your room:
 - a. Check for smoke in the corridor.
 - b. When smoke is present, cover your mouth and nose with a wet handkerchief or cloth and stay low. Crawling is recommended since clean air is closest to the floor.
 - c. Everyone should proceed quickly, but calmly to the nearest stairwell. **WALK,**

DO NOT RUN! All the stairwells are constructed of fire-resistant materials to provide safe evacuation for building occupant.

- d. **STAY CALM!** Panic is the most harmful and most difficult element to control in an emergency.
 - e. **DO NOT USE THE ELEVATORS!**
 - f. Check stairwells for smoke.
 - g. Once you are in the stairwell, should you encounter smoke on your descent, get out of the stairwell into any clear corridor and proceed to a different stairwell.
 - h. If all corridors and/or stairwells are smoke filled to the extent that you cannot escape fire then **RETURN TO YOUR ROOM.**
 - i. Upon exiting, move away from building to insure you do not inhibit firefighters.
4. During an evacuation, if there is no imminent danger, handicapped persons should be helped to the stairwell landings and positioned to be evacuated by staff or firefighters if an immediate threat develops, and the Site Coordinator or Facility Manager must be notified as to the location of handicapped persons so that building personnel may respond to assist their evacuation.
 5. The staff member in charge should proceed to take a head count to determine if anyone is missing from the office staff or from the meeting/classrooms. This information must be relayed to Fire Department personnel.
 6. If evacuation of an area is not possible because all escape routes are blocked by fire or thick smoke, the following procedures should be observed:
 - a. Move as far away as possible. Close all doors as you go. Every closed door between you and the fire provides a barrier against smoke.
 - b. If a phone is accessible, call 911.
 - c. Stuff clothing or other material around ventilation ducts and cracks in the doors to prevent smoke-filled air from penetrating the area.
 - d. **DO NOT BREAK THE GLASS.** Under certain conditions, an open window may draw smoke into the area. If the glass has been broken, there will be no way to stop the smoke from entering the room.

E. Fire Prevention

Good housekeeping is the key to the prevention of most fires which occur in office buildings. The following tips will promote a safe work environment:

1. Wastebaskets and loosely stacked papers provide fuel for fires, so keep your work areas as neat as possible.
2. No smoking is allowed in or within 15 feet of the building.
3. Many office fires are caused by overloading electrical circuits. Do not create an “octopus” by inserting a series of 2-way or 3-way plugs into the same outlet.

4. Inspect all electrical cords frequently, and promptly replace any frayed wires. Never hang an electrical cord over a nail or any sharp edge.
5. Unplug electrical appliances like coffee pots when not in use.
6. Make sure power is shut off on all office equipment such as typewriters, calculators, computers, etc., at the close of the business day.

F. Types of Fires and Extinguishers

A multi-purpose, ABC fire extinguisher has been placed in the stairway landing of every floor of this building. You are urged to inspect these locations personally and to note the locations nearest your place of work. Read and memorize the instructions on the label.

1. Fires and Extinguishers

Fires - and the right extinguishers to fight those fires - are divided into three categories or classes: A, B and C.

- a. **Class A** - Fires involving ordinary combustibles such as paper, wood, cloth, rubber and many plastics which are normally extinguished by cooling.
- b. **Class B** - Fires involving flammable liquids such as gasoline, oil, alcohol, some paints, grease, or solvents which are best extinguished by smothering.
- c. **Class C** - Fires involving electrical equipment, fuse boxes, appliances and wiring in which the use of a non-conductive extinguishing agent prevents injury.

It is important to use the correct type of extinguisher on a fire. The wrong type of extinguisher may fail not only to extinguish the fire, but also may cause great personal hazard from electrical shock, poisonous fumes, spreading fire, or explosion. All extinguishers in the building are ABC extinguishers, meaning that they can be utilized to extinguish Class A, B and C fires.

Remember the three "P's" when using a fire extinguisher:

1. Pull the **P**in
2. **P**oint the nozzle toward the **b**ase of the fire
3. **P**ress the handle and sweep from side to side at the **b**ase of the fire

III. BOMB THREAT

Overview

If you receive a threat of a bomb by telephone, try to ascertain as much information from the caller as possible such as detonation time, floor, locations, kind and size of the bomb, reason placed, etc. Use the following Bomb Threat Check List as a guideline of questions to ask the caller. Once the call is over, dial 911 to notify the police and notify the Site Coordinator or Facility Manager in charge of the building at the time of the call.

Bomb Threat Procedures

1. If a suspicious device is found, **DO NOT ATTEMPT TO MOVE OR TOUCH IT...** inform the Site Coordinator or Facility Manager immediately. Relocation from the immediate area is the responsibility of the tenant. The following characteristics may signify a potential bomb:
 - a. Letters that are unusually bulky or weighty
 - b. Parcels or envelopes with chemical or oily stains
 - c. Parcels or envelopes without a return address
 - d. Parcels or envelopes with foreign postmarks
 - e. Parcels or envelopes that simply do not look or feel ordinary.
2. The Site Coordinator, Facility Manager or his/her designate will notify occupants as needed.
3. If the bomb threat did not specify a floor or specific location, the Site Coordinator, Facility Manager or his/her designate will contact all clients/students in the building and advise them of the threat.
4. If advised to relocate, do not use the elevators. Use the stairwells and follow standard **evacuation procedures in Section II D above.**
5. Remember, you can search your area faster and more thoroughly for a suspicious package since you know better than anyone else if it belongs. If you find a suspicious package, **DO NOT MOVE OR TOUCH IT - NOTIFY THE AUTHORITIES IMMEDIATELY AND LEAVE THE AREA.**

BOMB THREAT/NUISANCE CALL CHECK LIST

At am/pm, a telephone call was received at telephone number - , extension . The following message was received:

1. **TRY TO GET THE CALLER TO REPEAT THE MESSAGE!** (“I’m sorry, would you say that again please?”.)
2. **DO NOT INTERRUPT THE CALLER WHILE HE/SHE IS TALKING.**
3. **TRY TO KEEP THE CALLER TALKING!** (Use your imagination - try to act natural.)

Questions to ask caller:

What Does the bomb look like?
Where is it right now?
What will cause it to explode?
Why?
What is your name?

When is the bomb going to explode?
What kind of bomb is it?
Did you place the bomb?
What is your address?

4. **CALL DESCRIPTION:**

SEX OF CALLER RACE AGE LENGTH OF CALL

CALLER’S VOICE

Calm	Disguised
Angry	Familiar
Excited	Nasal
Slow	Stutter
Rapid	Lisp
Soft	Raspy
Loud	Deep
Laughter	Ragged
Crying	Cleared Throat
Normal	Deep Breathing
Distinct	Crackling Voice
Slurred	Accent

BACKGROUND NOISES

Street Noises	Machinery
Crockery	Animal Noises
Voices	Noises
P A System	Clear
Music	Static
House Noise	Local Call
Motor Noise	Long Distance
Factory Machinery	Phone Booth
Office Machinery	Other

THREAT LANGUAGE

Well Spoken (educated)	Incoherent	Foul
Taped	Message Real by Threat Maker	Irrational

THIS REPORT PREPARED BY:

IV. MEDICAL EMERGENCIES

A. General Medical Emergencies:

In the event that an employee or visitor becomes injured or seriously ill, you should:

1. Call the Paramedics (911)
2. Give the Paramedics the following information:
 - a. Your name, company, and the address of the building
 - b. The floor and/or suite number the medical emergency is located
 - c. Pertinent details of the accident or illness.
 - d. If the victim is wearing a Medic Alert or similar bracelet, necklace, etc., share that information with the Paramedics.
3. **Do not** attempt to move the injured or ill person. Try to make them comfortable.
4. Report the accident/illness to the Site Coordinator, Facility Manager or other staff member in charge.

B. Cardiac Arrest or Heart Attack:

There is an Automatic Electronic Defibrillator (AED) located behind the front desk. If you are trained in the use of an AED and someone appears to be in need of defibrillation, remove the AED unit from its mount on the wall and follow its instructions. If you are not trained in the use of an AED but someone appears to be in cardiovascular fibrillation (heart attack), seek out staff or other available persons trained in the use of the AED. Most NIU administrative staff as well as some tenant staff are trained in the use of the AED.

Always make sure someone immediately calls 911 even if a decision is made to use the AED!

V. SEVERE WEATHER EMERGENCIES

In general, there are two (2) types of unusual weather conditions which may occur and for which extraordinary precautions should be taken: severe thunderstorm activity and tornados. There is a dedicated weather radio located at the front desk or in the Administrative office area immediately adjacent to the front desk which will automatically activate to announce

any emergencies, statements, watches or warnings released by the National Weather Service (or National Oceanic and Atmospheric Administration).

Severe Thunderstorm Warning

The weather radio will announce advisories predicting areas of probable severe thunderstorm activity and the estimated duration of such activity.

Tornado Warning

By definition, a tornado warning is an alert by the National Weather Service confirming a tornado sighting and location. The weather service will announce the approximate time of detection and direction of movement. Wind speeds will be 75 m.p.h. or greater.

Public Warning

Public warning will come over the weather radio, regular radio, TV or by five minute steady blasts of sirens by the Municipal Defense warning system. Should a severe storm or tornado occur, the following guidelines should be observed:

1. Determine available staff to facilitate relocation during weather emergency.
Relocation areas include:
 - a. interior offices - administrative area, lower level (LL)
 - b. LL building service hallway
 - c. LL restrooms
2. Move away from the exterior of the building and to the LL.
3. As you move, try to close the doors of rooms which have windows. Also please try to avoid the atrium area, especially the upper level (UL) bridge.
4. **DO NOT** go to the first floor lobby or outside of the building.
5. If you are trapped in an outside office, seek protection under a desk.

VI. ELEVATOR EMERGENCY

If you are in an elevator that malfunctions, you should:

1. Open the telephone panel in the elevator. The phone dials 911 automatically. They will contact elevator repair. The elevator repair service operates 24 hours a day.
2. Give the person answering the phone the number of the elevator you are in.
Remain calm. **Do not** try to force open the doors or tamper with any electrical panels. If the phone in the elevator rings, answer it and follow the directions provided.

Homeland Security Education Opportunities at NIU

NIU has addressed the need for homeland security education through a certificate program, an innovative academic alliance with other Illinois public universities, and a widely-distributed model course.

HOMELAND SECURITY CERTIFICATES – DISASTER PREPARATION AND EMERGENCY MANAGEMENT

Approved in 2006, the NIU Homeland Security certificate offers opportunities to gain the knowledge and skills necessary to handle disasters in the workplace, in the community, and at the front door. NIU now offers five specialized tracks that prepare students for natural disasters, business interruptions, or acts of terrorism.

- Biochemical Sciences: hands on biochemical lab experience and an up-to-date geopolitical perspective for practical, research-based solutions to twenty-first century world problems
- CyberSecurity: knowledge of information and computer security, including ways and means of assessing, avoiding and mitigating risks inherent in modern IT systems
- Emergency Management and Response: industrial risk management and decision analysis as a means of planning for crises in the industrial workplace
- Environmental and Hazards Risk Assessment: a combined geographical information systems and computer securities focus with an emphasis on the methodologies of risk management and results analysis
- Health Sciences: public and environmental health and planning with the goal of serving and aiding a community facing or dealing with a crisis

A university-wide homeland security curriculum committee continues to update curriculum in these interdisciplinary tracks, incorporate new technologies, and create online courses that increase access for nontraditional students. Scholarships for homeland security certificate students were initially funded by Caterpillar, Inc. For information, see <http://www.niu.edu/HomelandSecurity/index.shtml>.

ILLINOIS IDEA ALLIANCE

Led by NIU, eight Illinois public universities formed the Innovative Delivery of Education Alliance (Illinois IDEA) in 2007. Since none of the universities had the resources to develop a complete program of homeland security education, they formed an alliance to share online courses related to disaster preparation and emergency management issues. Students admitted to one of the member institutions can register for an Illinois IDEA course at any other institution, and grades and credit will be transferred on completion. For instance, an NIU student can register in an online ISU course, “Community Readiness: Communications in Crisis,” taught by an ISU faculty member to students from multiple universities. Through a specialized software and support from Alliance coordinators on each campus, the NIU student will find a grade in the course and NIU credit hours entered on his transcript as if it were a typical NIU course.

The Illinois IDEA catalogue includes 30 online courses with seven courses available in the summer 2009 semester and 11 courses offered in fall 2009. Five members are currently offering courses – NIU, Western, Illinois State, Governors State, and Chicago State. NIU and WIU offer the most courses. Few online courses in this field existed in 2007 at Illinois public universities. The alliance has funded development of 17 new online courses, and others have been created by member institutions including NIU. Student learning outcomes, a rubric for ensuring quality of online courses, and an assessment framework have been developed by a faculty committee with representatives from all eight institutions.

Illinois IDEA has been funded by two HECA Innovation grant awards totaling more than \$400,000. Illinois Board of Higher Education staff members regard this multi-institutional, interdisciplinary project as one of the most innovative ever funded by IBHE. Unfortunately, state budget cutbacks terminated the HECA funding before the alliance was fully established and well before it enrolled enough students to become financially self-sufficient. By reallocating the 2008 grant award funds, Illinois IDEA will continue to offer courses through the spring 2010 semester. In March 2010, member institutions will decide whether to fund ongoing operations. Members agree that Illinois IDEA offers an excellent model for developing and providing cutting-edge, interdisciplinary programs that are not affordable without this collaboration.

Illinois IDEA is governed by a Board of Directors that consists primarily of provosts and vice provosts. Current members are NIU, Western Illinois, Illinois State, Chicago State, Governors State, Eastern Illinois, Southern Illinois-Carbondale, and Southern Illinois-Edwardsville. Alliance operations are managed by NIU Outreach and overseen by the Vice President for Administration and University Outreach. For more information, see www.illinoisidea.org.

UNIV 310/510 FOUNDATIONS OF HOMELAND SECURITY AND DISASTER PREPAREDNESS

Starting in 2005, NIU faculty member Dennis Cesarotti received funding from the Department of Commerce and Community Affairs and IBHE to create an introductory, online homeland security course that could be offered at any public, four-year institution in Illinois. With additional support from NIU Outreach, the late Dr. Cesarotti and eLearning Services developed an innovative online course that has drawn national attention for its exceptional quality and high levels of interactivity for students. Faculty members at other Illinois universities request copies of the foundations course, which they then adapt for their own teaching. To see an interactive demonstration module from this course, go to http://www.learn.niu.edu/homelandsecurity/demo1_v1/player.html.

DIVISION OF STUDENT AFFAIRS RESPONSE AND RECOVERY REPORT FOR FEBRUARY 14, 2008

Introduction

This document is a sequence of events that occurred from February 14, 2008, to the present from the Student Affairs perspective. Keeping in mind the importance of our recognition and remembrance of the victims of this tragedy and the impact felt in our community and nationwide, we have moved forward toward a vision of unity in this time of grief and recovery. Herein are the collaborations, programs, and activities that were employed to begin the process of healing and recovery in the NIU community.

Immediate Crisis Timeline: February 14, 2008

TIME

- 3:06 p.m. Shots fired in Cole Hall Auditorium
- 3:06:33 First officers respond to audible gunfire in Cole Hall
- 3:07 Police place campus on lockdown
 Huskie buses deployed to College of Business to wait and hold students
- 3:08 Office of the VP for Student Affairs notified; Vice President and Associate Vice President leave immediately for Cole Hall
- 3:09 Additional NIU Police respond and breach the building
- 3:10 Staff begins to call Crisis Response Team (CRT) to “come immediately to Altgeld if you can make it safely”
- 3:15 Vice President confirms shooting with office and initiates crisis response operations for Student Affairs
- 3:20 Campus alert goes out: “There has been a report of a possible gunman on campus. Get to a safe area and take precautions until given the all clear. Avoid the King Commons and all buildings in that vicinity.”
 Phone lines identified for hotline operations; information sent to Public Affairs
 Counseling triage centers identified across campus; information sent to Public Affairs
 Presence of media on-site, including helicopters
 Injured students begin to arrive at Health Services and are stabilized while waiting for EMT response
- 3:25 Students began to arrive at Counseling and Student Development Center (CSDC) for consultations
- 3:30 Leadership convenes crisis response team for Division of Student Affairs
- 3:35 President Peters convenes Emergency Management Team (President’s Cabinet)
- 3:40 Classes cancelled for Thursday evening and Friday; posted on website
 Public confirmation of shooting posted on website: “It has been confirmed that there has been a shooting on campus and several people have been taken away by ambulance. All NIU campuses are closed and classes are cancelled for tonight and tomorrow (2/15/08). People are urged not to come to campus. More information will be posted as it becomes available.”

- 4:00 Entire area swept by police; determined lone gunman; crisis over
Staff is dispatched to Kishwaukee Hospital to assess injuries and serve as a liaison
- 4:10 Hotlines go live on NIU website; staffed by Student Affairs personnel
- 4:14 NIU publically announces that the gunman is no longer a threat, and lockdown is lifted: "Campus police report that the immediate danger has passed. The gunman is no longer a threat. All NIU classes are cancelled and campuses are closed for tonight and tomorrow. Students can go to any residence hall for counseling."
- 4:24 Safety reiterated publically: "Campus police reiterate that an immediate danger has passed. Students should return to their residence halls and stay there. All classes are cancelled and all NIU campuses are closed for tonight and tomorrow (2/15/08)."
- 4:45 More staff is dispatched to Kishwaukee Hospital for additional assistance
Contact made with Barbara Henley, UIC Vice Chancellor for Student Affairs, by Vice President to gain clinician support
Contact made with Psychology and Counseling Department by CSDC leadership to gain clinician support
- 5:00 Psychology and Counseling faculty on-site in residence halls
- 5:30 Press conference
- 6:15 Staff begins retrieving voice mail messages
- 8:00 University of Chicago volunteer clinicians arrive at the Campus Life Building
Decision made to hold volunteer clinician orientation at 8 AM the following day; CSDC leadership contacts local campuses and agencies via e-mail
Press conference
- 10:00 CRT members are dispatched to Kishwaukee Hospital for additional assistance
- 11:00 Housing staff dispatched to area hospitals where students were transported/airlifted (Rockford, Good Samaritan, and Northwestern)
Staff establishes and opens the Family Resource Room in the Holmes Student Center
- 11:45 Vice President speaks with Zenobia Hikes, VP for Student Affairs, Virginia Tech
- Midnight Complete list of injured students arrives via fax from hospital
Staff pull student information from Involvement database and Facebook
Staff secures student information and photos from Public Safety
- Overnight Files were created for each student involved and prepped for the President's Office in the AM

Family Support

Within an hour of the tragedy, the Office of the Vice President for Student Affairs set up a 24-hour hotline for faculty, students, parents, staff, and community members. This hotline was staffed around the clock for three days following the tragedy, and from 8:00 a.m. to 5:00 p.m. every succeeding day until February 29. Administrative assistants in the Vice President's Office took the lead in answering calls and forwarding information. A group of divisional employees (volunteers) was mobilized to contact all students registered for the GEOL 104 class and the neighboring CSCI 205 class. Staff in the Vice President's Office coordinated volunteers who reached out to students via phone and e-mail to conduct a preliminary assessment of students' level of trauma, to provide information on resources, and to refer some students to the Counseling and Student Development Center and the Provost's Office. This contact is ongoing

through the Office of Support and Advocacy. The Office of the Vice President for Student Affairs also set up a liaison program for the 21 injured and five deceased students and their families. Liaisons were briefed by University Legal Services regarding their role and responsibilities, as well as the resources available through the university to students and their families. Liaison services included assisting with arrangements for memorial services/funerals, retrieving personal belongings from Public Safety, facilitating students' communications with their academic advisors and the Student Financial Aid Office, and acquiring funds and resources available through various agencies. Additionally, President Peters visited students who were hospitalized, and made personal phone calls to all the injured victims and the families of the deceased. United Airlines provided free flights for family members of injured students.

Student Services staff took the lead in establishing a Student/Family Resource Center in the Holmes Student Center, which was available February 14 through February 22. It was staffed by counselors and NIU retirees. Hospitality for affected students and students' family members included refreshments, television, reading materials, and gentle conversation with the retirees. Governor Blagojevich visited the Student/Family Resource Center Friday, February 15, at noon and was available to talk with students and families.

A reception was held for family members of the victims before the February 24 NIU Memorial Service. With over 215 family members present, this reception allowed them to gather, meet one another, and offer support and condolences. Housing and Dining staff took the lead in coordinating the details of this reception. The university arranged and provided transportation and accommodations for these families, as needed.

The NIU Foundation established the February 14 Student Scholarship Fund to distribute scholarships to deserving students in the name of those who lost their lives in the shooting at Cole Hall.

Student Health and Wellness

The Counseling and Student Development Center took the lead in providing counseling for students by extending the hours of operation to include evening and weekend hours immediately following the tragedy and in the weeks that followed. CSDC also set up counseling centers in the residence halls and conducted rounds in the on-campus communities. In the first week of classes following the tragedy, CSDC had 180 new client appointments, compared to a total of 313 new appointments during the course of the fall 2007 semester (a 57% increase in new client appointments as compared to the entire previous fall semester). Likewise, faculty and staff consultations grew exponentially. Faculty in the Counseling and Clinical Psychology departments also assisted in the residence halls on Thursday evening, February 14; counselors from the University of Illinois-Chicago assisted on February 14 and 15; and counselors from Northwestern University assisted on February 15. We continue to assess the level of staffing in the counseling center and consider venues of funding to meet staffing needs.

Key Student Affairs staff coordinated logistical details of assigning over 500 counselors to classrooms at various locations for the first two days of class following the trauma. NIU departments and the DeKalb Convention and Visitors Bureau coordinated lodging, transportation, orientation, and hospitality centers for the visiting clinicians.

Counselors were available at the memorial service on Sunday, February 24, as well as one counselor in each classroom (assigned on a 1:100 counselor-student ratio) on Monday and Tuesday (the first two days of classes). Five hundred and seven counselors were on campus for these two and a half days. Counselors in classrooms talked about information and resources available on campus (psychological first aid) and facilitated students' individual responses and gauged the impact on these communities (see Appendix I). Specialized sessions led by a trauma team were held for the GEOL 104 class where the shooting occurred. Special counselor sessions were also provided for the President's Cabinet, Student Affairs leadership and victim liaisons, and the first responders. Counselors were identified with red armbands, staff with black, and clergy with white so that students could easily identify the support they wished to receive.

Faculty and Staff Health and Wellness

President Peters designated a Week of Healing for faculty and staff from February 18-23. He recognized the need for faculty and staff to have time to comfort and support each other as well as to prepare for the return of the student body.

A partnership with Academic Affairs, the Employee Assistance Program, Human Resource Services, and the Division of Student Affairs was established to present a series of workshops for faculty, staff, and graduate students on February 19, 20, and 21 prior to the resumption of classes (see Appendix K). NIU counseling staff, in coordination with outside experts from Virginia Tech and the University of Arkansas, as well as Employee Relations and CSDC staff, presented over 44 workshops for over 2,000 faculty and staff in preparation for students' return to campus. The experts from Virginia Tech and the University of Arkansas were invited because of their experience in working with campuses that have experienced murder/suicide. Information about these workshops was distributed via Academic Affairs.

The content/curriculum for the training sessions was developed collaboratively by representatives from the Provost's Office, Human Resources, Employee Assistance and Wellness, and the Counseling and Student Development Center at NIU.

Student Support Services

Office of the Vice President for Student Affairs

This office served as the command center for crisis-related program coordination. The office initiated the family liaison program, served as the central location for information related to the victims of the tragedy, and provided an information hotline that was staffed in the week following the tragedy. Additionally the office coordinated the outreach to volunteer clinicians for counseling on the first two days of class, and for a presence at the memorial service. The office also coordinated the February 15 candlelight vigil attended by over 2,000 individuals, and

the February 21 “Five Minutes of Silence” ceremony. The office partnered with the President’s Office and approximately 15 other university departments and offices on the memorial service (see Appendix J). This office coordinated the lodging and transportation for victim families and visiting clinicians, prepared visual images and graphic designs for the Memorial Service and websites, and was engaged in writing grants and requesting funding for the Office of Support and Advocacy and for additional mental health staff. In addition, this office processed letters, cards, and remembrances for the victims and the NIU community.

Student Affairs and NIU alumni worked with the DeKalb/Sycamore communities to welcome students back to campus when classes resumed on Monday and Tuesday. Greeters were stationed at all the residence halls, the Holmes Student Center, Recreation Services, and the Campus Life Building to provide not only 50,000 cookies baked and donated by community members, but also a warm greeting and a smile.

Student Involvement and Leadership Development

Staff in Student Involvement and Leadership Development (SILD) played key roles in the candlelight vigil and memorial service planning, spearheaded the NIU ribbon campaign, and coordinated community locations for the making of ribbons. Housing and Dining staff coordinated the logistics of seating arrangements in the Convocation Center for the memorial service including credentialing students, faculty, staff, and family members’ seating in a special reserved section.

Health Services

Staff assisted three students who were injured in the shooting and carried to the Health Center by fellow students immediately following the tragedy. Staff provided critical care for these students until emergency personnel arrived.

Housing and Dining

Residential Life staff secured residence hall entrances and exits immediately following the tragedy and disseminated information regarding the status of the crisis until the danger had passed. Residential administration activated the 24-hour card access system to secure the residence halls and made additional rounds of buildings to check on students who remained on campus. Staff escorted counselors through residence halls. Residential Life staff coordinated efforts to maintain 24-hour desk operations. Residential Life staff traveled to Kishwaukee Community Hospital and other regional hospitals to reach out to families of those students critically injured and offer support. Additional training was provided for professional and paraprofessional staff to prepare for return of students to the residence halls.

Residential Dining supplied food and beverages for residence hall counseling areas and the Office of the Vice President’s volunteer phone bank. Dining coordinated staffing efforts to keep dining areas open during the week between Feb. 14 and the resumption of classes, including keeping all dining units open for three days following the tragedy. Dining staff also assisted in the ribbon-making campaign and assembled materials for faculty counseling sessions.

Residence Life colleagues at Virginia Tech provided assistance and financial support by sending two staff members who had experienced the tragedy and healing on their campus and could assist, counsel, and present their experiences to all levels of our Residential Life staff.

Housing and Dining also received volunteer assistance from area institutions including Aurora University, Beloit College, Concordia College, DePaul University, Dominican University, Elmhurst College, Illinois Institute of Technology, Lake Forest College, North Central College, University of St. Francis, and Valparaiso University.

Center for Access-Ability Resources (CAAR)

The Center for Access-Ability Resources took the lead in providing accommodations for those injured students who needed assistance in the classroom. CAAR recognized that there may be an increased need to provide accommodations for students with psychological disabilities. CAAR also coordinated therapy dog assistance from 11 agencies in five states.

Ceremonies

Spontaneous vigils occurred at several locations on Thursday evening immediately following the tragedy: the Pi Kappa Alpha house on Greek Row, Lucinda Avenue and Normal Road and Central Park. Memorial boards were placed in MLK Commons starting Friday afternoon, A second set was added on Saturday.

On Friday evening a candlelight vigil was held in the Duke Ellington Ballroom, attended by over 2,000 students, faculty, staff, family, and community members. NIU President John Peters, Reverend Jesse Jackson, State Senator J. Bradley Burzynski, and Illinois State Representative Bob Pritchard all addressed the assembled. In addition, Governor Blagojevich ordered all state facilities to lower U.S. and Illinois flags to half-staff through February 23.

Prayer vigils were hosted by campus ministries and local religious institutions: First Lutheran Church and the Newman Catholic Student Center held Friday prayer vigils, Cortland United Methodist Church and Cathedral of Praise held Sunday prayer vigils, and the Lutheran Campus Ministry held nightly vigils at 6:30 p.m. in the week following the tragedy.

On Thursday, February 21, at 3:06 p.m., NIU held "Five Minutes of Silence" ceremony at MLK Commons, with chimes sounding from area churches and the Holmes Student Center in honor of the victims. President Peters addressed those assembled. Staff from Housing and Dining, NIU Association of Campus Religious Organizations, and Student Involvement and Leadership Development coordinated this program.

On Sunday, February 24, a Student Memorial Service for the entire campus community was held at the Convocation Center. Approximately 14,000 students, faculty, staff, family, and community members attended. Logistics of the memorial service were coordinated by Brian O. Hemphill, Vice President for Student Affairs; and Kathryn Buettner, Vice President of External Affairs. The service included music by the NIU Concert and Chamber Choirs and remarks by NIU President John Peters; his wife, Barbara Peters; Eddie R. Williams, NIU Executive Vice

President and Chief of Operations; Cherilyn Murer, Chair of the NIU Board of Trustees; Frank Van Buer, Mayor of the City of DeKalb; Michael O. Leavitt, Secretary of the U.S. Department of Health and Human Services; Richard J. Durbin, Illinois' Senior Senator on behalf of the Illinois Congressional delegation; Rod R. Blagojevich, Governor of the State of Illinois; Judy Santacaterina, advisor in the College of Liberal Arts and Sciences; and Jarvis K. Purnell, NIU Student Association president. MSNBC provided a special live feed through the university website that was utilized at the overflow event space in Barsema Alumni and Visitors Center, Holmes Student Center, Campus Recreation Center, and the residence halls. CLTV carried the service live and rebroadcast it one week later (see Appendix J).

Lessons Learned

As with most experiences in life, there are always lessons learned; the events of February 14, 2008, and response to them are no exception. The following are key lessons learned from the Student Affairs perspective:

- ***Crisis Response Plan:*** It is important to have a comprehensive crisis response plan that includes protocols for dealing with student deaths, student psychological issues and needs, and campus violence; but it is imperative to actively practice crisis response and have the infrastructure in place and ready to deploy at a moment's notice. Included in the Crisis Response Plan should be an "Involuntary University Withdrawal Policy for Threats Related to Mental or Psychological Disorders" that allows the Senior Student Affairs Officer (SSAO) or the designee to withdraw a student who poses a direct threat to him/herself or others.
- ***Crisis Response Team:*** This team should be led by an Associate or Assistant Vice President, if possible; the Senior Student Affairs Officer (SSAO) will be too busy coordinating and communicating with senior university administrators to fully supervise and dispatch the Crisis Response Team. Reserve a room with conference-call capabilities and establish a set schedule for Crisis Response Team updates; have members call in to the update meeting, if they are unable to leave their posts. If dealing with a large-scale crisis, it will be necessary to create a specialized work schedule for the Crisis Response Team, and to have a secondary team on call that consists of 10 to 15 staff members regardless of title or rank. If available, secure campus lodging for the Crisis Response Team.

The Crisis Response Team should conduct large-scale mock emergency drills to ensure smooth execution of operations in preparation for an actual crisis.

- ***Emergency Phone Bank:*** Plan to have 10 to 15 pre-selected phone lines programmed as a phone tree. A pre-established phone number should be reserved that will automatically route callers to each of the hotlines.

These hotlines should be activated and staffed within the first 30 minutes of the crisis. Create a list of Student Affairs personnel or other campus volunteers who can assemble immediately to answer hotline phones. Create a work schedule after volunteers arrive.

Official university information must be provided to this phone bank frequently to allow staff to respond accurately and consistently to questions.

- ***Mental Health Inter-Agency Agreements:*** It is important to have pre-established inter-agency agreements with mental health counselors in the community and with the academic counseling and psychology departments on campus. Campus counselors will be engaged with students at the scene, and additional mental health clinicians will be needed in residence halls, adjoining classrooms and facilities, with student organizations, and in the student center. It is also helpful to establish an alternative schedule of operations for the campus counseling center that allows 24-hour services for a time immediately following the incident; it is also important to have bilingual clinicians on site for each shift.
- ***Victim Liaisons:*** Select and train a team of 20 or more victim liaisons to assist impacted students and families with funerals, retrieving belongings, contacting insurance carriers, and communicating with faculty and other university officials. Staff members who assume these roles should be thoroughly trained in advance on state and county victim resources. (Supervisors of chosen victim liaisons should be consulted before the training process begins, to apprise them that these individuals will be unable to devote full time to their usual duties.)
- ***Bilingual Services:*** For institutions with a Latino student population or other non-native English-speaking students, it is essential to have bilingual staff members who can interpret for families and who can address the media. Create and maintain a list of bilingual employees and their contact information.
- ***Alternate Communication System:*** Be sure an alternative communication system is available, in addition to landline telephones and cell phones. Traditional communication systems become overloaded almost immediately. An alternative system, like hand-held radios, will allow for continued communication with the Crisis Response Team and with other key college leaders. It is also important to have guest login access available on all computers in the crisis command center. Additional laptops with guest login access should also be available.
- ***Utilize Collegial Networks:*** Seek advice early in a crisis from Student Affairs colleagues at other institutions who have experienced similar campus violence. Request help from local and regional universities and disaster relief organizations.
- ***Utilize Social Networking Technology:*** Use Facebook and other social networking sites to acquire information about impacted students and to determine their campus affiliations. This information provides a broader picture of the deceased and injured as well as a means to reach out to the students most closely affiliated with the victims.
- ***Student Tracking System:*** Have a pre-established spreadsheet template created to track impacted students and to keep a record of communications with those students. Each student who was present at the crisis location and, in some cases, students in adjoining

rooms and facilities, should be contacted by a member of the Student Affairs staff as soon as possible. Follow-up calls are highly recommended in order to track how well students closest to the tragedy are coping. A similar template can be used to track phone calls to the hotlines and for returning voice mail messages.

- ***Other Duties as Assigned:*** Be prepared to be asked by university leadership to manage functions outside the Student Affairs domain. For example, staff may be asked to coordinate training for faculty and staff to prepare them for students' return to campus; provide classroom resources for faculty regarding student-counseling services; respond to media; and handle other logistical details, such as funeral attendance and public vigils and memorials.
- ***Future Transitions:*** Anticipate the long-term impact of a campus tragedy and consider a division-wide strategy for a transition period. To that end, consider how to welcome new students to campus who are removed from the tragedy; some students will be curious, others may be insensitive.

Conclusion

The Northern Illinois University community remains committed to the process of healing and recovery, as demonstrated by the combined efforts of its students, faculty, and staff in the wake of the February 14 tragedy. Student Affairs is grateful for all the support provided to NIU during this time of crisis, specifically from the DeKalb-Sycamore community, state and federal law enforcement agencies, colleagues at Virginia Tech, and the many great institutions of higher education across the nation.

THE COMMUNIVERSITY RESPONSE TO FEBRUARY 14, 2008

The impact of the February 14, 2008 shooting at Northern Illinois University was felt far beyond the boundaries of the campus. The citizens of the DeKalb/Sycamore area experienced shock, pain and grief as they realized that a tragic act of violence had occurred in their community. For years, university and community leaders had used the phrase “communiversity” to describe the unity of the community and the university. In many respects, the use of the word had been aspirational, a repeated attempt to convince everyone that there was merit in nurturing a close and cooperative relationship between the university and its host community. As the full extent of the tragedy at NIU became known, “communiversity” evolved from concept to reality.

As news of the shooting traveled quickly through DeKalb and Sycamore, the first thoughts of many local citizens were of individual students, faculty and staff members. They immediately called to check on the well-being of their neighbors, friends, family members, fellow church members, co-workers, and/or employees who were affiliated with NIU in some capacity. Once they established that the individuals they knew personally were safe, community members then began to consider the bigger picture. A tragedy had occurred in their hometown. The official first responders – the public safety and medical and mental health professionals – had a specific job to do and they were working at maximum capacity to handle the situation. What part could others play in helping those affected?

Local businesses, families and individuals immediately began looking for opportunities to demonstrate their support for NIU. On Friday, February 15, red and black ribbons and posters sprang up all over town, with posters declaring “We’re praying for you, NIU” and “Stay strong, NIU.” “Forward, Together Forward,” a phrase from the Huskie fight song, went up on a sign in front of the Family Service Agency and quickly became a common refrain throughout the community as people came together to support one another and those directly impacted by the tragedy. The DeKalb and Sycamore high school basketball teams put aside their own school colors and wore red and black as a show of support for NIU. The DeKalb and Sycamore Chambers of Commerce established a memorial fund in response to countless members who expressed their desire to contribute in some way.

Calls offering encouragement and assistance were pouring into NIU. To ensure a unified response to the DeKalb/Sycamore community still reeling themselves from the impact of the tragedy, it became clear that a process was needed to funnel the requests for information and offers of assistance.

The Communiversality Cares Initiative

The university was closed immediately following the tragedy, and the week of February 18 was established by NIU President John G. Peters as a Week of Healing. Over the weekend of February 16, NIU's Executive Director of Community Relations called local government, business and community stakeholders at home and invited them to a meeting the following Monday. The agenda for the meeting was to discuss how best to facilitate the tremendous outpouring of support to meet the tangible and intangible needs of the communiversality. The group was made up of many of the community's thought leaders, advocates and doers – people who could make things happen independently and collectively.

Communiversality Cares Initiative

Chair: Rena Cotsones, Executive Director, NIU Office of Community Relations

Brian Adams, News Director, B-95 FM WDKB
Tami Armstrong, Vice President of Marketing, National Bank & Trust
Cohen Barnes, President/CEO, TBC Net, Inc.
Mark Biernacki, City Manager, City of DeKalb
Robert T. Boey, President/CEO, Sycamore Industrial Park and NIU trustee
Kathy Countryman, Assistant Superintendent, Sycamore School District
Sharon Emanuelson, Director of Marketing & PR, KishHealth System
Rudy Espiritu, Assistant City Manager, City of DeKalb
Russ Fletcher, Director of School & Community Relations, DeKalb School District
Michael Flora, President/CEO, Ben Gordon Center
Jennifer Groce, Executive Director, ReNew DeKalb
Kayte Hamel, Director of Marketing Services, Kishwaukee College
Tana Knetsch, General Manager, B-95 FM WDKB
Theresa Komitas, Marketing Coordinator, KishHealth System
Dawn Littlefield, Executive Director, Kishwaukee United Way
Ken Mundy, Mayor, City of Sycamore
Bill Nicklas, City Manager, City of Sycamore
John Pfeifer, Publisher, Daily Chronicle
Frank Roberts, Executive Vice President, Castle Bank
Terry Ryan, Program Director, 1360 AM WLBK
Kurt Schweitzer, Vice President, National Bank & Trust/DeKalb Chamber Board Chair
Gary Seegers, President, Driv-Lok, Inc./Sycamore Chamber Board Chair
Chuck Siebrasse, Executive Director, DeKalb Chamber of Commerce
Jerry Smith, Executive Director, DeKalb County Community Foundation
Larry Timpe, General Manager, 1360 AM WLBK
Rose Treml, Executive Director, Sycamore Chamber of Commerce
Frank Van Buer, Mayor, City of DeKalb
Scott Zak, News Director, 1360 AM WLBK

The group met for the first time the morning of February 18 at Altgeld Hall. They shared information about activities already underway and identified current and emerging needs, including:

- Facilitate the desire to help
- Visible demonstrations of unity
- Welcome students back after the Week of Healing
- Embrace place-bound students
- Embrace off-campus students
- Counseling for community
- Training for community
- Support for first responders and caregivers
- Outreach to children
- Information clearinghouse
- Address perceptions of safety
- Community morale
- Care for visiting families

Visible demonstrations of unity

Community-wide signage. On the day after the tragedy, the downtown revitalization group, ReNew DeKalb, had been behind an initial effort to print and place signs around the downtown reading “Our thoughts and prayers are with you.” The graphic was the NIU Huskie logo with a black ribbon behind it. A local printing company had rushed production of a small quantity so the signs could be displayed as soon as possible. A second poster was prepared reading “Forward, Together Forward” using the Huskie logo along with the City of DeKalb and City of Sycamore logos to demonstrate the unity of the university and its host cities. Ten thousand posters were printed, and a group of volunteers distributed them throughout the area. Posters were also available at the DeKalb and Sycamore Chambers of Commerce. From the beginning of the Communiversiity Cares Initiative, the intent was to be forward-focused, recognizing a need to move beyond grieving to healing and beyond sympathy to encouragement and strength. Over a period of months in 2009, a second and third version of the posters were designed and printed, moving from the use of the black ribbon Huskie logo to the regular Huskie logo and eventually to a sign that reads “We are One Communiversiity: NIU, DeKalb and Sycamore.”



Red and black ribbons. NIU students, local K-12 students and other community volunteers made red and black ribbons so everyone could demonstrate their solidarity by wearing a ribbon on their lapel. Local retailers quickly exhausted their supplies and were calling on suppliers all over the country to rush red and black ribbon to DeKalb. The Chambers and many local businesses had ribbons available in their lobbies for patrons.

In order to provide a welcoming atmosphere for students returning to campus on February 24 for the memorial service at the Convocation Center, special banners were posted on street light poles along Annie Glidden Road and Lincoln Highway. These banners were a warm reminder to students of the community's concern and affection for them.

Media involvement. The local newspaper, the *Daily Chronicle*, posted an on-line community diary for citizens to share their thoughts. They also established an on-line bulletin board of sorts, for announcements from the university and community. WLBK and B95 Radio produced identical public service announcements expressing the community's support.

Radio Public Service Announcement (30 seconds):

On February 14, the DeKalb and Sycamore communities were shocked and saddened by what happened to our extended family at Northern Illinois University. Like all true families, we've come together in this hour of need. This is a time to lean on each other for strength and to reach out to our fellow citizens as we try to deal with a tragedy that struck so close to home.

All of us at [station name] are proud of the people of DeKalb, Sycamore and NIU for the strength and courage they have shown. Our community will rise to share the goal: Forward, Together Forward.

Embracing place-bound students

Deb Pierce, NIU's Associate Provost for International Programs, joined the Communiversity Cares Initiative to address the plight of NIU's international students. While the majority of NIU students were able to go home to be with their families immediately following the tragedy, most of the international students were still in town, unable to return home on such short notice and with only a week before classes would resume. The United Way and the DeKalb and Sycamore Chambers partnered with local churches and other faith-based organizations to host a series of dinners for international students. Scores of community volunteers were on hand to talk with students and ensure they weren't isolated and fearful in the wake of the tragedy.

In addition, the YMCA and many other local organizations opened their doors and welcomed place-bound students and those who were in DeKalb to assist with the aftermath of the tragedy to utilize their facilities and services at no charge.

Welcoming students back to campus

One of the guiding principles of the Communiversity Cares Initiative was to create simple ways for all area residents, regardless of their profession or socioeconomic level, to participate. One of

the simple comforts people tend to provide for others during a time of grief is a gift of food. The group decided to solicit donations of cookies and have community volunteers distribute them in residence halls and other places where NIU students would travel over their first few days back at school. A comfort food committee set an initial goal of collecting 25,000 cookies. Within 24 hours, more than 40,000 cookies had been pledged by local bakeries, restaurants, grocery stores, and the hospital. The final cookie count was well over 50,000. Volunteers picked up cookies from all over the community and stored them at Kishwaukee Community Hospital. To ensure that each cookie was delivered with a message to students, a call went out to offices all over town: we need labels printed and donated. On February 22, more than 200 volunteers packaged cookies in plastic bags, and each bag was tagged with a sticker that read: "Welcome back! Your DeKalb/Sycamore community cares about you." On February 25 and 26, the cookies were distributed in locations all over campus by smiling volunteers who offered encouragement, hugs and sympathetic shoulders to those who needed them.

Community outreach

While mental health professionals and counselors from across the country were coming in to aid university and local providers in ensuring appropriate care for the NIU family, a strong effort was made to ensure that such services were also available community-wide. Local agencies, led by the Ben Gordon Center, held workshops on trauma, grief and how to talk to children about the events that had occurred. Additional services and referral mechanisms for community service providers, the faith community, community groups, schools, and parent-teacher organizations were provided.

The many activities of the Community Cares Initiative were carried out through donations of volunteer time and free and discounted products and services from area businesses and agencies. The DeKalb County Community Foundation generously underwrote a significant number of expenses from a special emergency fund.

Huskies on Parade

As classes resumed and the semester continued, the Community Cares Initiative group reconvened to discuss progress made and opportunities for future collaboration built on an enhanced feeling of unity and mutual support in the community. For many years, there had been discussion about the possibility of mounting a community-wide public art project, along the lines of Chicago's highly successful 1999 Cows on Parade. The group decided the time had come for Huskies on Parade, a fun and inclusive project that would provide an opportunity for area residents to continue to demonstrate their unity with NIU in an upbeat manner. The group set an ambitious goal of having Huskies on display in the community when NIU students returned to begin the 2008-2009 academic year.



A Huskies on Parade committee was established to undertake the project. After ascertaining that no local provider could provide the dogs, arrangements were made to have the fiberglass Huskie dogs crafted by the same Chicago company that had made the cow statues for Chicago. A call to artists went out, soliciting designs from anyone interested in painting dogs for the project. On June 18, a Huskie on Parade Adoption Party was held at the Barsema Alumni and Visitors Center, where a large crowd got a sneak preview of the Huskie dog molds. Artists displayed their designs and previous work and many sponsors committed to the project on the spot and chose their preferred artist at the same time. For a \$1,000 fee, the sponsors received a 40-inch Huskie and a 20-inch Huskie pup. The agreement was that the dogs would be decorated identically, and the 20-inch pup would be returned to Huskies on Parade to be sold at a later date. Ultimately, more than 50 Huskies on Parade were sponsored by local artists and university and community supporters. The DeKalb and Sycamore High Schools shared sponsorship of a Huskie and painted one side with DeKalb Barb colors and the other with Sycamore Spartan colors. The winner of the annual cross-town rivalry football game had the honor of displaying the Huskie for the first part of the year. The City of DeKalb sponsored a Huskie and painted one side as a German shepherd in police garb and the other side as a Dalmatian in firefighting gear. That dog stands proudly in front of the DeKalb City Hall.

At NIU's Homecoming on October 18, the Huskies on Parade tent was the most popular spot on campus, as people vied for the opportunity to purchase the 20-inch Huskie pups. Most of the pups were sold on site, fetching \$500 each. A Chicago Bears Huskie, signed by former NIU football standout and current Chicago Bear Garrett Wolfe and several of his teammates, was on display and was later auctioned on E-bay for \$3,850. Thanks to the generosity of numerous volunteers, sponsors and those who purchased the Huskie pups, the Huskies on Parade project ended up contributing more than \$40,000 to NIU's February 14 Scholarship fund. Many of the Huskies on Parade are still displayed throughout the DeKalb/Sycamore community, brightly-painted reminders of the pride in the community and university that unites the communiversity.

Forward, Together Forward

No one would wish a tragedy of the magnitude of February 14 on any community, but once confronted with such an event, the immediate outpouring of support and concern from individuals, agencies and businesses throughout the DeKalb/Sycamore area is testament to NIU's long history in the community and the well-established connections between the university and its host community. Those connections must be nurtured, applauded, and continually renewed. They reflect the best impulses of town and gown and provide a firm foundation for mutual growth and prosperity.

FEBRUARY 14, 2008

CONCLUSIONS AND POST-EVENT SUMMARY

The tragic shooting at the Northern Illinois University campus will forever be etched in the minds of countless students, their families, faculty, staff, and residents of the State of Illinois. The role of NIU in responding to this horrific event began with a swift and certain emergency action that assisted victims, secured the campus, and dealt with a follow-up of enormous dimensions including debriefing, communications, and future planning activities that continue to this day.

The shooter, Steven Kazmierczak, was mentally ill with a multiplicity of aggravating personality traits that contributed to his heinous crime. Psychological profiles offered by leading experts presented opinions to this effect. While his motive may never be fully understood, these experts believe that Kazmierczak's decision to stop taking medicines for mental illness, in some measure, led to his criminal actions. He acted in a deliberate and premeditated fashion with malice of forethought to inflict maximum death and carnage on innocent victims. The investigation has revealed no evidence pointing to any specific reason for targeting Cole Hall or any of the individuals in that building at the time of the shooting. Nor was there any evidence as to why Kazmierczak chose NIU to carry out his deed, although his past association with the university clearly made it a familiar place and therefore a plausible target.

NIU Public Safety enlisted assistance from multiple experts and law enforcement entities as well as other public safety agencies to reconstruct the crime and develop a profile of Kazmierczak. Police investigative work continues, even now, as law enforcement works to learn additional details of the shooting and the reasons behind it.

In the aftermath of the killings at Virginia Tech in 2007, institutions of higher education across the country reviewed emergency response and preparedness plans in an effort to strengthen their own plans. NIU did this as well and that, in large measure, accounts for the generally high marks the university received for its prompt response and handling of the crisis as well as post-event counseling, grieving, and unifying actions. Still, in the wake of the February 14, 2008 shooting, NIU undertook a lengthy and painstaking review of its procedures in an effort to find any shortcomings. While certain refinements have been made to these policies and procedures, their essence remains intact. Should NIU reveal further explicit details of its response strategy it would only compromise their effectiveness.

NIU law enforcement and administration undertook exhaustive reviews of emergency notification procedures and response actions as well as a review of procedures for follow-up investigative work, communications, and a plethora of issues in the area of student affairs, from counseling services to reintegration into campus life. While small adjustments have been made in many areas, a need has not been identified for wholesale or sweeping reforms. Analyses of the Virginia Tech shooting

have been conducted, and lessons learned from that tragedy have been melded into emergency response plans at higher education institutions everywhere. The result is stronger disaster response protocols for NIU as well as other colleges and universities across the country. NIU has learned that such protocols must be continually reviewed and updated to reflect changes in technology, student activities, university programs, and educational endeavors. NIU recognizes that need and will strive to continually improve its emergency management policies, procedures, and protocols.

APPENDIX A
STATE OF ILLINOIS CAMPUS SECURITY TASK FORCE
REPORT TO THE GOVERNOR



STATE OF ILLINOIS CAMPUS SECURITY TASK FORCE REPORT TO THE GOVERNOR

Governor Rod R. Blagojevich

April 15, 2008



**OFFICE OF THE GOVERNOR
SPRINGFIELD, ILLINOIS 62706**

**ROD R. BLAGOJEVICH
GOVERNOR**

April 15, 2008

Dear Friends:

As you know, the recent, terrible events of February 14, 2008, at Northern Illinois University have impacted us all. While we cannot recover the losses of the past, we do have a responsibility to bring meaning and purpose from these terrible events.

Following last year's tragedy at Virginia Tech, I established the State of Illinois Campus Security Task Force. This multi-disciplinary task force, comprised of Illinois' top leaders in education, mental health, public safety and law enforcement, has been charged with crafting better, more effective campus security policies. They have also been charged with providing guidance directly to higher education campuses in order to improve mental health support on campus.

I am proud that our State is in a position to take proactive measures to prevent further acts of violence on Illinois campuses and to ensure an effective response and recovery should they occur. The Campus Security Task Force has successfully brought the talent and resources of the Office of the Governor and leading members of the first response, academic and mental health communities, as well the Office of the Attorney General together to provide a comprehensive report, detailing best practices, lessons learned and resources available to campuses to enhance preparedness, response and recovery.

The Task Force has also proposed vital, new legislation and a new capital grant program intended to ensure effective planning for campus emergencies and to provide resources and equipment in support of those efforts. I intend to support these efforts, and I hope the General Assembly will join me.

Working together, we can implement this report's recommendations, use its guidance to significantly improve campus security in Illinois, and help prevent another tragic act of campus violence.

Thank you for being a part of the efforts of the Campus Security Task Force.

Sincerely,

A handwritten signature in black ink that reads "Rod Blagojevich". The signature is written in a cursive, flowing style.

Rod R. Blagojevich
Governor



Rod R. Blagojevich, Governor
Andrew Velasquez III, Director

April 15, 2008
The Honorable Rod R. Blagojevich
Governor
State of Illinois

Dear Governor Blagojevich,

As you know, the recent tragic incident at Northern Illinois University has made campus security a priority for our State's homeland security and public safety community. Despite this terrible loss, I am proud to say that the NIU incident has also demonstrated Illinois' strengths in emergency response and recovery.

As Chairman of the Response Committee of your Campus Security Task Force (CSTF), I am honored to submit a report of our Committee's findings and recommendations for your consideration. Established after the Virginia Tech shootings last year, the Response Committee's efforts have already enhanced Illinois campus security through the distribution of interoperable radios to over 70 colleges statewide, and provision of campus security awareness training courses to over 95 campuses statewide. It is important to note that NIU has been an active member of CSTF and has received interoperable radios and campus security training through its efforts.

Our efforts to make Illinois' higher education campuses more secure have only begun and will become even more aggressive as a result of the recent events at NIU. Developed in partnership with our peers in the academic, first response, mental health, and legal communities, this report begins our common effort to prevent and ensure effective response to future campus security incidents.

Sincerely,

Andrew Velasquez
Director
Illinois Emergency Management Agency

Rod R. Blagojevich, Governor



Carol L. Adams, Ph.D., Secretary

160 North LaSalle Street, 10th Floor ! Chicago, Illinois 60601

April 15, 2008

Dear Colleagues,

The Department of Human Services, through its Division of Mental Health (DMH) proudly participated in the Governor's Campus Security Task Force. The Task Force convened an esteemed group of individuals, including leaders in academia, counselors and other providers of care, attorneys, students, and other consumers of mental health services, all of whom generously gave of their time and expertise to tender the recommendations provided herein. Special thanks to Ms. Barbara Shaw and Mr. Jim DiTulio who led the Prevention/Awareness and Mental Health Services Workgroups, respectively.

We are hopeful that this document stimulates discussion on your campus that can result in policy and operational changes with the ultimate goal of improving safety while assuring that those in need have access to appropriate mental health services in a timely manner. Many of you have participated in a survey that helped to frame several of the recommendations for added training, collaborations between needed and existing resources and identifying new services needed and training opportunities. The Division of Mental Health is pleased to be a resource for you as you evaluate the efficacy of your existing services against national standards and best practices and design plans to address any gaps in those services.

The resources of DHS are available as outlined in this report and I encourage you to contact us for assistance at any time. You may do so by reaching out to Michael Pelletier, Special Assistant to the Director, at Michael.Pelletier@illinois.gov or at (847) 894-9877 to arrange for the DMH resources to become your resources.

Best regards,

Lorrie Rickman Jones, Ph.D.
Director, Division of Mental Health



State of Illinois
OFFICE OF THE ATTORNEY GENERAL

Lisa Madigan
Attorney General

April 15, 2008

Dear Colleagues,

The tragic shootings at Virginia Tech in April 2007 demonstrated some of the vulnerabilities of college campuses and identified the need to review and facilitate crisis planning and responses. In the aftermath of that tragedy, my office worked with many Illinois leaders in academics, law enforcement, government and health care to assess campus safety issues and develop recommendations.

Then, on February 14, 2008, we were shocked and saddened by the tragedy that occurred at Northern Illinois University. We continue to grieve with the university community and with the families and friends who lost loved ones. We are working with NIU to assist those who were injured and those who witnessed this devastating crime.

As Attorney General of Illinois, I join with the Illinois Campus Safety Task Force in presenting you with this report. The Task Force fostered cooperation and dialogue among a full spectrum of participants to examine findings and reports from the Virginia Tech tragedy, review State and Federal legislation, share best practices, examine challenges, and make recommendations. My office chaired the Legal Subcommittee, which focused on perceived barriers in communication, the appropriateness of information sharing, and the intersection of information sharing with student privacy rights.

Illinois' higher education campuses vary greatly from school to school. The Task Force's findings, recommendations, and action plans recognize this diversity and strive to provide campuses with guidance and resources to facilitate individual campus dialogue, examination and planning in campus safety and all hazards responses.

We hope that this report will assist you in your school's ongoing review and development of emergency response planning and protocols. I would like to thank all of the members of the Task Force and their agencies for contributing to this report. Thank you for your commitment and dedication to making all of our campuses safe, productive learning environments.

Very truly yours,

A handwritten signature in cursive script that reads "Lisa Madigan".

Lisa Madigan
ATTORNEY GENERAL

CAMPUS SECURITY TASK FORCE PARTICIPANTS

The Campus Security Task Force recognizes the contributions of the following agencies, institutions and organizations:

Lorrie Rickman Jones, Ph.D.
 Director
*Chair, Prevention-Mental Health
 Committee*
 Department of Human Services
 Division of Mental Health

Lisa Madigan,
 Attorney General
Chair, Legal Committee
 Office of the Attorney General

Andrew Velasquez, Director
Chair, Response Committee
 Illinois Emergency
 Management Agency

Asian Human Services

Illinois Campus Law Enforcement
 Administrators

John A. Logan College
 Lutheran Social Services of Illinois

Association of Black Psychologists

Illinois College Counseling
 Association

Mental Health Association

Association of University and College
 Counseling Center Directors

Illinois Community College Board

Midstate College

Black Hawk Community College

Illinois Department of Public Health

Moraine Valley Community College

Bradley University

Illinois Department of Human
 Services

Morton College

Center for the Study of Race, Politics
 and Culture,
 University of Chicago School of
 Social Service Administration

Illinois Emergency Management
 Agency

Motorola
 Mutual Aid Alarm Box System
 (MABAS)

Chicago Department of Public
 Health

Illinois Emergency Services
 Management Association

National Alliance on Mental Illness

Chicago Police Department

Illinois Federation of Families

National Association of Social
 Workers

Chicago State University

Illinois Law Enforcement Alarm
 System

Northern Illinois University

Columbia College

Illinois Masonic

Northwestern University

DASA

Illinois Math and Science Academy

Roosevelt University

Depression Bi-Polar Support Alliance

Illinois Medical Emergency Response
 Team

Rush University Medical Center,
 Rush Behavioral Health

DeVry University

Illinois Psychiatric Society

Southern Illinois University

Edwin F. Mandel Legal Aid Clinic,
 University of Chicago School of Law

Illinois Psychological Association

Southern Illinois University Center
 for
 Rural Health and Social Service

Elgin Community College

Illinois State Police

Springfield Police Department

Epstein & Epstein

Illinois State University

State of Illinois Fire Marshal

Federation of Independent Illinois
 Colleges and Universities

Illinois Terrorism Task Force

University of Illinois

Illinois Board of Higher Education

Illinois Violence Prevention
 Authority

Western Illinois University

Illinois Board of Higher Education
 Student Advisory Committee

James Lee Witt Associates

William Rainey Harper College

EXECUTIVE SUMMARY

**CAMPUS SECURITY TASK FORCE
REPORT TO THE GOVERNOR
EXECUTIVE SUMMARY**

1. History, Mission, Organization, and Methodology

History and Mission

Governor Rod R. Blagojevich established the State of Illinois Campus Security Task Force (CSTF) in April 2007, in response to the shooting incident at Virginia Tech. CSTF was charged with the mission of developing and implementing comprehensive, coordinated policies and training programs to deter, prevent and significantly enhance response to, and recovery from, major public safety incidents at all higher education campuses, public and private, in Illinois. For the past year CSTF has served as the locus of Illinois' comprehensive and interdisciplinary efforts to enhance campus security. It is the intent of CSTF to carry on its work following the release of this Report to the Governor.

This Report of CSTF to the Governor represents the consensus of over 75 organizations from the response, mental health, legal, and higher education communities. This Report is a tool for campus leaders and their partners in surrounding communities, to use to enhance all facets of campus security – prevention, response, recovery and related legal issues. CSTF is proud to acknowledge that its efforts, including campus security awareness training, radio distribution, and the general sharing of best practices, have been recognized as having served to enhance the response to, and recovery from, the recent incident at Northern Illinois University. However, the incident on February 14, 2008 has also served to heighten the need to utilize and advance the formal recommendations presented in this Report to the Governor.

Organization

Under the leadership of the Office of the Governor, CSTF has been divided into three primary committees:

Committee	Chair	Mission
The Response Committee	Director Illinois Emergency Management Agency	To review and recommend enhancements to campus security preparedness and response planning, and related training.
The Prevention and Mental Health Committee	Director Division of Mental Health Illinois Department of Health & Human Services	To review and recommend enhancements to mental health policies, services, and issue awareness to prevent, and enhance response to and recovery from major incidents on higher education campuses statewide.
The Legal Committee	Attorney General State of Illinois Represented by IL AG Director of Policy	To review and recommend enhancements to legal issues and policies related to higher education campus security in Illinois.

The General Membership of CSTF has included representatives from over 75 individual organizations, drawn from the emergency response, mental health services, legal, and higher education communities.

Approach & Process

CSTF has placed great emphasis on crafting both near-term deliverables and concrete guidance for the long-term, through the delivery of resources and training, a comprehensive survey of mental health resources and issues, and providing a comprehensive, thorough and practical set of policy recommendations designed for immediate implementation and application. Some CSTF measures have already been implemented, including distribution of interoperable radios to campus security officials statewide, and the delivery of a campus security awareness training program statewide. CSTF has also placed great emphasis on consensus building and interdisciplinary cooperation - each CSTF committee included representatives from each of the major, participating disciplines. CSTF has met as a full-body four times as of the release of this report, with intermittent sub-committee meetings.

2. Findings and Recommendations

The three committees of CSTF offer the following recommendations for consideration, implementation, and utilization statewide.

Response Committee

Findings

- Interagency and multi-jurisdictional cooperation among all parties is vital to successfully managing emergencies, and requires that agencies and jurisdictions have the capability to efficiently and effectively communicate with each other during a critical incident.
- A strong system of unified command and control of an incident is essential for the coordination of resources necessary to mitigate threats to life and property.
- All-hazards planning is the standard for emergency preparedness. Development of strong all-hazards emergency plans will allow campuses to more quickly respond to natural and manmade emergency situations. Campus emergency plans, procedures and key information should be updated regularly and provide for revision based on actual emergencies or exercises. Colleges and universities should conduct a risk analysis or threat assessment in collaboration with local first responders and emergency management agency and select a level of security appropriate to their campus.
- Comprehensive training and exercise of emergency response plans and systems are a necessary part of emergency preparedness. Training for staff, faculty and students in recognizing and understanding emergency alerts and the appropriate immediate response actions are essential to safeguarding lives.
- Development of robust, redundant, multi-modal, internal communication systems that reach students, faculty, and staff can expedite dissemination of important, sometimes life-saving, information.

Recommendations

- Colleges and universities should ensure that all agencies that are or may be involved in the response to an emergency on their campuses are trained in National Incident Management System (NIMS), which should form the common operating structure for any response. All key decision makers at a college or university should be familiar with NIMS.¹
- Colleges and universities should make development and implementation of interoperable communications among response agencies a central focus of campus emergency planning. Communications plans should be regularly tested. The statewide StarCom21 system provides a mechanism for colleges and universities to coordinate response activities with outside public safety agencies.
- Colleges and universities should adopt the Incident Command System (ICS) model, delineated in NIMS, as the basis for command and control in the event of an emergency. All first responders and key college and university personnel should be familiar with ICS.
- Colleges and universities should develop an all-hazards emergency response plan to address those hazards that may threaten their campus. Development of all-hazard plans should be

¹ <http://www.whitehouse.gov/news/releases/2003/02/20030228-9.html>;
<http://training.fema.gov/EMIWeb/IS/is700.asp>; http://oep.osophs.dhhs.gov/ccrf/NIMS_training.htm

statutorily required and those plans should be exercised annually. The all-hazards planning process requires assessment of the needs of all relevant stakeholders, including students, faculty and staff.

- Colleges and universities should take steps to see that their campus first responders, who will be relied upon in the execution of their all-hazard plans, are appropriately trained and exercised.
- Colleges and universities should ensure that students, faculty and staff are informed regarding their roles and responsibilities in preparing for and responding to emergency situations.
- Colleges and universities should work to develop and implement strong internal emergency communications and notifications systems for their campuses. These systems should use a range of technologies and redundant features.

Prevention and Mental Health Committee

Findings

- Creating a healthy campus culture, while promoting awareness and prevention, can reduce the risk of mental health related incidents.
- Assuring access to an array of timely and appropriate mental health services can help address concerns about at-risk students, as defined and identified by campus policies and officials.
- Planning for the securing, and managing of additional clinical support services as part of a college or university's Crisis Management Protocol (CMP) is essential to effective recovery operations.

Recommendations

- Develop culturally and linguistically appropriate messages to de-stigmatize mental illness as well as other illnesses, while normalizing all attempts to seek assistance and treatment for self and for others. Teach that “codes of silence” or keeping silent about a person’s pain or distress may lead to negative outcomes.
- Expand both formal and informal opportunities for entering students to integrate into the campus community with the goals of establishing viable social networks and reducing social isolation.
- Provide collaborative training opportunities on signs, symptoms and early identification of mental illness or other behavioral patterns that may be predictive of violence, on violence prevention strategies, and on response protocols for a variety of potential incidents. Research has indicated that the risk of violence may increase when other risk factors are present, such as substance abuse, lack of personal supports and exposure to destabilizers. Training should be targeted to campus security forces and first responders, health services personnel, counselors, resident advisors, coaches, and student/minority affairs staff.
- Widely distribute and/or facilitate access to awareness and prevention information on early signs of mental illness and the importance of seeking help, violence prevention, and substance abuse awareness and prevention. Consider incorporating existing anti-stigma campaigns (SAMHSA’s “What a Difference a Friend Makes” campaign, Illinois Department of Human Services’ “Say it Out Loud” campaign) into faculty, student and staff orientations and campus life programs (See Appendix B, Parts I-IV).²
- Develop non-discriminatory campus policies that promote awareness and prevention activities. See www.bazelon.org/pdf/SupportingStudents.pdf. (See Appendix B, Part V).
- Develop “threat assessment” teams and procedures that delineate actions that should be taken in the face of a potential or actual threat. The purpose of the team is both investigational and interventional. Teams should be multidisciplinary in composition, must have a senior clinical staff member as well as representation from Student Affairs and campus security, and should meet with some regularity. Policy considerations must be careful not to erode the rights of persons in need or create additional barriers to treatment. Task Force members strongly advise consulting expert guidance in establishing policies and procedures for this team (See Appendix B, Part VI).
- Use the International Association of Counseling Services (IACS) Guidelines for best

² *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (2002). Published by the United States Secret Service and the United States Department of Education. Retrieved on October 28, 2007 from: http://www.secretservice.gov/ntac/ssi_guide.pdf.

practices in providing mental health services. IACS offers accreditation standards for university and college counseling centers and cites optimal staff-student ratios, clinical guidelines and other guidelines for providing high quality mental health services.

- Where there are gaps in mental health services develop formal or informal agreements with local community mental health providers to augment services available on the campus. The Illinois Department of Human Services, Division of Mental Health (DMH) can assist in brokering these agreements.
- Attempt to eliminate all waiting lists for services by increasing personnel on campus or through relationships with community and contractual providers. Technology (e.g., telemedicine, telepsychiatry) may be useful in increasing access, especially in rural areas.
- Assure that all persons experiencing a mental health crisis have access to immediate intervention in order to determine level of care needed and specifically to assess degree of danger to self and others. Consider implementing crisis intervention teams on campus, staffed with individuals well versed in mental health crisis management.
- Identify an office or person responsible for providing mental health counseling referral information for students and employees and make certain that office/person is well known in the university community. This will increase the likelihood that a person in need of services will locate appropriate assistance. Further, assure that office/person is well versed in all protocols established for the management of emergencies.
- Train key direct service mental health and counseling center personnel and first responders on the Illinois Mental Health Code and the requirements for involuntary hospitalization and involuntary treatment. Further, take steps to assure that individuals receive post-hospitalization follow up care to facilitate critically important continuity in treatment.
- Train key staff and direct care personnel in the reporting requirements of the newly amended FOID Act and identify procedures for forwarding required information to the State.
- Develop plans to secure crisis counselors that can be “activated” to support and augment pre-existing campus resources in the wake of a crisis. Counselors can be identified both via local resources and through contacting the Illinois Emergency Management Agency (IEMA) or the Illinois Department of Human Services, Division of Mental Health (DMH) and should have credentials vetted with the assistance of the Illinois Department of Public Health (IDPH). IEMA and DMH can assist with this process.
- Develop a plan for the management of volunteers who are deployed to a campus in the wake of a crisis. This can be time consuming, and if not done well, can lead to chaos and disorganization while attempting to manage the crisis.
- Develop an alliance with governmental agencies to determine all Federal and State resources that may be tapped for additional financial support for the university or college as they manage the crisis. Typical sources of support for mental health services may include but are not limited to Substance Abuse and Mental Health Services Agency (SAMHSA) grants and Department of Justice grants. Long-term support for mental health services is critical for persons who develop long-term and more serious disorders or refractory responses to stressful incidents.

Legal Committee

Findings

- A misperception of the law exists among some college and university administrators regarding the ability to share information about potentially dangerous students.
- College and university campuses lack a universal protocol for response to potentially dangerous students.
- Not all college and university staffers are aware of emergency response procedures or policies on exchange of information regarding potentially dangerous students.

Recommendations

- Colleges and universities need to clarify for faculty and staff their roles, duties, and responsibilities under the Family Education Rights and Privacy Act of 1974 (FERPA) and the Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA).
- Colleges and universities should develop and/or update response plans and processes, designate appropriate points of contact, and ensure rapid response to legal issues arising from a campus incident.
- Colleges and universities need to develop and/or update their campus policies covering:
 - The type of information that can be exchanged between mental health providers and campus officials about students and campus personnel and the circumstances under which such an exchange is appropriate;
 - The joint response plan between local law enforcement and the campus to address emergencies on campus;
 - The inclusion of violence and threat of violence in the student code of conduct as behavior that may result in suspension, dismissal, or expulsion and how a violation of that standard may impact enrollment and/or housing status and appeal rights;
 - The campus' position regarding weapons on campus;
 - The intra-campus coordination of information sharing among campus housing, law enforcement, health professionals, and administration, including who has access to which information, delineating what level of information can be shared with whom amongst campus emergency responders;
 - The identity of the lead agency in an emergency, recognizing that it may change depending on the nature of the emergency;
 - The contact people available for students and campus personnel in reporting a dangerous or potentially dangerous person on campus; and
 - The new (effective June 1, 2008) standard for involuntary civil commitment as it applies to transport and/or removal of individuals from campus.

3. Actions to Date

CSTF has, prior to release of this report, taken a series of actions designed to enhance campus security in Illinois.

<p>Interoperable Radio Distribution</p>	<ul style="list-style-type: none"> At the Governor’s direction, the Illinois Terrorism Task Force and Motorola, in a public-private partnership have provided 303 Starcom21 700/800 MHz radios, including training on their use, to 70 colleges and universities throughout the State. Northern Illinois University received these radios prior to February 14, and utilized them during their incident response on February 14. There are plans for further radio distributions to higher education partners in the coming months.
<p>Campus Security Awareness Training</p>	<ul style="list-style-type: none"> Through U. S. Department of Homeland Security funding administered by the Illinois Terrorism Task Force, campus security awareness training has been provided at six regional sites throughout Illinois. To date, 96 colleges and universities and 200 administrative and security officials from these institutions have taken advantage of this half-day course. Additional training sessions will be presented on all-hazard campus safety preparedness beginning the summer of 2008.
<p>Mental Health Services Survey</p>	<ul style="list-style-type: none"> The Mental Health Services Team of CSTF’s Prevention & Mental Health Committee conducted a comprehensive survey of mental health services on higher education campuses in Illinois in an effort to stimulate a statewide discussion on the adequacy of mental health services on college campuses in the context of a growing need for such services. The survey achieved a response rate of 61%. Its results have been used to develop several recommendations which, when implemented, could enhance service access for individuals with mental or emotional difficulties. Survey data and resulting recommendations are included in this Report.

4. Next Steps

Step One

CSTF strongly recommends adoption and implementation of essential legislation to require emergency planning and violence prevention planning for all Illinois higher education institutions.

2008 Campus Security Enhancement Act

The Act will require all higher education institutions in Illinois to develop, implement, train and exercise annually:

- (1) An all-hazards emergency response plan; and
- (2) A comprehensive violence prevention plan including development of campus violence prevention committees and threat assessment teams.

These plans are to be reported to, and developed with the assistance of, county and major municipal emergency managers and IEMA regional coordinators.

Step Two

CSTF strongly recommends providing \$25 million in State funding to support the enhancement of campus security in Illinois, as included in the Governor's proposed Capital Bill (See Capital Budget Book, Page 60, Appendix A).

Campus Security Enhancement Grant Program

The Campus Security Enhancement Grant Program will:

- 1) Create a full-time campus security coordinator and liaison at the Illinois Board of Higher Education and at the Illinois Community College Board;
- 2) Support the development and implementation of a three-day campus security training program for campus and surrounding community officials;
- 3) Support the development and implementation of a two or three-day campus violence prevention program to assist campuses with developing violence prevention committees and threat assessment teams; and
- 4) Create a Competitive Grant Program that will provide merit-based funding for the enhancement of campus security to higher education campuses statewide.

Step Three

CSTF Committee Next Steps

It is the consensus of CSTF that its efforts to achieve its mission should not conclude with the release of this Report.

CSTF's Committees outline the following Next Steps:

Continue CSTF as a regular forum for college and university emergency and security planning and best practice exchange.

Response Committee Next Steps

- 1) Implement a second round of Starcom21 radio distribution;
- 2) Offer more regional Campus Security Awareness Training Sessions and develop and implement a more in-depth Campus Security Train-the-Trainer program;
- 3) Provide and support draft campus security legislation, as referenced in this Report to the Governor;
- 4) Work to support implementation of the proposed Campus Security Enhancement Grant Program as introduced in the Governor's Capital Bill;
- 5) Reconvene the Response Committee and CSTF in general, at least semi-annually to address and discuss new Illinois campus security issues and programs.

Prevention & Mental Health Committee Next Steps

- 1) Promote existing training programs as referenced in this Committee's Findings & Recommendations, and Appendices (See Below);
- 2) Await further information from the formal investigation into the February 14, 2008 NIU shooting incident and its assailant to determine appropriate measures and reforms to improve Illinois' mental health system statewide;
- 3) Facilitate relationships and partnerships between campus mental health service providers and mental health and substance abuse service providers in their surrounding communities;
- 4) Work with the Illinois Department of Public Health to develop a credentialing process and database of mental health counselors for incident response and recovery;
- 5) Provide any and all reasonable assistance including clinical expertise in the form of best practices to all Illinois higher education campuses expressing need.

Legal Committee Next Steps

- 1) Monitor implementation of SB 0234 – PA 095-0602 that amends the involuntary commitment standard.
- 2) Monitor implementation of SB 940 – 95-0564 that amends the FOID card law.
- 3) Consider development and distribution of training materials or summaries of additional relevant laws.

**2008 CAMPUS SECURITY ENHANCEMENT ACT
&
CAMPUS SECURITY ENHANCEMENT
GRANT PROGRAM**

Introduction

The State of Illinois Campus Security Task Force's Report provides an extensive and comprehensive set of policy recommendations and guidance for Illinois campus administrators and policy makers. It is the consensus of the Task Force that all of these recommendations are essential to ensure the security of our higher education campuses.

The shooting incident at Northern Illinois University has given particular importance to two of the Task Force's primary recommendations. The tragic events at NIU make implementation of these two initiatives vital to Illinois campus security.

It is the strong recommendation of the Campus Security Task Force that the legislature pass and the Governor enact and implement:

- 1) **2008 Campus Security Enhancement Act; and**
- 2) **The Campus Security Enhancement Grant Program, as a part of the Governor's proposed Capital Bill.**

Initiative Details:

2008 Campus Security Enhancement Act

All Illinois higher education institutions* shall be required to:

1. Develop, train and exercise at minimum annually a NIMS compliant, all-hazards emergency response plan in partnership with and reported to their county or major municipal emergency management official, and;
 2. Develop, train and exercise at minimum annually an inter-disciplinary and multi-jurisdictional campus violence prevention plan, including coordination of and communication between all available campus and local mental health and first response resources, in partnership with and reported to their county or major municipal emergency management official. The campus violence prevention plan shall include the development and implementation of a campus violence prevention committee and campus threat assessment team.
 3. County and major municipal emergency managers and IEMA regional coordinators shall assist in the planning and training process for these two plans with all resources available to them. County emergency managers and IEMA regional coordinators shall provide higher education institutions with appropriate standards and guidelines for these plans, training and exercises.
- NOTE – The Act could be added as a sub-section of Chapter 110 (Higher Education), General Provisions Sections, of Illinois Compiled Statutes (2008), and other relevant sections of public university enabling legislation.
 - NOTE – The Campus Security Task Force's Report provides detailed guidance on the development and implementation of these required plans, and includes recommendations for resources to assist schools in their development.

* Higher Education Institutions = 12 public universities; 48 community colleges; 94 independent not-for-profit; and 29 independent for-profit institutions; Total = 183

Campus Security Enhancement Grant Program

Overview:

- \$25 million proposed in the Governor's FY09 Capital Bill
 - SEE: Capital Budget Book, P.60, Appendix A
- Fiscal Agent / Administrator = IEMA

It is the consensus of the Campus Security Task Force that, if approved, these funds be expended in four key parts. These four key expenditures include:

Expenditure 1 – Illinois Board of Higher Education (IBHE) and Illinois Community College Board Campus Security Liaisons and Coordinators

- Full-time Campus Security Coordinator-Liaison Officers, one at the Illinois Board of Higher Education and one at the Illinois Community College Board, to provide: (a) oversight; (b) technical consulting; (c) sharing of best practices; (d) higher education representation in the State EOC; and (e) general coordination on all statewide campus security issues to all Illinois based higher education institutions.
- Estimated Costs = \$65,000 to \$75,000 per year, per position, for two years for a Total \$260,000 to \$300,000

Expenditure 2 – Statewide 3-day Campus Security Response Training Program

- A three-day program expanding on the existing CSTF campus security awareness training program to be offered in six strategic locations statewide and provide training in: (a) campus risk/vulnerability assessment; (b) all-hazards response plan development; and (c) campus-wide exercise development.
- Estimated Costs = \$186,760 per year for program administration, \$207,000 per year for participant reimbursement, for two years for a Total \$787,520.

Expenditure 3- Statewide 2 to 3-day Campus Violence Prevention Training Program

- A two to three-day program training all inter-disciplinary campus officials and area first response agencies in how to: (a) develop and implement a campus violence prevention committee and a campus threat assessment team; (b) effectively leverage and expand on existing mental health care resources for the prevention of violence; (c) enhance campus community awareness of mental health and campus violence issues; (d) report behavior; and (e) ensure patients' rights.
- Estimated Costs = \$787,520

Expenditure 4 - Campus Security Enhancement Competitive Grant Program (CSEG)

- Total Program Size = \$23,124,960
- Administration and Application Review:
 - A competitive grant program, administered by IEMA, with joint-application review by IEMA, IBHE, ICCB and select, relevant members of CSTF.
- Applicant Pool:
 - Applications accepted from all Illinois higher education institutions.
 - Applicants will be ineligible if they have not provided a NIMS compliant, all-hazards response plan and comprehensive violence-prevention plan to their county or major municipal emergency manager.
- Applications accepted for:
 - Enhancement of emergency communications/messaging systems (equipment, personnel and training);
 - Emergency medical response training for campus personnel;
 - Campus security personnel training;
 - Mental health services and violence prevention training, and related awareness programs (e.g. violence prevention committees, threat assessment teams, and post-incident counseling);
 - Planning and execution of campus-wide training exercises and development of all hazards campus response plan.
- Applications reviewed based on:
 - Formal guidelines presented in CSTF's Report to the Governor
 - Relative risk, vulnerability, enrollment size, acreage
 - Decisions on the merits – no automatic preferences
 - Statewide applications

COMMITTEE FINDINGS & RECOMMENDATIONS

RESPONSE COMMITTEE FINDINGS & RECOMMENDATIONS

Finding

Teamwork, collaboration, and coordination among first responders at any emergency are critical to a coordinated response.³ When an incident occurs on a college or university campus, it presents some difficult barriers, including communication between security personnel and campus administrators and also between campus security and off-campus first response agencies. Enhancing interagency and multi-jurisdictional cooperation will be critical to future emergency response. Those enhancements will require that responding agencies and jurisdictions have the capability to efficiently and effectively communicate with each other in the event of a crisis.

Enhancing interoperability has two components. One of those components is to enhance the technical capabilities to work together. The second component is to develop a common operating framework for emergency response. The State has undertaken steps to do both with respect to its colleges and universities.

With respect to technology, the Illinois Terrorism Task Force (ITTF) and Motorola, in a public-private partnership, provided 303 Starcom21 700/800 MHz radios to 70 colleges and universities throughout the State (see Attachment A – College Radio Training).⁴

Training on how to use the radios also was provided by the Illinois Emergency Management Agency (IEMA) to the colleges and universities that received the interoperable communications equipment. Starcom21 is the name given to the statewide interoperable communications system utilized by the Illinois State Police and other State and local public safety agencies.⁵ The ITTF previously had distributed more than 2,800 of these radios to public safety agencies throughout the State.⁶ This widespread distribution provides a foundation for statewide interoperable communications as outlined in the Illinois Statewide Communications Interoperability Plan, which recently was approved by the United States Department of Homeland Security.⁷ For these colleges and universities, the Starcom21 radios provide not only those critical on-campus voice communications links between campus security and campus administrators, but also, in most cases, a critical link to off-campus response agencies such as local police, fire and emergency management.

With respect to creating a common operating framework, the State has adopted the National Incident Management System (NIMS)⁸ as the template for emergency response statewide. The system is the one suggested by both the recently adopted National Response Framework (NRF)⁹

³ United States. National Commission on Terrorist Attacks Upon the United States. The 9/11 Commission Report. July 2004.

⁴ Illinois Office of the Governor. Press Release. “Governor Blagojevich Announces Motorola to Donate \$294,000 Worth of Radios for State’s College Campus Security Effort.” 24 May 2007.

⁵ Illinois Office of the Governor. Press Release. “Illinois First to Fund New State Police Radio System.” 22 Dec. 2000.

⁶ Illinois Emergency Management Agency. Illinois Terrorism Task Force 2007 Annual Report. March 2008.

⁷ Illinois Office of the Governor. Press Release. “Governor Blagojevich Announces Statewide Emergency Communications Plan Approved by U.S. Department of Homeland Security.” 7 April, 2008.

⁸ Homeland Security Presidential Directive 5

⁹ United States. National Response Framework. January 2008.

and its predecessor the National Response Plan (NRP). It represents the accepted best practice nationwide for addressing emergency response. NIMS provides a common operating framework for all responders. As the NRF notes regarding NIMS:

This system provides a consistent, nationwide template to enable Federal, State, tribal, and local governments, the private sector, and non-governmental organizations (NGOs) to work together to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity. This consistency provides the foundation for utilization of the *NIMS* for all incidents, ranging from daily occurrences to incidents requiring a coordinated Federal response.¹⁰

By adopting NIMS consistent with the NRF, colleges and universities will align their response structures with those of supporting State and local agencies. This will allow for clearer communication and easier cooperation in the event of an emergency. It will also allow colleges and universities to tap into a wealth of State and Federal training resources. Many of these resources are offered at no charge through the Federal Emergency Management Agency. For example, online training in NIMS is available for first responders at no charge. This training would also be available to college and university administrators at no charge. Such training would familiarize the college and university systems with the requirements of emergency response from the highest levels of administration to first responders on the scene. It would also align college and university systems with the response from a variety of other local, State and Federal agencies as well as private organizations like the Red Cross and Salvation Army.

Recommendations

Colleges and universities should ensure that all agencies that are or may be involved in the response to an emergency on their campuses are trained in NIMS, which should form the common operating structure for any response. All key decision makers at a college or university should be familiar with NIMS.¹¹

Colleges and universities should make development and implementation of interoperable communications among response agencies a central focus of campus emergency planning. Communications plans should be regularly tested. The statewide StarCom21 system provides a mechanism for colleges and universities to coordinate response activities with outside public safety agencies.

Finding

A strong system of unified command and control of an incident is essential for the concentration of resources necessary to mitigate threats to life and property. This fact is clearly recognized in NIMS. As a framework for command and control, NIMS suggests the employment of the Incident Command System (ICS) to address emergency response. As noted in the findings above, NIMS and the ICS are the established best practices across the nation for addressing emergency response

<http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf>

¹⁰ Ibid.

¹¹ <http://www.whitehouse.gov/news/releases/2003/02/20030228-9.html>;

<http://training.fema.gov/EMIWeb/IS/is700.asp>; http://oep.osophs.dhhs.gov/ccrf/NIMS_training.htm

operations. Just as with NIMS, adoption of the ICS structure by colleges and universities for their emergency response will allow for smooth integration of support services from other local, State and Federal agencies. The adoption of ICS will also allow colleges and universities to tap into a wide pool of training resources on ICS that are offered in conjunction with the Federal promotion of the NIMS.

Recommendation

Colleges and universities should adopt the ICS model, delineated in NIMS, as the basis for command and control in the event of an emergency. All first responders and key college and university personnel should be familiar with ICS.

Finding

An all-hazards approach to planning is quickly becoming the standard in the field of emergency response. Development of strong all-hazards emergency plans will allow campuses to more quickly respond to all natural and manmade emergency situations. Having a comprehensive plan in place to respond to risks and hazards facing a college or university can help mitigate the consequences of incidents.¹²

The importance of planning can hardly be overstated as the NRF notes:

Planning provides three principal benefits: (1) it allows jurisdictions to influence the course of events in an emergency by determining in advance the actions, policies, and processes that will be followed; (2) it guides other preparedness activities; and (3) it contributes to unity of effort by providing a common blueprint for activity in the event of an emergency. Planning is a foundational element of both preparedness and response and thus is an essential homeland security activity. Emergency planning is a national priority, as reflected in the *National Preparedness Guidelines*. [footnote omitted]¹³

The development of planning based on an all-hazards approach will align colleges and universities with the planning protocols employed by the State and allow college and university planners to tap into a wide range of resources.

The State has already recognized the importance of planning with respect to educational institutions for K-12 students. K-12 schools in Illinois must, by law, have all-hazard plans and hold regular exercises of those plans, but no such legislation exists with regard to Illinois colleges and universities.¹⁴ While many colleges and universities do have such plans, the committee thinks it would be prudent to have legislation requiring all colleges and universities to develop and maintain all-hazard plans. The suggestion of the Response Committee is for the Illinois Board of Higher Education to draft such legislation.

¹² Federal Emergency Management Agency. *State and Local Guide (SLG) 101: Guide for All-Hazard Emergency Operations Planning*. Sept. 1996.

¹³ National Response Framework.

¹⁴ Illinois School Safety Drill Act. Public Act 094-0600. 16 Aug. 2005. Chapter 105, Illinois Compiled Statutes, Act 128.

Recommendation

Colleges and universities should develop an all-hazards emergency response plan to address those hazards that may threaten their campus. Development of all-hazard plans should be statutorily required and those plans should be exercised annually. The all-hazards planning process requires assessment of the needs of all relevant stakeholders, including students, faculty and staff.

Finding

Training and exercise of emergency response plans and systems are a necessary part of emergency preparedness. Plans that are not accompanied by supportive training and exercising are of little help in the event of an emergency. Illinois' emergency management community, including IEMA and ITTF, along with the rest of the nation, has long recognized the importance of training and exercise for emergency preparedness.

Training resources have already been extended to the university and college communities. Through U. S. Department of Homeland Security funding administered by the ITTF, training has been provided at six regional sites throughout the State. To date, 96 colleges and universities and 200 administrative and security officials from these institutions have taken advantage of this half-day course (see Appendix A – Part II). Additional training sessions will be presented on all-hazard campus safety preparedness beginning the summer of 2008.¹⁵

The course is a college/university adaptation of the nationally recognized K-12 school safety training that the ITTF has been sponsoring throughout the State.¹⁰ A review committee of experts representing all three of CSTF's committees assisted in the development of this course by a recognized national expert, who modified the K-12 curriculum for colleges and universities. The course includes information on how to identify and plan for all types of hazards, including preparing emergency management plans, developing procedures to respond to and recover from a crisis, training personnel in their roles during such a response and exercising those emergency plans.¹¹

As noted above, the legislation that created planning requirements for K-12 schools also required the exercise of those plans. There is no reason that similar requirements should not apply to colleges and universities.

One final issue with respect to training involves the roles and responsibilities of persons other than the first responders. Just as we expect all citizens to play a role in emergency preparedness in their communities, students, faculty, and staff have roles and responsibilities with respect to emergency response in their academic communities. In the experience of emergency response professionals, a well trained populace is an important ally in mitigating consequence in the event of an emergency. Thus, information and training about individual responsibilities and actions in the event of an emergency are important.

Recommendations

Colleges and universities should take steps to see that their campus first responders, who will be relied upon in the execution of their all-hazard plans, are appropriately trained and exercised.

¹⁵ Illinois Board of Higher Education. "Illinois Board of Higher Education, All-Hazard Emergency Planning, Regional Session Summary." 2007.

Colleges and universities should ensure that students, faculty and staff are informed regarding their roles and responsibilities in preparing for and responding to emergency situations.

Finding

The ability of campus security and/or campus administrators to get timely emergency notifications to students, faculty and staff was one of the focal points of the studies on what happened at Virginia Tech, where, for a variety of reasons, notification took more than two hours from the time of the first shooting.¹⁶ Development of robust and redundant internal communication systems that reach students, faculty, and staff can expedite dissemination of important, sometimes life-saving, information.

Because the communication of a hazard or threat to everyone on campus is such a critical component of mitigating an emergency incident, established communications protocols suggest that a multi-tiered approach should be used.¹⁷ No single technology or medium will be effective for all persons in all circumstances. With respect to a multi-tiered approach, redundant methods of communication should be employed. Primary emphasis should be placed on those mediums favored by the recipient group, such as text messaging, voice mail features of cellular and hard-line telephone service. Other means of communication should be used as well, but should not comprise the core of the warning system.

Proper education of the potential recipient group is essential. Specifically, students, faculty, and staff should be aware of the various warning mediums, their access to them, and what their response should be in the event of an emergency situation.

Recommendation

Colleges and universities should work to develop and implement strong internal emergency communications and notifications systems for their campuses. These systems should use a range of technologies and redundant features.

A complete report, including a listing of currently available technologies, is included in the Response Appendix.

Response Committee Next Steps

- 1) Implement a second round of Starcom21 radio distribution;
- 2) Offer more regional Campus Security Awareness Training Sessions and develop and implement a more in-depth Campus Security Train-the-Trainer program;
- 3) Provide and support draft campus security legislation, as referenced in this Report to the Governor;
- 4) Work to support implementation of the proposed Campus Security Enhancement Grant Program as introduced in the Governor's Capital Bill;
- 5) Reconvene the Response Committee and CSTF in general, at least semi-annually to address and discuss new Illinois campus security issues and programs.

¹⁶ Virginia Tech Review Panel. Mass Shootings at Virginia Tech, April 16, 2007, Report of the Review Panel. Aug. 2007.

¹⁷ Federal Communications Commission. "First Responders Communications Planning." Website. www.fcc.gov/pshs/clearinghouse/responders-guide.html

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PREVENTION AND MENTAL HEALTH COMMITTEE FINDINGS & RECOMMENDATIONS

Introduction

The Prevention and Mental Health Committee of the Governor’s Campus Security Task Force is pleased to present its recommendations for proactively addressing mental health issues on our university and college campuses. Sadly informed by the tragic experiences at Virginia Tech and Northern Illinois universities, these recommendations are not meant to provide all answers that may arise in discussions of campus security in the context of mental health concerns, but rather should stimulate ongoing dialogue that must occur on each campus as administrators and policymakers alike contemplate opportunities to improve our emergency management and mental health systems. The ultimate outcome anticipated by the following recommendations is to create healthier learning environments for our students and campus families, and to do all in our power to prevent these tragedies from ever visiting another student, another family, another campus.

The following recommendations are targeted to all universities and colleges in the State and point to broad areas for improvement. It was clearly understood by Task Force members that college/university size, mission or other considerations may preclude the adopting of all recommendations herein; however, each institution should give serious consideration to the issues presented, understanding their relevance to assuring both campus safety and individual well-being.

Finding

The Need to Create Healthy Campus Cultures while Promoting Awareness and Prevention

The social stigma associated with mental illness remains a significant barrier to accessing needed services. This holds true on college campuses that not only are in many ways microcosms of our larger society but also are associated with a unique set of life stressors including separation from traditional social supports, living in a new environment, directly confronting issues of diversity for the first time, new expectations around academic performance, and managing the cost of higher education, to name a few.

Task Force members stressed the need to promote cultures of mutual respect, trust, sharing and openness on college campuses to achieve several goals:

- 1) Reduce the sense of isolation that may be associated with college transition;
- 2) Normalize help seeking behavior for those who pose a threat to themselves or others or who simply are suffering in some way and need assistance;
- 3) Eliminate tacit “codes of silence” – beliefs that it is not acceptable to seek help for persons engaging in troublesome behavior – codes that when adopted may impede identifying and responding to those in crisis;
- 4) To establish a campus policy for zero tolerance for violence of any kind perpetrated against any member of the campus community. This zero tolerance policy would also be inclusive of verbal

threats and “bullying” behavior that may be especially problematic for at-risk members of the campus community.

Task Force members also focused on the importance of prevention and awareness through education and training on the early signs and symptoms of distress and mental illness and on violence prevention. Education and training should be made available to a wide audience, including faculty, staff, students, families, and first responders. These activities can facilitate early intervention for members of the campus community needing assistance and ultimately reduce the likelihood of violent incidents on campus.

Developing the capacity to conduct an assessment of the seriousness or viability of a threat reported on the campus was deemed by Task Force members to be an important strategy to reduce the likelihood of violent incidents. Task Force members were clear that considerable caution should be exercised in developing policies and approaches for the conduct of threat assessments to reduce the possibility that persons with mental illness or simply those in need of discussing emotional concerns are not targeted for or subjected to unnecessary or unfair surveillance. Conversely, the United States Secret Service and the United States Department of Education³ support a “fact-based” approach that focuses on behaviors as key indicators of potential violence as opposed to profiling or stereotyping individuals.

Recommendations:

- Develop culturally and linguistically appropriate messages to de-stigmatize mental illness as well as other illnesses, while normalizing all attempts to seek assistance and treatment for self and for others. Teach that “codes of silence” or keeping silent about a person’s pain or distress may lead to negative outcomes.
- Expand both formal and informal opportunities for entering students to integrate into the campus community with the goals of establishing viable social networks and reducing social isolation.
- Provide collaborative training opportunities on signs, symptoms and early identification of mental illness or other behavioral patterns that may be predictive of violence, on violence prevention strategies, and on response protocols for a variety of potential incidents. Research has indicated that the risk of violence may increase when other risk factors are present, such as substance abuse, lack of personal supports and exposure to destabilizers. Training should be targeted to campus security forces and first responders, health services personnel, counselors, resident advisors, coaches, and student/minority affairs staff.
- Widely distribute and/or facilitate access to awareness and prevention information on early signs of mental illness and the importance of seeking help, violence prevention, and substance abuse awareness and prevention. Consider incorporating existing anti-stigma campaigns (SAMHSA’s “What a Difference a Friend Makes” campaign, Illinois Department of Human Services’ “Say it Out Loud” campaign) into faculty, student and staff orientations and campus life programs (See Appendix B, Parts I-IV).¹⁸
- Develop non-discriminatory campus policies that promote awareness and prevention activities. See www.bazelon.org/pdf/SupportingStudents.pdf. (See Appendix B, Part V).

¹⁸ *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (2002). Published by the United States Secret Service and the United States Department of Education. Retrieved on October 28, 2007 from: http://www.secretservice.gov/ntac/ssi_guide.pdf.

- Develop “threat assessment” teams and procedures that delineate actions that should be taken in the face of a potential or actual threat. The purpose of the team is both investigational and interventional. Teams should be multidisciplinary in composition, must have a senior clinical staff member as well as representation from Student Affairs and campus security, and should meet with some regularity. Policy considerations must be careful not to erode the rights of persons in need or create additional barriers to treatment. Task Force members strongly advise consulting expert guidance in establishing policies and procedures for this team (See Appendix B, Part VI).

Finding

The Need to Assure Access to an Array of Timely and Appropriate Mental Health Services

Research has indicated that incidences of several disorders are increasing amongst college students, including substance abuse, eating disorders and more severe psychopathology including bipolar disorder, major depressive disorder and anxiety disorders. Further, a growing number of college students have been prescribed psychotropic medications increasing from 9% in 1994 to 25% in 2006.⁵ However, college and university campuses report varying degrees of preparedness to address the mental health needs of their students. The Mental Health Services Team of the Task Force conducted a survey of mental health services on college campuses in an effort to stimulate a statewide discussion on the adequacy of mental health services on college campuses in the context of a growing need for such services. Task Force members highly recommend collaboration between the university and local community mental health service providers to address existing gaps. Survey results are appended and include several recommendations that specifically offer guidance that could ultimately enhance service access for individuals with mental or emotional difficulties (See Appendix B, Part VII).

Task Force members point to the importance, again, of ensuring that key university personnel are adequately trained in early identification of mental disorders and crisis management and also well versed on the Illinois Mental Health and Developmental Disabilities Code, 405 ILCS 5/1 *et seq.* that addresses circumstances under which involuntary commitment, and involuntary treatment should be considered. Key personnel also should be aware of recent changes in the Firearm Owners Identification Card Act 430 ILCS 65/1 *et seq.* that addresses requirements of clinicians to report to the State the identity of persons who could pose a danger and should be restricted from the purchase of firearms. Such training is available through the State; however, other experts are quite capable of providing guidance in this area.

Addressing the needs of individuals in crisis is fundamental to their safety and well being as well as the safety of the campus. Assuring availability of immediate intervention either through crisis intervention teams on campus, or through immediate referral and linkage to community resources, is deemed critical.

Recommendations:

- Use the International Association of Counseling Services (IACS) Guidelines for best practices in providing mental health services. IACS offers accreditation standards for

university and college counseling centers and cites optimal staff-student ratios, clinical guidelines and other guidelines for providing high quality mental health services.

- Where there are gaps in mental health services develop formal or informal agreements with local community mental health providers to augment services available on the campus. The Illinois Department of Human Services, Division of Mental Health (DMH) can assist in brokering these agreements.
- Attempt to eliminate all waiting lists for services by increasing personnel on campus or through relationships with community and contractual providers. Technology (e.g., telemedicine, telepsychiatry) may be useful in increasing access, especially in rural areas.
- Assure that all persons experiencing a mental health crisis have access to immediate intervention in order to determine level of care needed and specifically to assess degree of danger to self and others. Consider implementing crisis intervention teams on campus, staffed with individuals well versed in mental health crisis management.
- Identify an office or person responsible for providing mental health counseling referral information for students and employees and make certain that office/person is well known in the university community. This will increase the likelihood that a person in need of services will locate appropriate assistance. Further, assure that office/person is well versed in all protocols established for the management of emergencies.
- Train key direct service mental health and counseling center personnel and first responders on the Illinois Mental Health Code and the requirements for involuntary hospitalization and involuntary treatment. Further, take steps to assure that individuals receive post-hospitalization follow up care to facilitate critically important continuity in treatment.
- Train key staff and direct care personnel in the reporting requirements of the newly amended FOID Act and identify procedures for forwarding required information to the State.

Finding

The Need to Plan for Securing and Managing Additional Clinical Support Services as part of the University Crisis Management Protocol

One task not anticipated by universities and colleges in planning emergency response protocols is the need for the immediate deployment of possibly large numbers of crisis counselors or other mental health professionals. The following recommendations have been informed by the recent experiences of the administrators at Northern Illinois University who expertly managed these challenges which are often overlooked.

Recommendations:

- Develop plans to secure crisis counselors that can be “activated” to support and augment pre-existing campus resources in the wake of a crisis. Counselors can be identified both via local resources and through contacting the Illinois Emergency Management Agency (IEMA) or the Illinois Department of Human Services, Division of Mental Health (DMH) and should have credentials vetted with the assistance of the Illinois Department of Public Health (IDPH). IEMA and DMH can assist with this process.
- Develop a plan for the management of volunteers who are deployed to a campus in the wake of a crisis. This can be time consuming, and if not done well, can lead to chaos and disorganization while attempting to manage the crisis.
- Develop an alliance with governmental agencies to determine all Federal and State resources that may be tapped for additional financial support for the university or college as they manage the crisis. Typical sources of support for mental health services may include but are not limited to Substance Abuse and Mental Health Services Agency (SAMHSA) grants and Department of Justice grants. Long-term support for mental health services is critical for persons who develop long-term and more serious disorders or refractory responses to stressful incidents.

Prevention & Mental Health Committee Next Steps

- 1) Promote existing training programs as referenced in this Committee's Findings & Recommendations, and Appendices (See Below);
- 2) Await further information from the formal investigation into the February 14, 2008 NIU shooting incident and its assailant to determine appropriate measures and reforms to improve Illinois' mental health system statewide;
- 3) Facilitate relationships and partnerships between campus mental health service providers and mental health and substance abuse service providers in their surrounding communities;
- 4) Work with the Illinois Department of Public Health to develop a credentialing process and database of mental health counselors for incident response and recovery;
- 5) Provide any and all reasonable assistance including clinical expertise in the form of best practices to all Illinois higher education campuses expressing need.

Prevention & Mental Health Committee Supporting Literature

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LEGAL COMMITTEE FINDINGS & RECOMMENDATIONS

Background

Members of the Legal Committee worked to identify relevant legal issues impacting campus safety. This process began by thoroughly reviewing numerous State and Federal laws. Focusing on the intersection of higher education and the Illinois Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA) (740 ILCS 110 et seq.), Family Education Rights and Privacy Act of 1974 (FERPA) (20 USCA, Section 1232(g)), Americans with Disabilities Act of 1990 (ADA) (42 USC, Section 12131, Health Insurance Portability and Accountability Act of 1996 (HIPAA) (C.F.R., Section 160.103) and the Clery Act (20 USC, Section 1092(f)).

The Legal Committee understood that Campus Security Task Force (CSTF) members were significantly concerned with legal barriers to information exchange on campuses, and therefore spent much time analyzing FERPA and MHDDCA, specifically the provisions relevant to release of information about dangerous or potentially dangerous students. As deliverables for CSTF the Legal Committee developed detailed summaries of the Mental Health and Developmental Disabilities Confidentiality Act and the Family Educational Rights and Privacy Act. These documents will serve as reference materials for campus counsel and other personnel. These summaries provide detailed descriptions of portions of these Acts, including relevant exceptions and guidance on interpretation.

The Virginia Tech and Northern Illinois University tragedies, and many subsequent reports and findings illustrate the challenges and perceived barriers campuses confront in responding to potentially dangerous students while complying with student privacy protections. The following are the Campus Security Task Force Legal Committee's findings and recommendations:

Finding

A challenge is the perception that Federal education and State mental health privacy laws prohibit the exchange of information among campus officials in responding to a potentially dangerous student.

Specific exceptions exist in FERPA that allow for the exchange of student information with other school officials, including faculty who have a legitimate educational interest in the information to fulfill their professional responsibilities. Additionally, a considerable amount of student information and documents exist that do not fall within the definition of educational record and therefore can be disclosed. Such information may include law enforcement records and first-hand observations of campus personnel, for example, a verbal report from a professor about a potentially dangerous student. Similarly, there are exceptions in the IMHDDCA that allow for release of some mental health information. The Legal Committee provided summaries and interpretation of both FERPA and IMHDDCA exceptions.

Recommendation

Campuses should develop, clarify or update information release policies. Campuses should include training for all staff on FERPA and the campus information sharing policies. Campus officials should be encouraged to consult their attorneys or counsel's office with specific questions on

releasing student information. Relevant campus personnel should be made aware of IMHDDCA exceptions allowing release of patient mental health information.

Finding

Some CSTF members expressed a desire for a standardized guide for response to potentially dangerous students. However, each campus is geographically and structurally unique, and campus response protocols and responses will be different across the State.

Recommendation

Campuses should develop or update processes to respond to a potentially dangerous student. Campuses may develop a response team that can rapidly respond to a potentially dangerous student scenario and emerging legal questions. Campuses are encouraged to designate a primary point of contact for campus officials and faculty to contact regarding a dangerous or potentially dangerous person on campus. All personnel must be made aware of the appropriate point of contact and decision maker, whether it is one individual or a coordinated response team.

Finding

Not all campus staff or faculty are aware of campus policies on emergency response and exchange of information in dangerous or potentially dangerous situations.

Most CSTF members report that their campus has an emergency response plan in place. Most CSTF Legal Committee members report that their campus has policies in place regarding FERPA and other communications of student information. And yet, many college and university personnel do not seem to have the necessary information about emergency response and exchange of information in dangerous or potentially dangerous situations.

Recommendation

Campuses should distribute information and train personnel about their emergency response policies. Campus counsel should clarify State and Federal laws for necessary personnel, including various exceptions that allow release of information. Campuses can distribute the Legal Committee's guidance to appropriate personnel. Training and distribution of these policies need to be ongoing for both new and continuing staff.

Legal Committee Next Steps

- 1) Monitor implementation of SB 234 – PA 95-602 which amends the involuntary commitment standard.
- 2) Monitor implementation of SB 940 – PA 95-0564 which amends the FOID card law.
- 3) Consider development and distribution of training materials or summaries of additional relevant laws.

Supporting Literature

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**CAMPUS SECURITY TASK FORCE REPORT
COMMITTEE REFERENCE APPENDICES**

**OBSERVATIONS AND LESSONS LEARNED,
FEBRUARY 14, 2008 SHOOTING INCIDENT at
NORTHERN ILLINOIS UNIVERSITY**

Introduction

While the formal investigation following the tragic events of February 14, 2008 is ongoing, with its official determinations yet to be made as of the writing of this report, the Campus Security Task Force (CSTF) can make initial observations and identify best practices based on the response and recovery efforts of Northern Illinois University (NIU) to the shooting incident.

The Campus Security Task Force has drawn an initial assessment that NIU's response and recovery efforts were quick, efficient, and effective. While the incident represents the worst kind of tragedy, NIU's response represents, to date, an effective model for all-hazards emergency planning, response and recovery on a higher education campus. In addition, the Campus Security Task Force can conclude that observations made and best practices identified through the recent incident at NIU serve to amplify and confirm the validity and importance of the Task Force's Report to the Governor

Please note that all mentions of times of events in the summary below are approximate and are not based on any official findings.

Planning & Training

NIU's philosophy towards emergency response recognizes that planning is important, but insufficient without training and exercises

- The goal of all planning must be to ensure effective execution of response and recovery during an incident.
- All planning and training must be conducted in partnership with all relevant campus, surrounding-community, local and State partners.
- Emergency incident planning must emphasize:
 - Leadership – Clear goals, objectives, and equal footing for all partners;
 - “Followship” – Disciplined, well exercised response; avoidance of “first impulse” by responders, and a clear, well-organized chain-of-command, with assigned roles and delegated responsibilities;
 - Relationships – Response leaders from a campus and its surrounding community must know each other and train with one another before an incident occurs. Response leaders must also know the members of their community before an incident occurs. NIU utilizes a network of Campus Safety Centers set-up throughout its campus, including its residence halls, so that campus police build rapport with students, faculty and staff, and ensure effective communication channels and expectations during an emergency.
- NIU's planning, training, and exercises, as part of a comprehensive, all-hazards approach to dealing with campus emergencies, most likely saved lives on February 14, 2008.

NIU places great importance on interdisciplinary, multi-jurisdictional training and exercises to enhance response

- All high-level campus administrators and managers conduct at least one simulation per year to review their roles, duties and protocols during an incident.
- Campus security police also conduct their own simulations and training, often involving multi-jurisdictional and interdisciplinary response.

- NIU emphasizes that planning must start early, training must occur often, and that relationships between and among all key disciplines and community partners be built over time.
- NIU has created an Office of Emergency Management that is staffed full-time by well educated and trained individuals whose sole commitment is to emergency management planning and preparedness efforts for the campus. Plans are reviewed and updated regularly based on exercises and incidents.
- The university develops an incident action plan for multiple contingencies, using that framework to respond to any size incident.

EMT Training

- All NIU campus police officers are trained as non-transport Emergency Medical Technicians. During the incident this ensured almost immediate start of medical treatment for the injured. NIU has recognized a need for such EMT training to guarantee the entry of medical response personnel even in an active shooter situation by the cross-training of armed campus police. EMT training also ensures that NIU campus police can bridge the time-gap between the occurrence of an injury and the arrival of full paramedic/ambulance units.
- EMT training is conducted at local community colleges and hospitals. Some officers are fully trained paramedics, while, again, all others are trained as non-transport EMTs.
- EMT kits, including all essential response tools, are strategically located across the entire campus as well as in all campus police cars.

Active Shooter Training

- All NIU campus police are trained to respond to active shooter incidents.
- All NIU campus police are armed to ensure effective response to any violent incident.
- Training emphasizes that officers cannot and should not wait for an actual tactical response team to arrive on scene before responding to an active shooter. After the shooting at Columbine H.S. in Colorado, most police agencies adopted a tactic to have the first three or four officers on scene make entry in a diamond formation. NIU officers are trained that the first officer on scene should make immediate entry.
- NIU campus police train to avoid having multiple response teams entering from different entry ways, in order to avoid crossfire. During the incident this training prevented multiple point entry and crossfire.
- NIU campus police utilize body armor and recently acquired “body bunkers” providing additional armor for officers in tactical situations.
- NIU campus police performed a sweep on February 14 of Cole Hall and two adjacent halls to ensure there were no secondary shooters or wounded.

Response

Quick Response Times

- The first campus police arrived on scene within 30 seconds after the initial call for service because of the close proximity to the incident of a particular officer.
- NIU officials did share with CSTF their timeline of response. Those details are as follows (Please note that all times are approximate and not based on official findings):

- 3:06 pm - First call regarding an active shooter comes to the NIU dispatch center indicating shooter at Cole Hall;
 - 3:06:29 pm - First NIU campus police officer arrives at Cole Hall coming from adjacent parking lot;
 - 3:07 pm - Two more NIU officers arrive at Cole Hall;
 - 3:09 pm - Chief Grady and others enter Cole Hall to find 4 dead, including shooter on stage;
 - 3:20 pm - Blast email sent to NIU students and posted on the NIU website;
 - 4:00 pm - All clear message given to campus.
- EMT response for the injured began, essentially, when the officers arrived on the scene after securing the auditorium where the shooting occurred.

Incident Command

- A perimeter at the scene was set up within 5 minutes.
- Incident command was essentially up and running within 10 minutes (time approximate) of the initiation of response.
- All parties to the response concur that reception and staging were set up very early in the response and were very efficient. This in turn ensured efficient staging and allocation of resources (e.g. ambulances, police, fire, investigators) as they arrived on scene from a variety of jurisdictions and communities.
- All parties concur that the incident command's structure was very clear – all knew that NIU Police Chief Don Grady was the incident commander. Command communication was clear and effective.
- NIU's Department of Public Safety emphasizes the importance of the incident commander being physically present at the actual site of the incident command for at least the first operational period. The presence of the commander ensured effective decision making, information sharing, and communications and avoided the commander's duties being complicated, initially, by having to prepare for press statements and questions.
- NIU's response plan clearly established the President as the ultimate authority on the incident. The President was in communication with response leaders very soon after the incident and continued to receive accurate information to guide high level policy decisions and media communications.
- NIU's emergency plan calls for senior campus officials to convene at two separate venues to ensure continuity of leadership.

Communications

Emergency Communications

- At 3:20 pm (this time approximate and not based on official findings), only 14 minutes after the first call came to the NIU dispatch center, a blast email was sent to NIU students and posted on the NIU website. That email alerted the campus student population to the emergency and provided direction for students. That email follows below:
 - “CAMPUS ALERT – 3:20 pm - There has been a report of a possible gunman on campus. Get to a safe area and take precautions until given the all clear. Avoid the King Commons and all buildings in that vicinity.” – At 4 pm the all clear was given.

- All NIU students on campus get a website and email address. They are registered in a campus wide alert system.
- NIU's emergency response plan emphasizes a need for interoperable communications for all command staff. The State of Illinois' Starcom21 700/800 mhz interoperable radio communications network was utilized by NIU, and others, during the response on February 14, 2008 for coordinating multi-jurisdictional and interdisciplinary response. StarCom was not used during the immediate response, but NIU officials have said the system was used as mutual aid began to arrive. The State of Illinois also deployed one of its Illinois Transportable Emergency Communications Systems (ITECS), which provided on-scene interoperability, and also a mobile command post.

Media Communications and Information Sharing

- Planning for Communications
 - NIU's response plan on February 14, 2008 empowered communications administrators and personnel to craft effective, appropriate messages on a timely basis and distribute them to the public.
 - NIU's response plan dictates that emergency media relations be coordinated out of the Office of Public Affairs, taking the burden off of the campus police and putting it on those with the most expertise in media relations and communications.
- Communications Resources
 - Communications/media relations staff knew ahead of time that land lines and some other forms of communication would be overwhelmed. Thus they had their own multimodal systems ready to go (radios, text messaging, email, etc).
 - Public affairs staff had trained ahead of time and knew it would be critical to get a clear and accurate message out to the campus, the press, and parents.
 - Public affairs had a dedicated information center established with computers and phone lines to craft messages, respond to emails, and to answer phone calls (e.g., 7 dedicated phone lines).
- Notifications and Messaging
 - Parental notification was a priority, but was not actually conducted until the immediate incident response was concluded to ensure the most accurate and useful parental notification.
 - Information hotlines were established quickly and up and running for 48 hours. They were monitored for trends in questions and concerns, and thus updated over time. Student Affairs personnel routinely briefed Public Affairs personnel on the most appropriate and accurate information for students and parents.
- General Awareness
 - Response reference guides are provided in all campus classrooms and facilities. A clear effort is made at NIU to ensure campus-wide awareness of what emergency response will entail and appropriate response actions for students, staff and faculty.
 - Upon entry to campus, all students' email addresses and campus housing telephone numbers are entered into an emergency messaging system to provide automatic emergency messages via email and voice mail when required.

Recovery

- Recovery efforts at NIU, while underway, are only in their initial stages. Recovery is a long-term process, often actually peaking 12 to 18 months after a violent incident like that of

February 14, 2008. Given this qualification, the Campus Security Task Force can confirm that initial recovery efforts at NIU have been very well organized and responsive to campus needs, with availability of counselors, time for grieving, public gatherings, etc.

Conclusion

At the time of this report's publication the official investigation into the February 14, 2008 shooting incident at NIU is ongoing and has not reached its final conclusions. The Campus Security Task Force can, nonetheless, identify a set of informative practices and lessons learned with this initial information. The Task Force would like to reiterate NIU's excellent response to the crisis, its campus wide preparedness, and extensive follow up in all areas mentioned in the report. Finally, as noted above, the incident, and NIU's response, has amplified the need to implement and utilize the comprehensive recommendations and guidance provided in the Campus Security Task Force's Report.

APPENDIX B
U.S. FIRE ADMINISTRATION/TECHNICAL REPORT SERIES
NIU SHOOTING

U.S. Fire Administration/Technical Report Series

Northern Illinois University Shooting

USFA-TR-167/February 2008

DeKalb, Illinois



FEMA

Department of Homeland Security U.S. Fire Administration Major Fire Investigation Program

The United States Fire Administration (USFA) develops reports on selected major fires throughout the country. The fires usually involve multiple deaths or a large loss of property. But the primary criterion for deciding to write a report is whether it will result in significant “lessons learned.” In some cases these lessons bring to light new knowledge about fire—the effect of building construction or contents, human behavior in fire, etc. In other cases, the lessons are not new, but are serious enough to highlight once again because of another fire tragedy. Sometimes, special reports are developed to discuss events, drills, or new technologies or tactics that are of interest to the fire service.

The reports are sent to fire magazines and are distributed at national and regional fire meetings. The reports are available on request from USFA. Announcements of their availability are published widely in fire journals and newsletters.

This body of work provides detailed information on the nature of the fire problem for policymakers who must decide on allocations of resources between fire and other pressing problems, and within the fire service to improve codes and code enforcement, training, public fire education, building technology, and other related areas.

The Fire Administration, which has no regulatory authority, sends an experienced fire investigator into a community after a major incident only after having conferred with the local fire authorities to ensure that USFA’s assistance and presence would be supportive and would in no way interfere with any review of the incident they are themselves conducting. The intent is not to arrive during the event or even immediately after, but rather after the dust settles, so that a complete and objective review of all the important aspects of the incident can be made. Local authorities review USFA’s report while it is in draft form. The USFA investigator or team is available to local authorities should they wish to request technical assistance for their own investigation.

**Northern Illinois University Shooting
DeKalb, Illinois
February 14, 2008**

Reported by: Hollis Stambaugh

This is Report 167 of Investigation and Analysis of Major Fire Incidents and USFA's Technical Report Series Project conducted by TriData, a Division of System Planning Corporation, under Contract (GS-10-F0350M/HSFEEM-05-A-0363) to the DHS/United States Fire Administration, and is available from the USFA Web page at <http://www.usfa.dhs.gov>



FEMA

Department of Homeland Security
United States Fire Administration
National Fire Data Center

U.S. Fire Administration
Mission Statement

We provide National leadership to foster a solid foundation for local fire and emergency services for prevention, preparedness and response.



FEMA



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The USFA and the author of this report also would like to extend our gratitude to Northern Illinois University (NIU) President, Dr. John Peters, and to Virginia Polytechnic and State University (Virginia Tech) in Blacksburg, Virginia. The information that Virginia Tech shared with NIU and others concerning the tragedy at the Virginia Tech campus has significantly contributed to improved campus emergency preparedness at schools across the country, including at NIU. We also honor the victims of the February 14, 2008, assault and extend our sincerest wishes for the continued healing of the families and the campus community.



Remembering the victims of February 14, 2008.

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BACKGROUND

On February 14, 2008, less than 1 year after a senior at the Virginia Polytechnic Institute and State University (Virginia Tech) murdered 32 people and committed suicide, the campus community at Northern Illinois University (NIU), in DeKalb, Illinois, faced a similar horror. A former NIU graduate student walked onto the stage of a large lecture hall and began firing on startled students and faculty. The shooter, a 28-year old male, had a history of mental illness. He shot and killed 5 students and wounded 18, some critically. His suicide at the end of the brief attack brought the number of deaths to 6.

The building where the shooting occurred, Cole Hall, is centrally located in the interior of the campus and is directly across from a concentration of dormitories identified as Neptune East, West, Central, and North. Cole Hall contains two large lecture halls for large group classes.

All of the injured who were transported were taken to Kishwaukee Community Hospital, the only hospital nearby. Several of the most seriously injured were then transferred to five other hospitals in the region—four via helicopter and one via ground ambulance. A close examination of how the emergency medical and hospital services were carried out reveals that the right decisions and actions were taken during triage and treatment, lives were saved, and no one was hurt in the process of providing emergency medical services (EMS) to the victims, transporting them, or safeguarding the rest of the campus immediately after the murders.

The City of DeKalb Fire Department, the NIU Department of Public Safety, the hospital, and other mutual-aid responders were prepared. They had practiced emergency drills together and coordinated their planning. They were familiar with the Incident Command System (ICS) and had formally incorporated its use in their plans. The fire/EMS, university police, and university events management partners had worked together frequently in planned and unplanned events, so Command and control procedures were well practiced. They also had studied the official report¹ on the Virginia Tech shootings and had integrated the lessons learned enumerated in that report into the university's and the City of DeKalb's emergency response plans, especially from the chapters that reported on the law enforcement and EMS response to that April 16, 2007 incident. The value of that report, their training, and their joint planning was apparent in the excellent response to Cole Hall.

The DeKalb Fire Department has stated they hope that what they discovered from their internal debriefings and reports can add to the lessons that were documented from Virginia Tech so that the body of experience can expand to include this most recent tragedy and help other universities, law enforcement agencies, and fire departments as the Virginia Tech report helped them. The U.S. Fire Administration (USFA) is pleased to enable the sharing of information from the NIU shooting with emergency response organizations nationwide.

¹ Mass Shootings at Virginia Tech—Report of the Review Panel, August 2007, Richmond, Virginia.

CHAPTER 1: FIRE, RESCUE, SECURITY, AND EMERGENCY PREPAREDNESS AT NORTHERN ILLINOIS UNIVERSITY

Northern Illinois University (NIU) is situated 65 miles due west of Chicago. The university's 755-acre main campus is in the city of DeKalb, which has a population of 43,714, not including the oncampus housing population of 5,900. NIU consists of seven colleges offering undergraduate, graduate, and doctoral degrees. Total enrollment is approximately 25,000 students, over 90 percent of whom are located at the main campus. The remainder of the student body attends classes at NIU's satellite centers in nearby communities. Nearly all of the students are from Illinois, though approximately eight percent are from other States and countries.

FIRE AND RESCUE

Fire and rescue services at NIU are provided by the City of DeKalb Fire Department; the campus is part of their response area. All regular fire department services are available to NIU. The DeKalb Fire Department employs 58 career firefighters and 2 civilian employees. There are 3 fire stations from which the department provides service to approximately 50,000 people in a 70-square-mile service area that includes the City of DeKalb, Northern Illinois University, and the DeKalb Fire Protection District (an unincorporated area outside the city). Additionally, the fire department provides paramedic-level ambulance service to the Cortland Fire Protection District under a special service contract.

The DeKalb Fire Department provides a full range of emergency services: fire suppression, rescue, emergency medical services (EMS), hazardous materials first response, fire prevention, and public education. There are two divisions: administration and operations. Under the first division, there is the Fire Chief, one Assistant Chief, one Training Battalion Chief, one Lieutenant, one administrative assistant, and one office associate. Personnel in this division work a 37-1/2-hour workweek. The Operations Division functions with a 3-platoon system scheduled as 24 hours on duty and 48 hours off duty. Each shift has 18 fire personnel, a Battalion Chief who serves as shift commander, one Captain, and three Lieutenants operating as Company Officers (COs), each responsible for one of the fire stations. During periods of normal call volume, the department's response time from receipt of an emergency request to the arrival of emergency apparatus on scene is 3 to 5 minutes.

The DeKalb Fire Department enjoys an excellent working relationship with the NIU Department of Public Safety. The two departments participate in joint training and other mutual preparedness activities. Other emergency service organizations, such as the City of DeKalb Police Department, Illinois State Police, local hospitals, DeKalb County Emergency Management, and the DeKalb County Sheriff, are involved in joint exercises and emergency response planning sessions.

In recent years, the emergency services departments serving NIU developed and now routinely use Incident Action Plans (IAPs) to structure their organizational response to scheduled events and to document the evolution of response activities and assignments during an incident. The IAPs follow the National Incident Management System (NIMS), which they have adopted as the model for responding to incidents and supporting those efforts.

The DeKalb Fire Department continues to develop a close-working relationship with campus officials and departments at NIU. When the Governor of Virginia released the final report of his Virginia Tech Review Panel, the fire department downloaded a copy of the report, and carefully studied the chapters related to the services they provide to NIU. In particular, they evaluated the chapter on the EMS response to ensure that they would be prepared if a similar event were to occur at NIU. Four-and-a-half months after the Virginia Tech report was published, the fire department had to apply what it had learned from that tragedy.

AUTOMATIC AID AND MUTUAL AID

The fire department has an automatic-aid agreement with the Sycamore Fire Department to better serve the residents of the area between DeKalb and Sycamore, a community located a few miles directly northeast of the City of DeKalb along Route 23. An automatic-aid request from the Sycamore Fire Department brings a City of DeKalb truck company response, while Sycamore sends an engine company to the DeKalb Fire Department's automatic-aid requests. Both communities send a single ambulance to any motor vehicle accident at certain, designated intersections.

Mutual aid also is available through a Mutual Aid Box Alarm System (MABAS). MABAS is a State and interstate mutual-aid system, which has been in existence since the late 1960s. Pre-September 11, MABAS was heavily rooted throughout northern Illinois. Since September 11, MABAS has rapidly grown throughout the State of Illinois and Wisconsin, and parts of Indiana, Iowa, and Missouri. Day-to-day MABAS extra alarms are systematically designed to provide speedy response of emergency resources to the stricken community during an emergency. Declarations of disasters are not required for routine MABAS system activations. Today, MABAS includes approximately 1,100 of the State's 1,200 fire departments organized within 62 divisions. MABAS divisions geographically span an area from Lake Michigan to Iowa's border and south almost into Kentucky. Eight Wisconsin divisions also share MABAS with their Illinois counterparts. The cities of Chicago, St. Louis, and Milwaukee are MABAS member agencies.

MABAS includes over 37,000 of Illinois' 40,000 firefighters who staff emergency response units including more than 1,300 fire stations, 1,800 engine companies, 389 ladder trucks, 831 ambulances (mostly paramedic capable), 278 heavy rescue squads, and 647 water tankers. Fire/EMS reserve (back-up) units account for more than 1,000 additional emergency vehicles. The system also offers specialized operations teams for hazardous materials, underwater rescue/recovery, technical rescue, and incident management teams. Certified fire investigators can be "packaged" as teams for larger incidents requiring complicated and time-consuming investigations.

MABAS is a unique organization in that every MABAS participant agency has signed the same contract with their 1,100 plus counterpart MABAS agencies. Participating agencies agree to standards of operation, Incident Command, minimal equipment staffing, safety, and onscene terminology. All MABAS agencies operate on a common radio frequency (IFERN) and are activated for response through predesigned "run" cards that each participating agency designs and tailors to meet their local risk need. MABAS also provides mutual aid station coverage to a stricken community when their fire/EMS resources are committed to an incident for an extended period. The DeKalb Fire Department belongs to Division 6 of the area's MABAS, and includes 13 participating and 4 associate fire departments as follows:

Participating (Primary) Departments

DeKalb Fire Department - full career
Sycamore Fire Department - combination
Cortland Fire Protection District - volunteer
Genoa-Kingston Fire Protection District - volunteer
Hinckley Fire Protection District - volunteer
Lee Fire Protection District - volunteer
Malta Fire Protection District - volunteer
Shabbona Fire Protection District - volunteer
Genoa-Kingston Rescue Squad - volunteer
Kirkland Fire Protection District - volunteer
Leland Fire Protection District - volunteer
Somonauk Fire Protection District - volunteer
Waterman Fire Protection District – volunteer

Associate (Primary in Other MABAS Divisions) Departments

Maple Park Fire Protection District - volunteer
Monroe Center Fire Protection District - volunteer
Rochelle Fire Department - combination
Sandwich Fire Protection District - volunteer

CAMPUS SECURITY AND CRIME STATISTICS

The university has a strong commitment to public safety. Law enforcement and security services are vested with the Department of Public Safety, which is led by the police chief. The department emphasizes community policing and works to build relationships with the students, faculty, and staff so that problems are identified early and resolved. The department views their mission as one that helps the campus community learn to keep themselves safe, thus reducing opportunities for crime. The university community is encouraged to cooperate with the police in creating a safe environment and reporting crimes, hazards, or suspicious activities.

The NIU police force includes 60 sworn officers. They have the authority to investigate crimes, make arrests, and help with emergencies. Officers patrol the campus on a 24-hour basis, and the residence halls are established as Community Safety Centers with access control. NIU police are rather unique; all officers are now or are becoming certified as Emergency Medical Technicians (EMTs). That training significantly enhances the services that officers can provide during emergencies and was an important factor during the immediate response to the assault at Cole Hall. More details about the police response are covered in Chapter 3.

In accordance with the “Clery Act”², a Federal law, which requires institutions of higher learning to document their crime incident data, NIU’s Legal Services section, in cooperation with the Department of Police and Public Safety, prepares an annual security report that shows crime statistics for each NIU campus (Main Campus, Hoffman Estates, Naperville, Rockford, Lorado Taft Field). The most recent of these reports includes data from the year 2007. For the main campus, liquor violations were the prevalent offense, typical for a community with a high concentration of young people. These offenses were largely handled with disciplinary referrals, though some of the more serious cases brought arrests. Burglaries were the next most frequent type of incident, followed by (forcible) sex offenses.

The NIU police have instituted many programs to address the leading types of crime at NIU. For example, they provide comprehensive crime prevention education information on the university’s security policies, how to obtain immediate assistance and report a crime (including confidential reporting procedures); how warnings would be authorized and distributed, access control of buildings and grounds; and a special section on safety in the residence halls; and so forth. Each dormitory has a Community Safety Center to which an NIU police officer is assigned.

The university’s Division of Student Affairs oversees an NIU Interpersonal Violence Response Team (IVRT). Eight NIU offices, including the Department of Police and Public Safety, make up the team. Victims of sexual assaults, domestic violence, and stalking can confidentially report their situation to any of the IVRT member departments for action.

EMERGENCY PREPAREDNESS

NIU is part of an incident management team known as the Communiversiity Incident Management Team: a coalition of campus and local agencies with a stated mission of “Seeking Solutions and Solving Problems through Collaboration.” The Communiversiity Incident Management Team has both cooperating and participating members. The cooperating members include the NIU Department of Public Safety, the City of DeKalb Fire Department, and the NIU Convocation Center. The participating members of the Communiversiity Incident Management Team are

- DeKalb County Sheriff’s Office.
- Sycamore Police Department.
- City of DeKalb Police Department.
- City of DeKalb Public Works.
- NIU Athletics.
- Kishwaukee Hospital.
- MABAS Division 6.
- DeKalb County Emergency Management.

² The Federal Campus Sex Crimes Prevention Act, October 28, 2002.

The Incident Management Team (IMT) developed an IAP which included mass casualty and emergency communications components, and other documents related to emergency preparedness. They organized and conducted special drills to test procedures and made adjustments to their plans that reflected the results of their field exercises.

NIU's multicasualty incident (MCI) plan had been reevaluated in the wake of the April 2007 shootings at Virginia Tech. The day after that tragedy, the NIU President communicated to the university community his intentions to examine the university's emergency plans and preparedness in light of the lessons learned from the Virginia Tech murders. The university convened a meeting of their emergency management team and conducted a "verbal simulation"³ of the Virginia Tech shootings. The NIU President's letter also signaled the university's intention to hold a series of drills to test and refine their disaster communication and response plans.

Campus and local emergency response agencies practiced the university's MCI plan on October 10, 2007. The NIU Department of Public Safety and the DeKalb Fire Department led a mock mass casualty exercise to practice staging and managing resources. The regional MABAS radio system was tested to ascertain whether a predetermined number of ambulances would in fact be available and accessible during a mass casualty operation. The drill included mutual-aid ambulances, the County Health Department, Kishwaukee Hospital, and air transport (helicopter) support.

Portions of those plans were tested during an actual situation, which occurred on December 8, 2007. On that day, a message was discovered in a dormitory bathroom which threatened that "things will change most hastily" as the semester drew to a close. The message reportedly included a racial slur, underlined letters that spelled out WATCH, and included a question: "What time? The VA Tech shooters messed up with having only one shooter..."⁴

Officials closed the campus and postponed final exams after learning of the message. NIU's Office of Public Affairs used multiple channels of communication to notify everyone on campus about the threat and that the campus was being closed. According to an NIU spokesperson, that system worked well and no major changes to their alert and notification procedures were found to be necessary. NIU followed most of the same procedures on February 14, 2008, as they had 2 months earlier during the threat.

STATE OF ILLINOIS

The State of Illinois established a Campus Security Task Force (CSTF) 2 weeks after the Virginia Tech shootings. The group included leaders in education, law enforcement, mental health, and public safety. Their mission was to identify training needs and provide programs to help security officials at the State's many campuses. CSTF studied campus security issues and is charged with developing procedures to improve safety. For example, Illinois created a Campus Security Enhancement Grant Program, which the Task Force recommended. The grants can be used for response training, violence prevention, and emergency communications equipment and messaging systems, exercises and plans, and awareness programs. In conjunction with the Illinois Emergency Management Agency (IEMA), CSTF developed "All-Hazard Emergency Planning for Colleges and Universities"—a two-phase training initiative.

³ "NIU had tested response plan," Daily Chronicle, February 15, 2008.

⁴ Ibid

Phase I provides a 5-day training course for senior college and university administrators, urges them to revise their Emergency Operations Plans (EOPs) in keeping with documented “best practices,” identifies hazards common to campuses, and offers information about planning teams and EOP development and testing. The five components of Phase I are

1. Introduction to Campus Emergency Planning Process.
2. Responding Using the Incident Command System Planning Corporation.
3. Critical Incident Stress Management.
4. Crisis Communications.
5. Virginia Tech Tragedy—Lesson Learned and Key Recommendations.

Phase II curricula content will be derived from an evaluation of Phase I and the subject matter that participants indicate is needed.

The Task Force distributed interoperable radios to over 70 colleges and provided campus security awareness training courses to over 95 campuses statewide. NIU was an active member of this State task force, and a recipient of radios and the training prior to the shooting at Cole Hall, and those assets contributed to the response on February 14.

Finally, on April 18, 2008, 2 months after the slayings at NIU, the Task Force published its report, *State of Illinois Campus Security Task Force Report*, to the Governor. The report contains scores of recommendations and specific guidance on such topics as threat assessment, use of and compliance with NIMS, volunteer management, training, emergency drills, and others. There also is a five-page chapter entitled, “Observations and Lessons Learned, February 14, 2008, Shooting Incident at Northern Illinois University.” The chapter describes the background on NIU emergency training, simulations, and capabilities, and then presents some information about the NIU police response, emergency communications, public information, and recovery. Several of the findings under Incident Command, however, are not completely in line with NIMS standards, for example, stating that the best plan is for the Chief of Department to remain at the scene. The nationally applied rudiments of NIMS call for the chiefs of the first responder departments to locate where all the key stakeholder departments can coordinate information, resource requests, Command, and control where all can have their decisions informed through a common operational picture. In fact, the Task Force Report promotes this strategy and NIMS. Thus, a police chief or fire chief should be available at the Emergency Operations Center (EOC) or other joint Command Post, and assign an assistant or deputy chief to manage operations at the actual site.

CHAPTER 2: BRIEF HISTORY OF THE NORTHERN ILLINOIS UNIVERSITY SHOOTER AND PARALLELS TO THE VIRGINIA TECH SHOOTER

To some officials and faculty at NIU, the young man responsible for the deadly attack at Cole Hall had been the quintessential student. Described as brilliant, well-liked, respectful, and hard-working by various faculty members and other students, he seemed an unlikely person to commit cold-blooded murder. There were no records of problems with law enforcement or incidents involving threatening behavior on campus during his years as a student at NIU. Only upon deeper investigation did the darker side of Stephen Kazmierczak begin to surface.

As was explained in the Final Report on the Virginia Tech shootings, shooters almost always leave a trail of evidence that they are preparing to commit murder or murder and suicide. Typically, they plan the event in their mind, take action to acquire the necessary weapons or other tools, practice, and then carry out the crime. Seung Hui Cho, the person responsible for the 32 deaths at Virginia Tech in Blacksburg, Virginia, exhibited many “red flags” from the time he was 14 years old. The NIU assailant’s background also reflected patterns and a combination of signs that spoke of future trouble. There were clear indications of a deeply disturbed young man whose volatile behavior on occasion caused his family and a few friends to worry about his potential for violence.

The majority of information in this chapter was gathered from an article written by David Vann for Esquire magazine, entitled, “Portrait of the School Shooter as a Young Man,” August 2008. It is recognized that this source is not the usual type of source upon which USFA reports rely; however, Vann’s article cites acknowledged police sources, and newspaper and magazine stories can often contribute to the body of knowledge about an event.

The man who ended his own life after killing five innocent victims was raised in Elk Grove Village, Illinois, and graduated from the local high school in 1998. He was an above-average student. He had few friends. Some of those he did connect with joined him in destructive activities: lighting chemicals on fire, making Drano bombs, blowing things up, and shooting pellet guns at passing motorists. He was questioned by police when he was in middle school after his mother, having discovered two-liter bottles and the ingredients for Drano bombs in her son’s backpack, reported him to authorities. By 11th grade, he was showing friends a business card from the KKK and spray painting swastikas on concrete sewer pipes.

The murderer also suffered from mental illness. Diagnosed as bipolar, he was anxious, depressed, and suffered from insomnia. He would take medication for a while, and then stop taking it because the side effects, including enormous weight gain, were so terrible. Before he graduated from high school, he had been hospitalized six times for suicide attempts or threats. He was teased at school for being “crazy” and suicidal. He told a girlfriend that he wanted to hurt some people.

Many times his parents sought medical help for their son. They also asked the high school to conduct an evaluation of him. Instead, the school gave them a book on how to deal with disabled students. In contrast, the Virginia Tech shooter's high school did conduct an evaluation and developed an individualized evaluation plan (IEP) that accommodated his emotional disability. That assailant's parents also obtained counseling support and medical attention for their son from 8th grade through 11th grade.

In the fall of his senior year of high school, Kazmierczak somehow made it to school after having swallowed an entire bottle of pills. A teacher took him to the nurse's office, where he told the nurse that he wanted to die. Several days later he and a friend were stopped by police for smoking marijuana. His father tried to keep drug dealers away from his son by reporting them to the police. When he graduated, the young man did not go on to college or a job; instead, he moved into a group home for psychiatric patients. Over the next 3 years, he landed in another residential treatment program, obtained and lost several jobs at drug stores and a discount department store, and became inspired to pursue college, enrolling in a few classes at a local community college. Then he stopped taking all medications and enlisted in the Army in September 2001.

For a short time, Army life worked well. The structure helped him function and he was recognized for his ability to shoot without emotional or psychological response. He was proud. Then, in February 2002, he was returned to his hometown, discharged from the Army after they discovered he concealed his mental health history, hallucinations, and suicide attempts. The discharge hit him hard. He enrolled at NIU and by late August 2002, was sharing a dormitory suite with three other students. One of his classes was at Cole Hall, the place where he would murder and wound many students 6 years later.

As was the case with the shooter from Virginia Tech, college roommates of NIU's shooter considered him to be very strange. One of them later told police that their roommate rarely left the dorm room except for classes and to get something to eat. He would not go out, preferring to play video games. A similar profile matched the mass killer at Virginia Tech, whose emotional disability of selective mutism was related to his isolation. The NIU assailant spoke persistently and admiringly of Adolph Hitler, Jeffrey Dahmer, Ted Bundy, and other mass murderers. He examined the methods of the Columbine and Virginia Tech killers. His favorite author was Nietzsche. Even with all of this in the background, the perpetrator did well academically and his social life improved. He earned an A in an extremely tough statistics course, ranking third out of 90 students.

May 2006 arrived and Kazmierczak graduated from NIU, winning a Dean's Award and planned to pursue graduate studies there in the fall of that year. As happened throughout his life, the period of progress was short-lived. His mother died, he began having problems with his girlfriend, and NIU cut back on advanced courses, particularly in the area of criminology, which was to be the focus of his master's degree. He would have to get his advanced degree at the University of Illinois in Champaign, which was a three-hour drive from DeKalb. His favorite professor wrote a letter of recommendation for his application to the University of Illinois. Meanwhile, he stopped going to his graduate classes at NIU, reasoning that the credits would not transfer to the University of Illinois anyway. Instead, he focused on purchasing guns and going to the shooting range. Cho did exactly the same thing during the months immediately before his April 2007 attack, the worst shooting by an individual in the history of the United States. In February 2007, one year before he planned and carried out the multiple fatality shooting and suicide, Kazmierczak bought a Glock .45-caliber handgun. In March, he added a shotgun and another handgun to his collection. Since he had been off his medications for 5 years, the gun purchases were legal.

After the Virginia Tech incident occurred, the NIU shooter became excited and studied everything he could about the Virginia Tech assailant, including where that person bought his guns.⁵ He was intrigued with the fact that Cho chained the doors shut at Norris Hall in preparation for the ensuing massacre, and he commented to his new best friend that Cho “obviously planned it out well.”

In June 2007, he and his on-again, off-again girlfriend moved to Champaign, Illinois. They got jobs and signed up for graduate classes at the university. With all the major changes, he began to unravel. He was paranoid and anxious, and began having severe mood swings again. At the urging of his girlfriend, he made an appointment with and spoke to a social worker at the University of Illinois health center. A follow up with a psychiatrist at the hospital was made, but before he kept that appointment, and mindful of how psychiatric treatment could impact his ability to purchase guns, he immediately traded in two of his guns and his shotgun for a Sig Sauer .380. The doctor who treated him put him back on medication.

Kazmierczak continued to do well academically, and thus, did not draw any particular attention to his mental and emotional problems. Abruptly, however, he stopped attending classes and began working as a correctional officer in Rockville, Indiana. He liked the training, but the job itself was not what he expected, so he ended that as well. Again he stopped taking his medicine, argued angrily online with friends, and began lining up anonymous, clandestine sexual encounters—a new addiction. (The Virginia Tech murderer also met with a call girl at a hotel a few days before that massacre.)

Right after Christmas 2007, the NIU killer returned to the gun dealer and purchased a new gun and a 12-gauge shotgun. He isolated himself from friends. Early in February 2008, he bought gear from a gun supply store along with a spring-loaded knife—another imitation of the shooter he most admired. Monday morning, February 11, Kazmierczak prepared for the murders he planned. He sawed off the barrel of the shotgun and collected the pistols and ammunition he had hidden. He told his girlfriend he needed to visit his godfather who was ill, and drove three hours to DeKalb, checking into a hotel. Over the next 2 days, he bought books and gifts for his girlfriend. Just like the shooter at the Blacksburg, Virginia campus, NIU’s shooter went to the post office and mailed a package, only his was addressed to his girlfriend and not to a major New York City news station. Finally, he took steps to remove electronically-traceable information by removing the SIM card from his phone and the hard drive from his laptop computer. Cho’s computer hard drive was never located by authorities either, despite a prolonged search. Figure 1 compares the two shooters and indicates the similarities in their backgrounds and attack.

⁵ Taken from Report of Proceedings of Debriefing of DeKalb Fire Department Responding to Northern Illinois University on February 14, 2008, taken at DeKalb Fire Station No. 1, on March 7, 2008.

Figure 1: Comparison of the VA Tech and NIU Shooters

Point of Comparison	Virginia Tech	Northern Illinois University
Semester	Spring	Spring
Age	22	27
History of mental illness	Yes	Yes
Felt alienated during adolescence	Yes	Yes
Violent writings/Fascination with violence	Yes	Yes
Talked about or attempted suicide as a teenager	Yes	Yes
Institutionalized/Hospitalized for mental illness/instability	Yes	Yes
Purchased weapons despite mental health history	Yes	Yes
Skipped classes and practiced at shooting range before attack	Yes	Yes
Purchased and used multiple firearms at time of incident	Yes	Yes
Bought a knife and had it with him when he attacked	Yes	Yes
Planned the attack well in advance	Yes	Yes
Parents frustrated with child's emotional problems—sought medical help	Yes	Yes
Passive-aggressive tendencies	Yes	Yes
Denied previous mental health problems when questioned	Yes	Yes
Cruel to animals	No	Yes
Fascinated with weapons as a kid	No	Yes
Had an older, successful sister	Yes	Yes
Was an outsider; considered strange	Yes	Yes
Above average student	Yes	Yes
Admired/imitated previous mass murderers	Yes	Yes
Had previous incidents involving police	Yes	Yes
Shot victims methodically and unemotionally	Yes	Yes
Committed suicide	Yes	Yes

On Valentine's Day 2008, the perpetrator returned to Cole Hall on the campus of NIU and unemotionally fired a shotgun at students sitting in the front rows of the classroom and at students who tried to flee down the aisles. He knew how to use the shotgun, due to his training from his short stint as a corrections officer. He reloaded and shot three more times with the shotgun (six times altogether), then switched to the handguns to fire 48 more shots. He operated as the Virginia Tech attacker had, calmly, unemotionally, walking up the aisles, aiming methodically, and shooting—again and again. Some victims he shot multiple times. Students begged him to stop, a plea he heeded only when he fired the last bullet into himself. All was silent when police rushed into the auditorium moments after the first 9-1-1 call was received.

CHAPTER 3: THE INCIDENT AND MULTIAGENCY RESPONSE WITH TIMELINE

It was 3:03 p.m. and the class, Geology 104: Introduction to Ocean Sciences, was being held in an auditorium at Cole Hall. One of the students, a 23-year-old geography major sitting near the back of the auditorium was listening to the professor discuss “diatoms and microbiotic animals from the deep sea”⁶ when a thin young man carrying a shotgun kicked open a side door at the back of the stage, appeared on the stage to the right of the podium, and walked toward it. The assailant said nothing before firing, first at the professor and then at students sitting in the front row of the large room.

Stunned, a few students at first thought it was a prank. Most, however, immediately realized the deadly assault for what it was and rushed to the aisles to get out of the auditorium. Students were pushing through the rows of desks and seats to get to the aisles while others who had already reached the aisles, raced toward the back of the auditorium. The students were frantic to get out, running around on top of others, screaming. The shooter reloaded the shotgun once (for a total of six shotgun blasts) and then used two separate handguns to continue firing at students as they fled up the aisles to the exit doors. He left the stage and walked up and down both main aisles, firing at students as they fled or remained frozen in their seats. After firing nearly 60 rounds, Kazmierczak then returned to the stage, turned the weapon on himself and died of a gunshot wound to the head.

Most of those who were wounded made it outside and from there dispersed to different locations, primarily the Holmes Student Center and the Neptune residence hall complex. The more seriously wounded were too injured to leave. The horrific attack was over so quickly that when rapidly responding officers arrived at the scene the perpetrator was already dead.

FIRST ACTIONS

Students running out of Cole Hall passed a DeKalb on-duty fire shift commander in his vehicle and shouted that there had just been a shooting. The officer immediately radioed this information to the DeKalb 9-1-1 Center. The first recorded call to dispatch logged in at 3:07 p.m. Within a couple minutes, DeKalb Fire and Rescue set up operations at a Staging Area that had been predesignated at the mass casualty incident drill at NIU, and the on-duty shift personnel and their vehicles began arriving.

NIU police officers were on campus near the scene and responded in less than 1 minute after the time of the 9-1-1 call. They passed students rushing from the scene, some of whom gave a quick description of the shooter. As police entered Cole Hall, they discovered the dead shooter on the stage, deceased and seriously injured students (including the instructor who was a graduate student), and about a half dozen or more students who were sitting in their seats in shock.

⁶ “5 Dead in NIU Shooting”, Chicago Sun-Times, February 14, 2008

Figure 2: Tactical Police Forces Rush to the Scene

The police officers faced two immediate tasks: rule out the possibility of other shooters so that the fire department's emergency medical responders could be cleared to come on site, and assist in triaging the wounded. The officers approached the seated students and asked them to show their hands and stand up, while simultaneously checking whether any of them had been shot. A couple of the students identified the shooter, indicating toward the stage and saying, "He's the shooter. He did this." Asked if there was anybody else, they responded "No, no, this guy right here." Officers removed students who were not physically wounded from the room and then went to each victim, checking pulses and breathing. Using their emergency medical training, the NIU police officers attended to the wounded, assessing their injuries and providing immediate aid. Other officers were busy establishing first, second, and third perimeters around the scene and responding to the various victim collection points where injured students had dispersed after escaping Cole Hall.

Initial interface between police and fire/EMS senior commanders occurred at Cole Hall. NIU's Department of Public Safety was the lead agency until the shooter was identified and determined to be the only assailant. Then Command shifted to the DeKalb Fire and Rescue Department until all victims had been transported, about 3 hours after the incident began. At that time, the focus shifted to investigation and Incident Command returned to NIU's Department of Public Safety.

At 3:07 p.m., the DeKalb Fire Department requested that two medic units and an engine (a box 10 general alarm) report to the Field House Lot 21—a predesignated Staging Area on campus. The Fire Chief arrived at 3:08 p.m. and established the fire/EMS Command as engines and ambulances began arriving at a Staging Area. Two minutes later, all off-duty fire department personnel were called to duty.

Calls to 9-1-1 were coming in from multiple locations, raising concerns that there might be more than one shooter. The DeKalb Assistant Fire Chief conferred immediately with an NIU police lieutenant asking, "Do we know that there's only a single shooter?" The lieutenant radioed others in his department and in about 2 minutes confirmed, "It was just one shooter, and the shooter is dead."⁷

⁷ Taken from Report of Proceedings of Debriefing of DeKalb Fire Department Responding to Northern Illinois University on February 14, 2008, taken at DeKalb Fire Station No. 1, on March 7, 2008.

Records indicate the time was about 3:15 p.m. when Cole Hall was declared secure. The fire department's Medical Units could then respond to the crime scene from their Staging Area. Fire and EMS Command established a fire officer at each dispersal site. Information on the number of victims and their conditions per triage color was communicated via radio to Command. Command assigned companies from Staging to the dispersal sites. Fire, university police, and convergent responders provided medical assistance to the injured students. There were some medical equipment shortages early in the response. (Since the event, NIU pursued a grant to acquire EMS equipment that would be interoperable with the DeKalb Fire and Rescue Department equipment and which would be prepositioned at sites on campus.)

Between 3:15 and 3:20 p.m., the alarm was upgraded to a second and then a third alarm. At 3:25 p.m., the fire/EMS Command requested two helicopters to respond to the Kishwaukee Community Hospital and at 3:26 p.m.—only 11 minutes after fire/EMS providers were allowed access to the wounded—the first patients from the scene began transport to the hospital. Helicopters were requested, not to transport from the scene to the hospital, but to be available to transport any critically injured victims from the Kishwaukee Community Hospital to a higher level trauma center.

At 3:28 p.m., the alarm again was upgraded, this time to the fifth level, which also included all the resources of the fourth level. By 4:54 p.m., less than 90 minutes after the first victim was transported, the 18th (and last) patient transported arrived at the hospital.

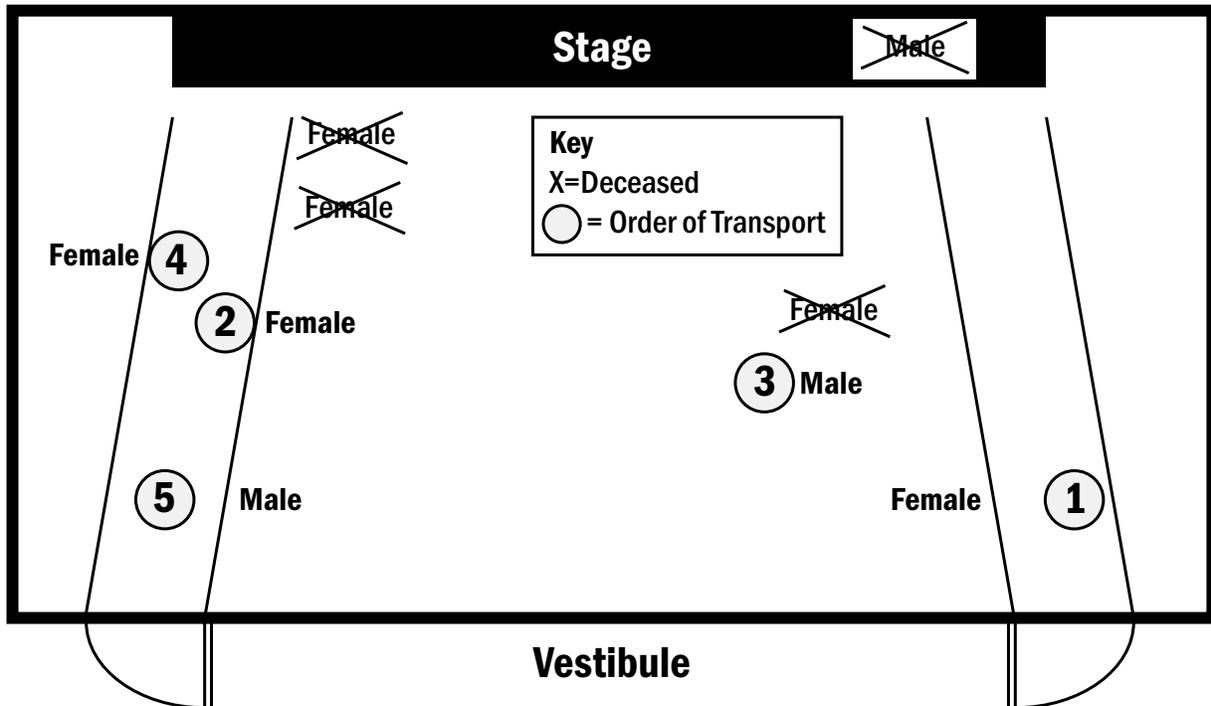
TRIAGE AND TREATMENT

By all measures, the firefighters and police officers who cared for, triaged, and managed the treatment of the wounded did an outstanding job. There were several factors that had to be considered by the responders. They knew that not all the injured were at Cole Hall; those who were ambulatory had fled to other locations on campus. However, the medics did not know how many there were nor the severity of their injuries. What was clear was that the victims who remained in Cole Hall were either already dead or seriously wounded. The medics knew that during the first critical minutes, their resources (personnel, ambulances, etc.) were limited until the additional resources that had been called could get to the Staging Area and receive their assignments. There were three paramedics to deal with nine victims at Cole Hall, all of whom were triaged within 11 minutes. Decisions had to be made about whether to use Herculean efforts and all their resources to try to revive victims who were not breathing and had no pulse or to focus first on several victims who, despite significant injuries, might be saved. Mass casualty protocols establish that the priority should be individuals who have a chance of surviving. When it is clear that a victim will die of their injuries despite massive intervention, and there are other seriously injured victims needing treatment as well, the right priority is to care for those who might live.

The victims were located at seats near the front of the auditorium and in the aisles. Figure 3 shows the locations of the injured and dead victims at Cole Hall. One of the first actions taken was to get the nonwounded students who were in shock to leave Cole Hall so paramedics could access and treat seriously injured victims more easily. Likewise, some of the injured had to be moved so they could be treated and so that other victims could be accessed. The room contained many rows of chairs and desks configured in three sections between which were two aisles. The desks were folded out so it was difficult to move through the rows, especially when victims were on the floor between seats. A decision was made to move a few victims from the seats into the aisles so their wounds could be more effectively treated. After each victim was checked, they were assigned a priority number for transport.

Staff on the first ambulances that arrived thought ahead and brought every backboard they could find and dropped them at Cole Hall while the first patient was being transferred into the ambulance. Medics then could get a headstart on readying the other injured victims for transport so that when subsequent ambulances arrived, patients were very quickly moved from Cole Hall into the vehicles.

Figure 3: Status of Victims at Cole Hall by Order of Transport



The medics conducted an effective triage and in so doing, saved lives. The Fire Chief called Kishwaukee Hospital and alerted the Emergency Department that he had a multiple-victim shooting at NIU and that the first six patients the hospital would receive were triaged as red. Updates were provided as the situation developed. The hospital reported later that because they had early notification from the prehospital providers about the number and condition of the victims, they were well prepared to handle the surge in the emergency room.

The first victim was transported at 3:26 p.m. for the short trip to the hospital. That victim had suffered a gunshot wound to the abdomen and chest. Because she was a priority during triage and due to the early alert, Kishwaukee Hospital's surgeons were ready and waiting to take her into surgery the minute the ambulance arrived. She survived. The second patient that was transported had a direct shotgun blast to the chest. She was one of only two conscious patients found in the auditorium. The next patients were taken by ambulance; both suffered direct gunshots to the head, were unconscious, and had labored breathing. The fifth and final patient to depart Cole Hall was the other conscious victim; he had a shoulder injury from the shooting.

The remaining four victims—the shooter and three of his victims—were considered nonviable. Two of the students who were taken to the hospital died later of their lethal injuries.

Figure 4: Paramedics Rush a Victim to a Waiting Ambulance



A fire captain/paramedic reported later that they had entered Cole Hall with the intention of using triage tags. They saw the carnage, and knew they did not have a Triage Officer to run the transportation phase and start the triage program. So the three paramedics who were there declared everyone who was still alive as critical, and they proceeded accordingly. Fortunately, all injured victims were going to be taken to the same hospital, making their tracking somewhat easier.

Two ambulances brought equipment to Cole Hall. As noted, Medic 2 and Medic 3 brought extra backboards and supplies, which made a big difference in the ability of the paramedics to manage the casualties. Essentially, they packaged the patients and had them ready so that when the ambulances arrived, the paramedics could quickly slide the backboard onto a stretcher and then out to the waiting ambulance and on to the hospital. The ambulance crews were inside Cole Hall for only a few minutes.

The remainder of the shooting victims dispersed to five locations away from Cole Hall. Three patients went to the Holmes Student Center, six students ran to three different dormitories (Neptune East and Central, and DuSable), and three more students headed directly to the Health Services building. The diagram in Figure 5 shows all six triage locations, including Cole Hall.

Figure 5: Diagram of Triage Locations

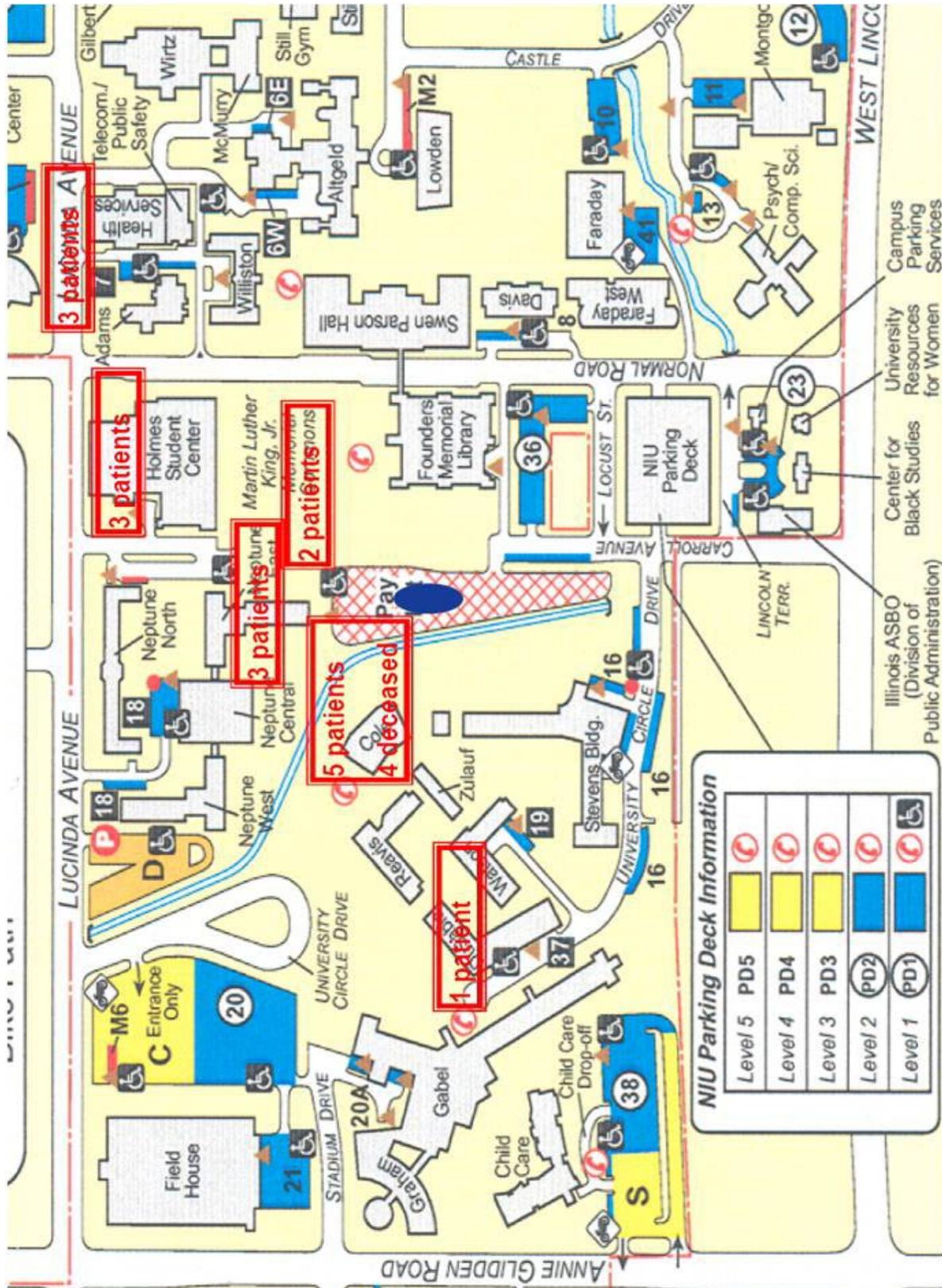


Figure 6: Scene Outside Cole Hall

STAGING

DeKalb Fire and Rescue units had trained on mass casualty incident management and had helped direct a drill in October 2007. They carefully reviewed procedures with NIU police and others. After a note was discovered threatening to improve upon the attack strategy from Virginia Tech, first responder officials asked themselves what they would do if the threat were to become reality. The group identified specific areas on campus where responding units would be staged, one for Fire and EMS resources, another for law enforcement, and so forth.

Thus, on February 14, fire commanders knew that rather than respond immediately to the various locations where wounded victims had assembled, they needed to report to Fire and EMS Staging at Lot 21. Part of the rationale for reporting first to a staging site during a mass casualty incident was to ensure that all personnel were safe, that the police knew where they were, and that each unit could be centrally directed to respond once the “all clear” was received from law enforcement, confirming the scene was safe for fire and EMS operations.

After the incident, personnel discussed how Staging had been a secondary concern during the process of developing an MCI plan because Staging had always worked out well in the past, and it did not seem necessary to devote a lot of effort to planning a Staging operation. The NIU incident showed that it is valuable to develop a Staging and Logistics Section of a mass casualty incident plan because logistics proved to be more challenging than was anticipated. Many factors had to be considered in receiving and positioning all the equipment that arrived on the scene.

During the incident there were many pieces of apparatus that responded. Not all of them were used, but at the time of the alarms, the full scope of the incident was not known and they had to be prepared to handle a range of possible contingencies. The area became congested and fire personnel had some difficulties maintaining open lanes for the ambulances. One officer asked for assistance from another firefighter and he took charge of managing the equipment when they arrived at the bottleneck at University Circle.

Figure 7: Fire Department Staging Area

Rather quickly fire officials recognized that Lot 21 was not large enough to handle the number of responding units, and switched the Staging Area from Lot 21 to Lot 20, which was directly across from Lot 21. The shift was made when some pieces of equipment experienced problems turning around and maneuvering in Lot 21. So Staging moved to Lot 20, the closest access point for ambulances to Cole Hall. However, even at that location, due to the layout of the campus, responders had to walk about 150 yards to get to Cole Hall.

Figure 8: Medics Had to Walk a Distance From the Triage Sites to the Ambulances

Once word came that the scene was officially declared secure, medics and ambulances responded from the Staging Area to the six sites where victims were assembled, beginning with Cole Hall where the most seriously wounded were located. The last patient was transported to the hospital at 4:54 p.m. The following chart indicates the victims' locations, transport, and disposition. All victims suffered gunshot wounds.

Figure 9: Status and Disposition of Patients

Patient Location	Treated/Transported by Unit	Patient Disposition at Hospital
1. Cole Hall	Hinckley Ambulance #1851	Transferred to Good Samaritan via helicopter
2. Cole Hall	DeKalb Ambulance Medic #3	Transferred to Good Samaritan via helicopter
3. Holmes Student Center Auditorium	DeKalb Fire Car #4	Treated and discharged
4. Cole Hall	DeKalb Medic #1	Deceased at Kishwaukee Hospital
5. DuSable Hall Snack Area	DeKalb Medic #4	Treated in ER and discharged home
6. Neptune East	Sycamore Ambulance 1-IDA-22	Treated in ER and discharged home
7. South of Neptune East	DeKalb Fire Car #4	Admitted to Kishwaukee Hospital
8. NIU Bookstore—Holmes Student Center	Sycamore Ambulance 1-IDA-22	Transferred to Rockford Memorial via helicopter
9. NIU Health Center	Maple Park Ambulance #1151	Treated in ER and discharged home
10. NIU Bookstore—Holmes Student Center	Genoa-Kingston Rescue Ambulance 1-IDA-11	Transferred to Good Samaritan via ground; Transferred to Univ. of Illinois—Chicago Medical Center
11. Neptune East	Burlington Ambulance #1352	Treated in ER and discharged home
12. Neptune East	DeKalb Ambulance Medic #3	Treated in ER and discharged home
13. Cole Hall	DeKalb Ambulance Medic #2	Surgery—Admitted to Kishwaukee Hospital; Transferred to Northwestern Memorial via helicopter
14. South of Neptune East	DeKalb Fire Car #4	Transferred to St. Anthony's via helicopter
15. NIU Health Center	Rochelle Ambulance #7	Treated in ER and discharged home
16. NIU Health Center	DeKalb Ambulance Medic #2	Treated in ER and discharged home
17. Cole Hall	DeKalb Medic #5	Transferred to St. Anthony's via helicopter, deceased at hospital
18. Cole Hall	(Self transport)	Treated in ER and discharged home
Patient Location	Treated/Transported by Unit	Patient Deceased on Scene
1. Cole Hall	Not transported	Deceased
2. Cole Hall	Not transported	Deceased
3. Cole Hall	Not transported	Deceased
4. Cole Hall	Not transported	Deceased

As operations began to close down, DeKalb fire officials made a wise decision to hold back several of the approximately 16 ambulances in the event they would be needed to transport some of the patients at Kishwaukee Hospital to other medical facilities, if helicopters could not carry out that mission. The greater alarm ambulances (six) were held to ensure there was reserve capacity. The hospital and the DeKalb Fire Department intend to add this consideration to their plans, ensuring that there are other available transports in case helicopter operations are ruled out for reasons of weather, maintenance, or unavailable due to other prior calls for service.

The difference between the transport situation at NIU and the one at Virginia Tech was that the closest hospital to the campus in Blacksburg, VA, was permitted to divert all other incoming emergency transporters in order to handle the most critically injured victims. Moreover, there were many more victims at Virginia Tech. Due to high winds grounding helicopter operations, all transport from the scene had to be by ground via ambulance or other vehicles to several different hospitals. Kishwaukee Hospital was not allowed to divert because it is the only hospital within 30 miles of another hospital. Kishwaukee is the closest hospital to the NIU campus. All victims were taken first to Kishwaukee, and if necessary, transferred to other hospitals. The other hospitals are at least 30 miles or more from DeKalb and the university.

Law enforcement units were staged at the Wirtz building near the telecommunications and public safety offices of the university. Command was established in the parking lot directly east of Cole Hall. Throughout the late afternoon and evening, law enforcement officers guarded Cole Hall as seen in Figure 10. Figure 11 shows the placement of operations, including the Holmes Student Center where police officials interviewed witnesses, and the boundaries of the hard and soft perimeters around the crime scene.

Figure 10: Law Enforcement Personnel Guard Cole Hall the Evening of the Shooting



TIMELINE

The following is a combined timeline of events and responses.⁸

Figure 12: Timeline of Events (3 p.m. February 14 – 12 a.m. February 15)

Time	Event
3:03 pm	Shooter appears on stage of Cole Hall classroom and shoots students; then commits suicide.
3:06	First call to 9-1-1.
3:07	DeKalb Fire Department Battalion 1 receives report of possible shooting at Cole Hall. Requests Medic 1 and 2 and Engine 1 to respond and stage. Also initiated a Box 10 General Alarm.
3:07	Staging location identified as Field House Lot 21.
3:08	Chief 2 arrives at Cole Hall.
3:08	Fire/EMS Incident Command established at Lot 21 by Battalion 1.
3:09	DeKalb engines and ambulances begin arriving at staging.
3:10	DeKalb recalls all fire department personnel.
3:10	First call to NIU Public Affairs comes from local newspaper reporter.
3:11	Public Affairs calls campus police to confirm.
3:12	Public Affairs calls President for emergency alert authorization.
3:15	Cole Hall and campus declared secure from further threat. EMS units begin responding, first to Cole Hall from staging. Kishwaukee Hospital receives report of eight victims.
3:16	Alarm upgraded to Box 10–2nd level. From DeKalb: Engine 3; Rescue 1, Medic 3, Chiefs, and Mass Casualty Trailer. Also four ambulances, a fire chief, one engine and a fire squad, plus another ambulance to fill quarters at Station 1.
3:20	NIU posts an alert on its Web site and sends a blast email telling the campus there was a report of a gunman and giving them directions for safety. The hospital establishes their Incident Command and briefing, and initial assignments are given.
3:21	Alarm upgraded to Box 10–3rd level (one engine, three ambulances, a fire chief, and another ambulance to fill quarters at Station 1).
3:25	Command requests two helicopters to respond to Kishwaukee Hospital.
3:26	First patients begin transport to hospital.
3:28	Alarm upgraded to Box 10–5th level (this included all the resources from the 4th level as well)—(two engines, one squad, seven ambulances, two fire chiefs, one mass casualty trailer, and one ambulance to fill quarters at Station 1).
3:30	Hospital decides to use secondary helipad and begins snow removal. NIU crisis team meets in President's suite.
3:38	First patient is received at hospital.
3:45	Cell phones jammed at the hospital. Families and friends begin arriving and are taken to the Conference Center at the lower level. Two radiologists report to do wet reads; laboratory assessed O-Negative blood supply and called for more. Phlebotomist reports to help label specimens and send to lab via pneumatic tube system.
4:10	Campus Police report crime scene has been closed off for the investigation to begin.

⁸ Taken from data provided by DeKalb Fire Department; “NIU Shooting Events Timeline,” Daily Chronicle, February 15, 2008; the State of Illinois Campus Security Task Force Report to the Governor, April 15, 2008; a presentation given by Kishwaukee Hospital and the DeKalb Fire Department at a Conference of the Illinois College of Emergency Physicians.

4:14	NIU Police publically report that gunman is no longer a threat. NIU announces campus will be closed Friday.
4:15	NIU crisis staff and AVP of NIU Student Affairs at hospital to help with students and families.
4:30	NIU asks all students to contact their parents.
4:39	Public Affairs establishes media staging area in Altgeld Hall.
4:40	Coroner arrives at NIU campus at Cole Hall.
4:45	Victims pronounced dead at Cole Hall by Coroner.
4:53	Last patient is transported to hospital.
5:17	Kishwaukee Hospital contacts Coroner of 1 deceased victim from NIU shooting at KCH E.R.
5:30	NIU holds first news conference.
5:45	Hospital contacts NIU Police to confirm names of patients compared to class rosters.
7:00	Emergency Department returns to normal status.
7:30	NIU holds second news conference.
7:55	NIU President confirms that four women and two men are dead and that all casualties were students (the class instructor was a graduate student). Reports basic information about the shooter and indicates that officials are in process of contacting the families.
8:00	Coroner, State Police, and Sheriff's Office arrive at the Emergency Department.
8:00-11:00	Coroner and Sheriff's Detectives meet with families at Kishwaukee Hospital's family center; matching up descriptions of victims with families.
12:00 am February 15	Kishwaukee Hospital begins receiving fatality victims, which are prepared for viewing by families for positive identification.

ADDITIONAL RESOURCES

A large number of Federal, State, and local agencies responded to the crisis at NIU. The Community Incident Management Team received support from the Chicago Fire Department Incident Management Team and the State of Illinois Incident Management Team. Other resources that supported the NIU Department of Public Safety and the City of DeKalb Fire Department were:

Local:

- DeKalb City Police—Operations commander and local investigations
- DeKalb County Sheriff's Office
- DeKalb County State's Attorney's Office—Resource support
- Sycamore Police Department—Resource support
- Mutual Aid Fire Departments—Variety of ambulances, special equipment, engines, squads, and chiefs from:
 - Sycamore
 - Malta
 - Maple Park
 - Rochelle
 - Hampshire
 - Burlington
 - Elburn
 - Cortland
 - St. Charles
 - Ogle-Lee
 - Kaneville
 - Sugar Grove
 - North Aurora
 - Somonauk
 - Shabbona
 - Hinckley
 - Genoa-Kinston
 - Waterman

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State:

- Illinois State Police—Roving patrol, local investigations, traffic control, intelligence, and security for the governor (during site visit and memorial)
- State of Illinois—Transportable Emergency Communications Systems (ITECS) to support on-scene interoperability and Mobile Command Post

Federal:

- Federal Bureau of Investigation—Local investigations, command post, evidence technician, and crisis management
- Bureau of Alcohol, Tobacco, Firearms, and Explosives—Local investigations

CAMPUS ALERT AND PUBLIC INFORMATION

A member of the local news media was monitoring a police scanner and picked up communications about the shooting at Cole Hall as police were responding. The reporter called the Assistant Vice President for Public Affairs at NIU to confirm there had been a shooting. She tried to reach officials at the NIU Department of Public Safety, but all the officers had left to respond to the scene. She then called the President of the University who had just been notified. The Assistant Vice President for Public Affairs immediately recommended to the President that she activate NIU's Emergency Communications Plan and the President agreed, entrusting her to go forward with the alert to campus and prepare for the media's inquiries. The rapid decision by the President, and the rapid response from Public Affairs meant that the campus received information very quickly on what had happened and what actions they were instructed to take. NIU had a plan for communicating emergency information. They understood the importance of immediate notification through a direct chain of command, rather than waiting until the crisis management team was assembled to discuss the situation in a meeting. When facts are communicated quickly, panic and rumors are controlled.

At 3:20 p.m.—only eight minutes after receiving authorization for an emergency alert—Public Affairs pushed out the first alert on the university's Web site and simultaneously sent broadcast emails and voicemails and recorded a hotline message, all of which stated:

“There has been a report of a possible gunman on campus. Get to a safe area and take precautions until given the all-clear. Avoid the King Commons and all buildings in that vicinity.”

Some students could see the drama unfolding from their dormitory windows. A few reported seeing people running and screaming. Looking out some of the windows, resident students saw emergency medical personnel treating wounded victims who had run out of Cole Hall. Intercom systems inside the dormitories alerted students to remain calm and stay in their rooms. A dorm monitor reportedly would not allow students to walk in the hallways and made sure they stayed in their rooms with the doors locked. The dorm monitor demonstrated excellent leadership and responsibility and acted exactly as one would hope during such emergencies.

When Public Affairs posted the first alert they used the “Include” function on the menu to simultaneously post the alert link to the NIU homepage, the Students page, the Faculty/Staff page, and the News & Events section. As the situation evolved and information was updated, they used one page that sequentially documented each update. Every entry was time-stamped, and, based on a tip they had gotten from Virginia Tech, they struck through the text that was updated, but kept it on the page

so readers could monitor the progress of updates. A crisis Web site replaced the homepage with special headings: Latest Information, News and Notices, Counseling, Resources and Related Links (e.g., Campus Police, Kishwaukee Community Hospital, Psychological Services Center, etc.) and the hotline numbers. A video of the first press conference was later included. Links to condolences, vigils, and community response were added on the second day.

Throughout that day and into the next, NIU held multiple press conferences. The first was held at 5:30 p.m. on February 14. It covered the basic facts which were confirmed at that time and announced which law enforcement agencies were involved: University Police, DeKalb, Sycamore, FBI, ATF, and State Police. NIU told the media to watch the NIU Web site for updates and future news conference scheduling. That press conference and all subsequent press conferences were streamed live on the Web site, which was heavily accessed by parents, alumni, and others.

The university's Public Affairs Office was prepared in many ways. Providentially, the office had reached out to the Public Affairs Office at Virginia Tech several months after that tragedy to ask what advice they might have on preparing for and dealing with a mass casualty incident. The Virginia Tech Public Information Officer was generous with his time and shared information about the lessons they had learned. The Assistant Vice President for Public Affairs was included on a committee charged by the NIU President with a line-by-line review of the final report produced by the staff and members of the Virginia Tech Review Panel. NIU's Virginia Tech Review Committee used that report as a template for considering additions and changes to their own plans.

In another proactive step toward preparedness, the Public Affairs Office at NIU monitored Virginia Tech's website for a long time after the slayings at that campus, and they remained current with the memorials, events, and details about the incident so they could be informed of the issues that Virginia Tech faced which NIU wanted to capture for their own planning.

One of Virginia Tech's recommendations to NIU during their conversations about lessons learned was that NIU should secure additional servers to handle the communications surge that arises when any major incident occurs. NIU fortunately did buy and install six additional servers, otherwise, their site almost certainly would have crashed (at one point they had 14 million "hits"). The Public Affairs Office was deluged with calls from parents seeking information about their children, foreign consulates wanting to know if any of their students were affected, and the media. All the local media indicated they were on their way to the campus and the sound of media helicopters overhead followed shortly.

At 3:30 p.m., only 20 minutes after the NIU President learned of the shooting, the crisis team assembled in the President's conference room which became a de facto emergency operations center (EOC). The NIU crisis team consists of:

• President	• Assistant Vice President for Public Affairs
• Provost	• Vice President for Government Relations
• Chief Operating Officer	• Chief Legal Counsel
• Vice President for Student Affairs	• Executive Director, Community Relations
• Assistant Vice President for Information Technology	• Police Chief

The police chief remained on the scene at Cole Hall, rather than reporting to the university's EOC at Altgeld Hall, so he could communicate basic facts via radio. The crisis team decided to cancel classes until further notice, acted to make counseling available, scheduled a news conference for 5:30 p.m. and established student/parent hotlines. University officials had experience setting up and using a hotline because the previous semester they had needed to activate a hotline operation twice: during a flood in late August on the day before fall classes were to have begun, and in December, when a graffiti threat was discovered in a residence hall bathroom. Also, hotlines were part of the mass casualty drill they had practiced during homecoming. The Division of Student Affairs staffed the hotlines and had at their disposal the most up-to-date information about the incident and what was being released to the public.

Altgeld Hall, the main administration center of NIU, was established as the media center. Public Affairs directed operations of the media center, including opening two conference rooms for the media, provided wireless Internet access, and began collecting media names, e-mail addresses, and other contact information, and generally seeing to the reporters' needs. It was recognized the President needed to be highly visible, and as much information as possible needed to be released as quickly as possible. The media had inundated the campus with reporters, vehicles, and equipment. They had an edge on the university in reporting some details because the media had dozens of reporters near the scene and all over campus. One of the lessons NIU learned was that all public emergency communications should direct people to the website for details and updates. Linking the NIU Web site to that of Kishwaukee Hospital also proved helpful to families and friends seeking information about loved ones.

A series of news conferences was carried out. Updates on the status of the victims and the university's activities were explained to the media. From their counterparts at Virginia Tech, NIU Public Affairs officials also picked up helpful tips for the Web site, such as how to "go dark" with the banners and background so that what one sees immediately is the emergency information—one does not have to search through extraneous text on the homepage to locate that information. Key timeline entries for the public information that was communicated are included in the earlier timeline table.

Figure 13: NIU President, Dr. Peters, at the Second News Conference



Throughout the course of the afternoon and evening, NIU Public Affairs staff continued to feed new information to key stakeholders, wrote and disseminated public updates, handled media calls, and gathered, created, and distributed photos, maps, diagrams and so forth. Staff monitored news coverage, kept track of social media and blogs, and constantly updated the NIU Web site.

The NIU Public Affairs Office drew several conclusions from their experience. They are:

- Have a plan. The value is in the process more so than the product.
- Practice the plan and continually revise and update it.
- Have backups for all key positions.
- Involve colleagues from information technology and Student Affairs—the new electronic media reigns.
- Identify and train spokespersons; be selective in their deployment.
- Nurture good media relations before crisis; treat media equitably during the crisis.
- Keep key stakeholders informed.
- Reach out and accept help.
- Treat media as partners, not enemies.
- Anticipate and prepare for “news triggers” (first day of classes, anniversary of the shooting, etc.).
- Keep victims and families in mind.
- Speak from the heart.

CHAPTER 4: HOSPITAL AND CORONER'S OFFICE RESPONSE

Kishwaukee Community Hospital opened a new, state-of-the-art facility in October 2007. It is an affiliate hospital in the Illinois Trauma System—not a Level 1 Trauma Center, but nevertheless can handle, and does handle trauma patients within the Emergency Department. The hospital has 15 beds in the ED, 13 private rooms, and two trauma bays, though on the day of the incident, the other rooms were used to handle traumas as well. The hospital is only 5 minutes away from the Northern Illinois University campus. One of the doctors, who was managing the Emergency Department at Kishwaukee Hospital the afternoon of February 14, participated in a comprehensive debriefing on February 28, 2008. The debriefing was held at the hospital and attended by the fire department EMS staff who responded the day of the shooting. The details contained in this section are drawn heavily from the transcript of that debriefing and from the after action presentation the hospital representatives gave at a conference later that year.

At the time of the shooting there were seven nurses, two EMTs, a unit clerk, and two emergency physicians on duty. An additional nurse and physician were en route to the hospital to open their Fast Track area at 4 p.m. Notification to the hospital staff about the shooting came from multiple sources: the DeKalb Fire Department, family members who worked at NIU or who were police or fire personnel.

Once notified of the shooting, the hospital quickly formed a team of doctors, surgeons, nurses, and other technical staff to handle the incoming patients. The doctor in charge assembled five doctors, four general surgeons, and six orthopedic surgeons. Other medical staff, nurses, radiologists, laboratory personnel, and so forth supported the surge requirements to treat the wounded.

Kishwaukee Hospital activated the Illinois Regional Hospital Coordinating Center system through the region's designated center at Rockford Memorial Hospital located about 40 miles northeast of Kishwaukee. The Illinois Department of Public Health has established 11 regional EMS and trauma areas and designated a lead hospital in each region that is responsible for coordinating hospital support during major emergencies and for managing regional preparedness planning. That hospital serves the role of disaster assistance coordinator for other hospitals in the region that are confronted with a medical emergency situation which presents a challenge to the hospital's normal resources and capabilities.

Rockford Memorial Hospital, as the lead hospital for the region in which Kishwaukee is located, helped to manage additional medical-related resources. The lead hospitals in the system are responsible for finding extra ambulances at the required levels (basic, advanced life support, etc.), for obtaining helicopters for air medical transfers, and for other medically-related assistance. They draw resources from other hospitals and transport services in the region and coordinate with the Illinois Emergency Management Agency. The designated hospital establishes a command site and remotely manages support from that location. The afternoon and evening of the shooting, Rockford worked to obtain helicopters from the east and the south because one of the helicopters normally used was down for maintenance, and weather problems to the north affected the availability of helicopters in that area.

The Illinois Department of Public Health provided immediate support. Law enforcement officers arrived to secure the emergency room. This was a wise move to protect both hospital emergency personnel and the patients. In these types of situations—mass casualties as a result of criminal action—it is important to protect against the possibility that whatever happened at the scene could transfer into the hospital environment. Medical staff needs to focus on treating the wounded without having to worry about intruders or people bent on retaliation finding their way into treatment areas.

There were many preparations that had to be made. Hospital personnel had to consider relocating some of the nine patients who were already in the emergency department. Rooms had to be made available and prepared with a trauma flow sheet and other forms. They needed extra crash carts, chest tube set-ups, and blood. They had only one available helicopter and called Rockford Memorial for more.

Once patients began arriving, the hospital had difficulty with patient identification. Because the scene had been secured so quickly and the victims moved out so fast, no triage tags were used. The students' belongings were scattered, and information that would typically identify them was in their backpacks back at Cole Hall.

A mass casualty incident with gunshot wound victims is a complicated and problematic scenario. As noted by the doctor during the debriefing, when medical staff begins treating gunshot-wound victims, the ballistics of the guns that were used is not usually known, so the extent of internal injury is difficult to assess at the outset. The location of the entry wound is only the starting point. It may appear as though the injury is minor, but in reality the bullet may have taken a direction that affected major organs, veins, or arteries. Bullets can move anywhere. In fact there were several victims who at first appeared to have sustained only minor injuries, but who in fact, were critical. Hospital staff knew that the vital signs with young victims can change quite rapidly; they can be stable and maintain that condition for a long time and then suddenly drop to critical levels.

Kishwaukee had two radiologists who came down to the emergency room immediately and conducted real time positron emission tomography (PET) scans. As scans were taken, the radiologists read the results which aided in determining who needed surgery and in what priority order. The information also helped with decisions concerning which victims needed to be transferred to other hospitals (Kishwaukee Community Hospital is not a trauma center).

Later, the hospital said they were pleased with how well their system and response plan for a mass casualty incident worked. They noted that the disaster exercise from the previous year, when the medical response system was tested for a mass casualty event, had contributed to the plan's success when made operational and it saved lives. That plan was the basis for their response and they flexed it to fit the situation where needed.

Three of the injured victims were critical and had to be resuscitated. One had a tension pneumothorax, another tension hemothorax, and a third who presented with a blood pressure of 60 who had hemoperitoneum and cardiac involvement. All were saved.

Seventeen individuals were transported to Kishwaukee Community Hospital. From there, eight victims were taken to other hospitals in the region. Two of the 17 who were transported subsequently died—one at Kishwaukee Hospital and another at St. Anthony's Hospital. Figure 15 shows the location of the transfer hospitals.

On Friday morning, February 15, the emergency room director addressed the media at a press conference.

Figure 14: Dr. Michael Kulisz Speaks to the Media at Kishwaukee Community Hospital



Figure 15: Hospitals Involved in Treating the Victims

*One patient underwent surgery at both hospitals and is counted at both locations.

ARRIVING FAMILIES AND INFORMATION

Most of the NIU students contacted their families after the slayings to let them know they were safe. In fact, the 4:30 p.m. public communication from NIU urged students to call their parents if they had not already done so. Since the vast majority of NIU students are from communities within a 100-mile radius of DeKalb, family members of the students who were killed and wounded began arriving shortly after the incident and went directly to the hospital. The hospital's communications system was inundated with calls, and the attending physicians in the Emergency Room were contending with multiple communication issues. They were dealing with EMS, the police, the State, families, in-house physicians, and trauma surgeons. Some of the wounded students wanted to hand their phones over to the doctors so the doctors could brief a parent or a sibling about the student's condition, all while orders were flying back and forth and treatment was being administered.

Emergency room doctors at Kishwaukee hospital allowed those among the most critically wounded who could call their families from their cell phones to do so before they were transported to other hospitals via helicopter. Otherwise, hospital personnel were constrained by the HIPAA law which prevents health practitioners from divulging names. Thus, when calls came in asking for information on the whereabouts and condition of students who were being treated, nurses and administrators could not provide that information, mainly because over the phone, they could not be certain with whom they were dealing. In some cases, family members who could be there in person were able to get in to see their children.

The hospital set aside their Conference Room for arriving family members and also separate rooms away from media. Snacks and beverages were provided while family members and friends waited for news. NIU Crisis Staff arrived to assist the social workers at the hospital. Members of the clergy reported to the area to be available to the families. State Police, Sheriff's Office, and the Coroner arrived between 8:00 p.m. to 11:00 p.m. to work with the families on matters related to identification of the wounded and the deceased.

Three of the victims at Cole Hall died at the scene, as did the shooter when he committed suicide. Two other students died of lethal wounds at hospitals: one at Kishwaukee and one who was transported to St. Anthony's Hospital. Cole Hall was secured by police. The DeKalb County Coroner's Office, State Police, and the FBI began moving the human remains to the hospital at midnight. The last fatality was transported out of Cole Hall at 12:20 a.m., February 15.

At the hospital, personnel from the Coroner's Office and State Police met with families to collect identifying information, e.g., height, weight, hair color, and markings (tattoos, moles, etc). Complete body x-rays were done for all of the fatalities, the remains cleaned and draped, and positive identification made by families. The Coroner then cleaned and draped the remains, the families were then permitted to make a positive identification. At St. Anthony's Medical Center, the Coroner in that county identified that victim, working with the victim's family.

The hospital administrators and the Coroner worked together to make sure families who wanted rooms at local hotels were able to get them and transportation was provided for them. The Coroner exchanged information with the families so he could contact them the following day. If the families needed information about a funeral home, the agencies that were staffing the hospital's family area made the connections and arrangements.

The next day, maintaining a chain of custody, the remains of the deceased were transferred to the Coroner's Office in Sycamore, Illinois, for autopsies. The Coroner had checked with the families as a standard protocol regarding whether they wanted to donate tissue. As each autopsy was completed, the Coroner called the family and personally talked to them about his findings, providing answers to their questions and facilitating a level of closure for them.

SECOND WAVE OF PATIENTS

After any major incident, typically there is a second wave of patients who present themselves to clinics or the hospital—individuals who usually have minor injuries, or who are feeling stressed and ill after the initial shock of the event passes. Such was the case after the NIU shooting. Kishwaukee Community Hospital's social workers attended to several individuals who sought treatment for minor injuries, the effects of anxiety and stress, and so forth. However, the number was lower than expected. This was attributed to many students leaving the college and going home until classes resumed on February 25.

CHAPTER 5: AFTERMATH AND HEALING THE WOUNDS

Makeshift memorials to the slain and injured students began appearing on NIU's campus within hours of the slayings. Flowers, cards, teddy bears, and messages of remembrance were some of the ways that mourners used to share their feelings about the tragedy and to join others in tribute to the victims. People lit candles at a midnight vigil and huddled together for support. On February 19, the Tuesday after the shooting, parents of the slain students were escorted by the NIU Police Chief to view the memorials on campus and to enter Cole Hall if they wished.

Figure 16: Mourners Participate in Candlelight Vigil



The Director of NIU's counseling and student development center oversaw counseling support services. At the hospital, NIU crisis staff went directly to the Conference Center at the lower level of the hospital where a family assistance center had been established. The university began planning a memorial service to honor the victims of the shooting. In a statement announcing the service, the NIU President set the tone for the memorial as the beginning of a journey toward healing that would take time. He stated, "This memorial will initiate a set of activities and services aimed at community recovery that will continue throughout the semester."

Figure 17: Crosses Erected Near the Site of the Shooting

One week after the crisis, NIU and the surrounding community observed 5 minutes of silence at 3:06 p.m. while bells at the Holmes Student Center and various churches in the area chimed for 5 minutes—1 minute for each of the students who died.

On February 24, 10 days after the incident, 12,000 people assembled in the NIU Convocation Center to honor the slain students, to hear words of encouragement, and to find emotional support. The NIU President spoke of hope and the bridges that existed among the attendees and the world. State and Federal officials also spoke about the university community's strength and ability to move beyond the sadness of that day. The memorial testified to the enormous support that all who were affected could draw upon while dealing with the emotional debris that such senseless killings leave behind. NIU's combined chamber and concert choirs sang at the memorial, helping all assembled to say goodbye and move on to the future.

Figure 18: A View of the Packed Convocation Center During Memorial Service

NIU also coordinated nearly 300 counselors who volunteered to assist at NIU. They attended the memorial service at the Convocation Center and then were positioned in classrooms, residence halls, and department offices to help returning students and faculty cope with the transition and sense of loss once classes resumed. The university hoped that their presence would contribute to healing and a sense of unity within the campus community.

CRITICAL INCIDENT STRESS

Few incidents are as traumatic to responders and witnesses as a mass shooting that involves innocent young people. And in small communities, there is a greater likelihood that fire and law enforcement personnel may be acquainted with one or more of the victims. Certainly for the campus community as a whole, the victims were part of the NIU family which experienced great shock over losing fellow students and friends.

The City of DeKalb Fire Department took several steps to mitigate the stress among those who responded to the shooting. Early in the event, the fire department issued a department recall which brought a substantial response from off-duty crews and mutual aid companies. Later during the evening of February 14, the Fire Chief brought the shift that was on duty (and that responded to the incident) to Station 1, took them off the apparatus and relieved them of their responsibilities. The department brought in a critical incident stress management team which conducted a diffusing session with the firefighters, after which they were permitted to go home. One of the concerns the Fire Chief had was that someone from the college might call in a false alarm about another shooter, and that such a call could magnify the stress the responders already were feeling from having been part of the horrific scene at NIU that afternoon. The shift was a tight-knit group and that helped them work through the issues they faced. The day after the shooting, members of the shift went to lunch together—an event that was supported by the DeKalb Firefighters Local #1236. Other forms of support were provided throughout the fire department.

On the following Tuesday night, February 19, a formal debriefing was held for all responders: firefighters/medics, police officers, dispatchers, mutual aid companies and any others who were part of the response at NIU. The debriefing was conducted at the Convocation Center on campus. It is important to note that dispatchers were included in the debriefing. Sometimes these personnel are overlooked, but, they, as much as any responder, are under great stress as they process and prioritize all the calls for assistance and the multiple alarms. Often, they do not receive much feedback on outcomes, but they should, so that they can feel a sense of completion about their role and contribution to the overall management of resources and response.

Over the next days and weeks, there were informal conversations as personnel processed the experience with their peers. The fire department also reminded all personnel about other options and resources that were available if they needed to talk one-on-one with a professional counselor or doctor. The fire department organized and facilitated two specific technical debriefings as well. These were set up to clarify details about the response and to discuss what was successful and why, as well as what changes to procedures and strategies they might want to make.

On February 28, there was a comprehensive medical debriefing session held at the Kishwaukee Community Hospital Training Center with the emergency medical responders, the doctor who directs the Kishwaukee Emergency Department, the DeKalb City Manager, and an NIU Police Lieutenant who serves as the emergency management coordinator for the campus. The President of the Illinois Fire Chiefs, and the Chairman of the EMS Committee of the Illinois Fire Chiefs also sat in on the

debriefing to learn more about how the response worked and why it was so successful, and what ideas should be carried forward to improve future operations.

About one week following the medical debriefing, the fire department directed a review of the fire response and management of the incident, including coordination with NIU police. Fire department mutual aid companies were represented along with an NIU Police lieutenant. The goal was to confirm the timeline and document key aspects of communications, staging, strategies, and command. They also discussed some problems that developed and how they were solved. During this meeting, the fire department acknowledged two letters of support that had been sent: one from the Virginia Tech Rescue Squad which expressed empathy for what the responders and the university were going through and another from a former officer with the Champaign, Illinois, Fire Department who had coordinated the unified command classes that many of the responders had attended. He also had promoted the concept of unified command to the State of Illinois. That training led to changes in emergency management which responders proved they had mastered. They were prepared.

A group of DeKalb county volunteers specially trained in critical incident stress services provided post-incident debriefings for first responders. Local churches and religious organizations provided a number of “Care for the Caregiver” workshops for all who were affected, bringing in a nationally known speaker. The NIU Employee Assistance Program provided debriefings for all police officers who were first responders; this group received two additional post-incident debriefing sessions. Some of the students, who were among first responders, were also offered services.

All faculty and staff were offered group and individual sessions, and two-thirds of the university faculty/staff population attended one or more group sessions within a week after the event. Hundreds more took advantage of individual sessions to help in the response. In addition, further group and individual sessions were provided for faculty and staff who were involved in or witnessed the events at close range. During the semester, three recovery workshops were offered for faculty and staff, and the university invited the faculty and staff population to special workshops held at the return to classes in the fall. Additional workshops with recovery themes were made available for both semesters of 2009. NIU EAP identified faculty and staff who had been closely affected by the events, and provided personal outreach and follow-up discussions with faculty ranging from those who had known the shooter, those who had provided immediate first aid and support (e.g., Founders Library, English Department, Women’s Studies, Neptune Hall, Holmes Student Center, Communication, Cole Hall basement, carpenters, Sociology and Geology). EAP worked with deans, chairs and administrators on what their faculty and staff needed in the aftermath.

NIU’s Counseling and Student Development Center offered workshops and groups for students in the months after February 14, and further workshops on the return to classes in the fall. All of the campus counseling centers and training sites report that counseling centers have been functioning at or near capacity since February 14, and this trend continues.

CHAPTER 6: FINDINGS AND LESSONS

No two disasters are exactly alike. Even though the type of disaster may be familiar territory—for example, hurricane, flood, or shooting, each one reveals something new about preparedness and response which adds to the collective knowledge about what needs to be considered, what works, and what may not work. A mass murder at a university is still a rare event; however, when it occurs it draws significant national and international interest in the lessons that can be drawn from the tragedy. In the case of the February 14, 2008, slayings at NIU, there are issues that the DeKalb Fire Department, the Coroner's Office, the NIU Public Affairs Office, and Kishwaukee Hospital have identified and shared. In addition, USFA has drawn several other conclusions upon an objective review of the incident.

To the community's great credit, they had been proactive in preparing for a possible incident on campus, including a mass casualty incident, for many months before the tragedy. And they give significant credit to Virginia Tech for unselfishly sharing information on a wide variety of topics, including how to handle the public information part of critical incident planning several months after that university suffered their terrible loss. The detailed after action analysis and report on the Virginia Tech incident, which was produced by a special panel and staff appointed by the Governor of Virginia, was mentioned by nearly every office or department in their debriefings and conversations as having been a critical source of information for all involved in public safety, emergency medicine, emergency management, and recovery at the university and the related first responder organizations. What this proves is that incident critiquing and sharing the results with others succeeds in accomplishing two things: they produce something good out of a wrenching experience, and they make a difference in helping other jurisdictions enhance their strategies and tactics for improved outcomes based on experience driven by actual events.

The State of Illinois's campus security initiatives also made a difference. Grant dollars provided radios and special training and benefited many of those who responded to the crisis. Police, fire, and emergency medical responders had developed a strong team. That team practiced together, planned together, and responded to incidents together in the months and years which preceded the Cole Hall slaying. "Relationships, it's all about relationships" was a commonly voiced conclusion. That same reaction has been documented in USFA's report on the response to the Minneapolis I-35W Bridge Collapse⁹—another multi-agency, intergovernmental response situation.

There are many specific lessons that can be captured from reviewing the NIU incident. These lessons are detailed in the following paragraphs, and include confirmations of known good practices and discussions of actions or gaps that were problematic. It should be noted that the lessons cover many aspects of the response, except that USFA did not receive any direct information from the NIU Department of Public Safety, despite attempts to obtain that information. What is mentioned concerning police operations was derived from hospital, fire and EMS, and other after action reports that included some facts about police response. USFA also collected police department data from the NIU Web site, the annual Clery report, and newspaper articles.

⁹ I-35 Bridge Collapse and Response USFA-TR-166, March 2008.

1. **Planning Together**—As noted throughout this report, the preparedness planning and training that was shared among responder organizations contributed to good working relationships, trust, and the rapid triage, treatment, and transport of the victims.
2. **Police EMT's**—The NIU police officers first on the scene at Cole Hall used their emergency medical training to great advantage. This training is valuable and noteworthy.
3. **Notification of Coroner**—Too much time elapsed between the murders and the formal notification of the Coroner. Generally, such notification is made by law enforcement; however in this case, the hospital contacted the Coroner.
4. **Public Warning and Information**—NIU's President immediately authorized activation of the Emergency Communications Plan. The series of messages that were broadcast were clear, described the situation, and told people what to do. The Public Affairs Office used the NIU website to great advantage. A hotline staffed by Student Affairs handled more than 10,000 parents and family calls in the first 48 hours. News conferences were well managed and had clear missions. Care was taken to brief all media at the same time.
5. **Fire Staging**—Fire apparatus and ambulances did exactly what they had established and practiced—that is—they reported to a pre-designated location close to classrooms rather than arrive at the various sites where victims had dispersed. The trust that existed between police and fire added credibility to early assurance that there was only one shooter. Fire personnel knew that police would not put unarmed firefighters in harm's way.

The fire department showed good flexibility when they changed to the staging location to a site across from the original site once it became clear that they needed more room and a wider turning radius.

6. **Fire/EMS Operations**—Fire department paramedics and EMTs, along with the police EMTs saved lives. Victims were assessed and handled per proper procedures for mass casualties. An ambulance crew was prudent in collecting and delivering extra backboards and supplies so that injured victims could be moved quickly into awaiting ambulances. Fire ICS was followed.
7. **Hospital Response**—Kishwaukee Hospital had an emergency plan and set it in motion when they were alerted to the shooting. The Emergency Department acted quickly to clear and prepare space and secure additional equipment and personnel. The hospital was secured by law enforcement quickly, a good step to take until they could be certain the shooting was not gang-related.
8. **Coroner's Response**—The Coroner came to the hospital once notified and worked with the families to collect information that would help confirm the identity of the deceased. The families were dealt with sympathetically. They were permitted to view their children as soon as procedures and arrangements could make that possible. The Coroner followed up with each family personally to discuss the procedures that would be taking place by their office. With the other care providers at the hospital and public safety personnel, the Coroner ensured that families had provisions for the night and transportation. The following day the Coroner contacted each family to discuss the findings of the preliminary autopsies.
9. **Assistance to Victim's Families**—NIU's Emergency Operations Plan (EOP) includes provisions for assisting victims' families in the immediate aftermath of a tragedy. Immediately following the shooting, NIU's Division of Student Affairs appointed staff liaisons to each of the families of the deceased and to each injured student and the student's family. In the earliest hours following

the shooting, liaisons were dispatched to Kishwaukee Community Hospital where family members had congregated and awaited word on the status of their loved ones. The hospital arranged for a family assistance area, and that area was suitable for the purpose insofar as it was away from media in the hospital and was located where access could be controlled. Social services, faith leaders, counselors from the university and hospital, the Coroner, and State Police all worked on behalf of the families at the family assistance area the afternoon and evening of the shooting.

Several days after the shooting, NIU established the Office of Support and Advocacy (OSA) to handle the longer-term needs of victims and families. OSA provided central resources and one referral point for those students, families, faculty, and staff most directly impacted by the February 14, 2008, tragedy. OSA services include:

- Support and referrals to enhance academic and life success;
- Academic counseling and support services;
- Individual, group, and family counseling services;
- Appropriate accommodations for academic success;
- Victim assistance and advocacy;
- Work with on- and off-campus departments and agencies to identify and provide specific services;
- Initiate structured activities and communication processes to support networking and mutual support efforts; and
- Provide leadership to the campus community as a strategy for developing and maintaining a campus climate sensitive to the experience of those most impacted by the tragedy.

In addition to these services, OSA worked with NIU's Legal Services department to facilitate the many services available to victims of crime. For example, there is a Federal¹⁰ fund that is implemented at the local level through either the prosecutor's office or the police department which compensates victims and their families for a variety of expenses related to crime. Travel and funeral expenses, for example, are sometimes included. There is a set death benefit to which families are entitled. Victim assistance programs can help families cope with the crime in various ways, and those programs were and continue to be used by the victims and families.

10. **Critical Incident Stress**—The DeKalb Fire Department took great care to ensure that responders to the shooting were relieved of their duties as soon as was practical the evening of the shooting. They were given a chance to talk and defuse in an informal session led by a professional in this field. The department organized a full debriefing shortly thereafter where all personnel who were involved could process the event. Personnel also were informed of additional services that were available, and to be aware of the danger signs of stress.

NIU acted quickly to establish a variety of support services and counseling venues for all who sought help. Families, students, faculty, and staff were provided many opportunities for counseling and support in different settings over the weeks and months following the shooting, and into the following academic year.

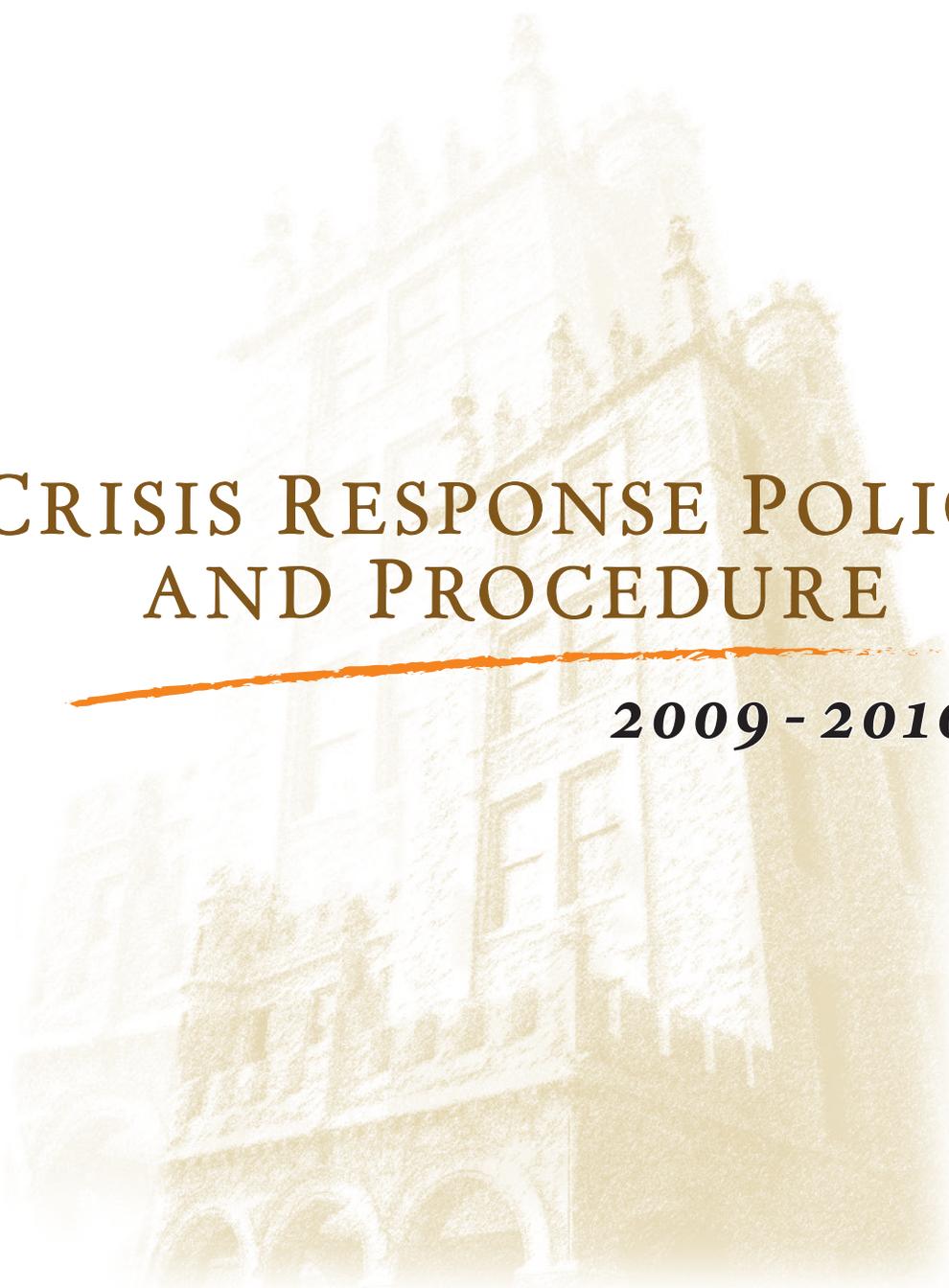
¹⁰ <http://www.ncvc.org/ncvc/Main.aspx>; <http://www.ojp.usdoj.gov/ovc/>

11. **Debriefings and Post Incident Critiques**—During the research for this report, several transcripts of debriefings and various after action presentations were made available. The hospital, the fire department, the Public Affairs Office, and the Coroner all are to be congratulated for their excellence in documenting their actions and decisions throughout the emergency and for making this information available. They performed a great service to their employees and to others by doing so—their information was vital to this report.
12. **Recovery**—The scheduled chiming of the bells, the memorial service, and the counseling support on campus all contributed significantly to the sharing of grief, the honoring of the deceased and injured victims, and the initiation of healing.

Figure 19: A Demonstration of Hope for the Future



APPENDIX C
CRISIS RESPONSE POLICY AND PROCEDURE
(PURPOSE AND PHILOSOPHY SECTION)



CRISIS RESPONSE POLICY AND PROCEDURE

2009 - 2010

NIU NORTHERN
ILLINOIS
UNIVERSITY

DIVISION OF STUDENT AFFAIRS
& ENROLLMENT MANAGEMENT

Purpose and Philosophy

Over the course of an academic year, many crises arise that are extremely well handled by a variety of professionals within the Division of Student Affairs & Enrollment Management and beyond. Often the need for significant involvement beyond simple notification and communication among multiple departments within Student Affairs & Enrollment Management (e.g., the handling of a roommate disagreement) is unnecessary. However, major crises do occur, which require collaborative efforts by several departments within and beyond Student Affairs & Enrollment Management. There is no one outline that can possibly anticipate or cover the wide variety of crises that impact the university community. Ultimately, the development of these procedures should provide a framework to enhance our ability as student-centered professionals to collaboratively meet the challenges presented by student crises.

In defining a crisis, a number of variables need to be considered. In addition to a situation that impacts a student's ability to meet his/her academic obligation, in this policy "crisis" is defined as including *one or more* of the following criteria:

- The incident has potential impact on the surrounding community or other individuals.
- The incident is likely to draw media attention.
- There may be legal or risk management issues involved.
- The incident will require continual follow-up or long-term intervention by NIU.
- As a staff member, you feel somewhat uncomfortable in handling the situation without assistance.

If you answered affirmatively to any of these criteria, you are most likely dealing with a crisis. As a rule of thumb, always initiate a call if you are concerned. It is better to be too concerned than not concerned enough. The model presented is an overview of how the Division of Student Affairs & Enrollment Management handles student crises:

The Crisis Response Team (CRT) Chair provides central coordination in major crises (e.g., student death, sexual assault, attempted suicide, etc.) response. The Vice President for Student Affairs & Enrollment Management has delegated the responsibility of primary coordination for crisis response to the Chair of the Crisis Response Team. The Crisis Response Team Chair, or the Chair On Duty, should be contacted as soon as possible in reference to a major crisis. Upon notification, the Chair will contact the Vice President for Student Affairs & Enrollment Management. In the absence of the Chair, the full responsibility and authority to manage a crisis will be delegated to an appropriate member of the Crisis Response Team. The Crisis Response Team will convene within 15 minutes after notification of a crisis.

Each department within the Division of Student Affairs & Enrollment Management is responsible for coordinating its own personnel, responsibilities, and procedures, given the unique nature of each unit's specialization. Each department is responsible for identifying the appropriate individual who will coordinate the individual unit's communications, consultations, and participation on the Crisis Response Team within the Division of Student Affairs & Enrollment Management.

After the crisis has been addressed, the Chair will schedule a meeting of the Crisis Response Team for debriefing. The Crisis Response Team will be comprised of a representative of each department involved in the student crisis. The Crisis Response Team will develop a plan of response and monitoring, as deemed appropriate. Additional debriefing sessions may be initiated and implemented, particularly when a crisis may have significant reverberations within the university community.

Standard Operation Procedures

The unique nature of what is defined as a crisis will determine the plan of action in the Division's response, including communications, individual participation, area of operation, and the roles of the CRT members. However, for most crises, there will be some standard operating procedures (SOPs) that will go into effect during the central coordination of a major crisis.

Location—The main area of operation during the crisis is the Vice President's (VP's) suite (Altgeld 208). If Altgeld 208 is uninhabitable during a crisis, an alternate location for the "operation center" is Career Services Offices (Campus Life Building).

Phone Bank—In responding to a crisis, the Division of Student Affairs & Enrollment Management may establish a phone bank using the six lines in the VP's suite. Also, based on the volume of calls, seven additional lines from the Provost's office area may be used to receive incoming calls or for secondary calls. If the phone bank is activated, staff identified (see below) to operate the phones will be alerted and scheduled accordingly. A telephone call log and computer at each phone location will be used to keep track of incoming calls, to provide answers to questions, and to update the staff with campus information. Below are the phone numbers that will become part of the phone bank:

I. Phone numbers from VP for Student Affairs & Enrollment Management suite: II. Phone numbers from Provost Office:

(815) 753-1573 (815) 753-8508
 (815) 753-1574 (815) 753-8377
 (815) 753-1575 (815) 753-8378
 (815) 753-1585 (815) 753-8381
 (815) 753-6257 (815) 753-8380
 (815) 753-9564 (815) 753-0492

(815) 753-0408

Communication—If cellular phones become inoperable, Student Involvement & Leadership Development (SILD) has 12 FM radios that will be distributed to key CRT members and used for local communication. The location and capabilities of the radios are noted below.

- Radios are located in Campus Life Building 170. Any full-time SILD staff member can get access to them at any time (NIU Police also have master keys to the building and can open the door if no SILD staff member is available).
- Radios operate on the NIU repeater (same type of radio system used by NIU Police, Grounds, NIUTEL, etc.). This may be important to note because, if the repeater ever fails, the radios would not be operable.
- Other radio resources:

ITS/NIUTEL have radios that can be rented by departments.

Holmes Student Center and the Convocation Center both utilize radios in daily operation, and may have some that could be accessed for emergency use.

Computers—Laptops from Housing & Dining’s Residential Technology (5) and the VP’s office (4) will be made available and used according to need. No password/ID is required to access the laptops. The location of the laptop computers and point of contact to get access to the computers are below.

- Laptops are located in the Residential Technology Office (Stevenson Hall).
- Phone numbers to call to obtain the laptops from Residential Technology:
 - Mike Kuba
 - Jan Gerenstein
 - Help Desk

Crisis Response Team

- | | |
|--------------------------|-------------------|
| 1. John Jones (Chair) | 6. Linda Herrmann |
| 2. Clare Andres | 7. Mike Stang |
| 3. Larry Bolles | 8. Micky Sharma |
| 4. James Brunson | 9. Kelly Wesener |
| 5. Brandi Hephner LaBanc | 10. Jill Zambito |

Crisis Response Extended Group—On occasion, there may be a more traumatic crisis or emergency that will require an intensive response. In order to meet the demands of such a crisis, additional professional staff members from the Division of Student Affairs & Enrollment Management are identified to supplement the CRT. The individuals below will be asked to serve according to the needs of the CRT. The CRT Extend Group members are:

- | | |
|---------------------|----------------------|
| 1. Barbara Beverly | 7. Mary Myers |
| 2. Joyce Chaney | 8. Scott Peska |
| 3. Tricia Fisher | 9. Sharon Schimmoler |
| 4. Angela Dreessen | 10. Janet Smith |
| 5. Megan Gerken | 11. Marianne Spring |
| 6. Jennifer Manning | |

Bilingual Employees—Student Affairs & Enrollment Management Professionals within the Division are identified to serve as interpreters if needed:

1. Monika Gidaszewski, Health Services – Polish
2. Sonia Lopez, Health Services – Spanish
3. Yuma Nakada, Office of the Vice President – Japanese
4. Emily Prieto, Latino Resource Center – Spanish
5. Nhu Tran (Graduate Assistant), Judicial Affairs – Vietnamese, Spanish, Chinese, Arabic

Phone Bank—In the event of a major crisis in which the Division of Student Affairs & Enrollment Management is asked to establish a phone bank in order to respond to incoming calls, staff members from the Division of Student Affairs & Enrollment Management are identified to assist in providing phone coverage. Although staff members are divided into two roles in order to increase effectiveness, both roles are equally important. The two roles are Phone Bank Shift Leaders and Phone Responders.

Phone Bank Shift Leaders—Individuals below are identified to be shift leaders and to assist the staff of the Office of the Vice President for Student Affairs & Enrollment Management with phone coverage. These individuals will oversee the “phone coverage” staff, will keep them up-to-date with the latest information, and will collect all phone logs for their shifts. The Phone Bank Shift Leaders are:

- | | |
|----------------------------|----------------------|
| 1. Barbara Beverly | 5. Shirley Mashare |
| 2. Melissa Folowell-Vargas | 6. Sharon Schimmoler |
| 3. Kathy Hodgkinson | 7. Janet Smith |
| 4. Patricia Lee | |

Phone Responders—These individuals are responsible for answering the phones, providing accurate informational updates, relaying appropriate university messages, and answering questions. The Phone

Responders are:

- | | |
|----------------------------|-----------------------|
| 1. Michelle Bringas | 11. Jenifer Montag |
| 2. Jill Dunlap | 12. Karla Neal |
| 3. Melissa Folowell-Vargas | 13. Lynn Richards |
| 4. Amy Franklin | 14. Sharon Schimmoler |
| 5. Becky Harlow | 15. Donna Schoenfeld |
| 6. Cindy Henderson | 16. Sandi Sosnowski |
| 7. Chris Herrmann | 17. Melissa Williams |
| 8. Linda Jennings | |
| 9. Joshua Johnson | |
| 10. Steve Lux | |

Victim Advocates

Victim Advocate Team—In the event of a major crisis or a student death(s), a victim advocate or advocates will be asked to work with a family on behalf of the university. Victim advocates will provide emotional support to the victim or family, explain university systems and processes, make appropriate referrals, facilitate follow-up services, accompany the victim through the university systems or promote access to community services. Whatever support or assistance the victim advocate provides, it is important that the victim advocate understand his/her professional obligation to the university and his/her relationship with the victim. Training and informational sessions will be conducted throughout the year. The Victim Advocate Team members are:

- | | |
|---------------------|---------------------|
| 1. Michelle Bringas | 7. Joyce Keller |
| 2. Rob Budach | 8. Matt Lewis |
| 3. Bev Espe | 9. Steve Lux |
| 4. Barb Fouts | 10. Karla Neal |
| 5. Becky Harlow | 11. Bob Norwood |
| 6. Joshua Johnson | 12. Brian Pillsbury |

APPENDIX D
STUDENT CODE OF CONDUCT

Northern Illinois University
The Student Code of Conduct
(Effective August 8, 2006)



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Foreword

As an academic community, Northern Illinois University is committed to providing an environment in which learning and scholarship can flourish. The members of the community—students, staff, faculty, and administrators—have come together in voluntary association not merely to fulfill individual responsibilities but also to contribute to the realization of the university objectives for the good of all.

To function effectively and provide a climate where members can achieve satisfaction in fulfilling their special obligations, guidelines defining rights and responsibilities must be articulated. Some of the guidelines concern opportunities and responsibilities that are appropriate to all communities, here reaffirmed because of their relevance to this university community. Other guidelines focus on factors unique to this community and its special attributes.

The Northern Illinois University community subscribes to and strongly supports the right of each student to study and work in a quiet, respectful, and non-violent atmosphere that is conducive to the pursuit and acquisition of knowledge. To provide such an atmosphere, students, staff, faculty, and administrators will conduct themselves individually and collectively in ways that offer the opportunity for individual and group examination, study, and discussion that encourage the students' intellectual advancement. The right of each individual to peaceful and thoughtful pursuit of knowledge is a major premise of this institution, and each member of the community is expected to assume responsibility for creating such conditions in the residence halls, the library, and all academic areas created for and dedicated to such purpose.

In developing responsible conduct, the favored approaches are counseling, guidance, example, and admonition. In the exceptional circumstances where these preferred means fail to resolve problems of conduct, proper procedural safeguards are required both to establish disciplinary procedures and to protect the student involved from unfair imposition of serious penalties.

This document is effective August 8, 2006, and supersedes all previous judicial codes, policies, or procedures.

Chapter I Jurisdiction

The Student Code of Conduct defines a disciplinary system for the efficient administration of justice for the student body of Northern Illinois University. *The Student Code of Conduct* establishes standards of behavior, both scholastic and behavioral, for the student body of Northern Illinois University. The established standards of behavior may be applied to student behavior both on and off campus, campus being defined as any grounds or buildings under university control, when relevant to the lawful mission, processes, and functions of Northern Illinois University. *The Student Code of Conduct* is the official document regarding student conduct regulations, policies, and procedures and supersedes all previous judicial codes, policies, or procedures. Action taken under the University Judicial System does not preclude prosecution in the criminal courts. The Northern Illinois University Judicial System handles all cases of student misconduct, excluding the following:

1-1 Employment Regulations: Obligations regarding student employment are specified in the *Student Employment Handbook* distributed by the Student Financial Aid Office. Disputes regarding employment are resolved through student employment grievance procedures.

1-2 Academic Regulations: Student grievances over grades are resolved through the grade appeal system established by the University Council. However, academic misconduct, as a violation of *The Student Code of Conduct*, may be handled through the University Judicial System.

1-3 Financial Regulations: Disputes over violations of university policies regarding the payment of bills and loans are resolved through the Accounting Office.

1-4 Organized Group Regulations: See policy page 33.

1-5 Traffic Regulations: Violations of the university traffic policy as outlined in the *Rules of the Road* are handled by the University Police.

1-6 Parking Regulations: Violations of the university parking policy as outlined in the *Motor Vehicle and Parking Regulations Handbook* are handled by the Parking Division of the University Police.

1-7 Contractual Obligations: Violations of nondisciplinary contractual obligations between a student and the university are handled by the appropriate university office.

Chapter II Rights

Every student is entitled to certain rights and guarantees of due process in this judicial system. The rights outlined below are not inclusive but serve as guidelines to ensure that all students are treated fairly.

2-1 No judicial action shall be taken, nor a case file opened, if an incident report has not been filed within ten (10) academic days of an alleged Class I offense or within six (6) months of an alleged Class II offense, except those incidents involving academic misconduct, where cases can be filed up to thirteen (13) months from the time the incident occurred.

2-2 In accordance with the Family Educational Rights and Privacy Act, a student may inspect and review his/her judicial file upon request to the Judicial Affairs. Student disciplinary records are for intramural use only, and may not be released to any party outside the Judicial System without the written permission of the student. A student may obtain a copy of his/her disciplinary file from the Judicial Affairs when:

- (a) A copy is necessary to allow the student to exercise his/her right to inspect and review the records; or
- (b) the student is currently charged with an offense and a copy is needed to prepare his/her case for a particular university judicial hearing.

Student disciplinary records from Class I judicial cases will be retained for a period of two (2) academic years from the end of the current semester, after which time they will be destroyed. Student disciplinary records from Class II judicial cases will be retained for a period of two (2) academic years from the end of the current semester if the student is in attendance at NIU or withdraws from the university without graduating. All Class I and Class II disciplinary records will be destroyed upon the student's graduation, except for those involving suspension or expulsion from the university, which will be retained for five (5) academic years. In the event of a dismissal of charges or a finding of not guilty, the student may request that the records pertaining to that case be destroyed. These records will be destroyed upon receipt of the student's written request by Judicial Affairs.

2-3 Upon request, the alleged offender shall have the right to be informed of the identity of known witnesses to the offense and to examine all documents, statements, or other evidence that will be presented at the hearing.

2-4 Judicial Affairs shall give reasonable notice in writing to the alleged offender: (a) A summary of the content of the preliminary meeting between the student judicial adjudicator and the alleged offender; (b) the date, time, and location of the hearing before the appropriate student judicial board at least three (3) academic days prior to the hearing. If after such notification the alleged offender does not appear at the hearing, the case may be heard and a decision rendered despite his or her absence. Students are responsible for notifying the Office of Registration and Records and the University Judicial Affairs of any address change. Notices mailed to the address last provided by a student will constitute valid notification to the student.

2-5 The alleged offender shall have the right to receive in writing the decision reached by the appropriate judicial board or hearing officer mailed within five (5) academic days after the decision has been made.

2-6 The alleged offender shall have the opportunity to discuss the findings of the judicial hearing with the hearing officer once the alleged offender has been notified in writing of the decision. This opportunity for discussion shall be stated in the notification letter sent by the hearing officer to the alleged offender.

2-7 The alleged offender may be accompanied by an advocate only in Class II cases where suspensions or expulsions are being considered. In such cases, the advocate may accompany the alleged offender during all phases of the university student judicial proceedings. Only students trained by Judicial Affairs can participate in hearings as advocates.

2-8 The alleged offender shall have the right to choose whether his/her case will be heard by a Judicial Hearing Board or by a hearing officer.

2-9 In a judicial hearing, the alleged offender shall have the right to present his or her respective position by introducing evidence and witnesses, making statements and asking questions. However, no one will be required to give evidence against himself or herself in any judicial proceeding.

2-10 The alleged offender is entitled to a fair and impartial hearing and is presumed innocent until proven guilty. No student shall be found guilty of any offense unless his or her guilt is proven by a preponderance of evidence.

2-11 The alleged offender and the complainant shall each have the right to request that any particular Judicial Hearing Board member not be called to serve on the hearing board for reasonable cause. The hearing officer for the case shall make the final determination in regard to which board members shall hear the case.

2-12 Hearings before all university judicial bodies shall be closed. However, the alleged offender may request to be accompanied by two individuals. See Chapter VI, Section 2, for a listing of all other individuals entitled to be present at a university judicial hearing.

2-13 No penalty may be levied by the University Judicial System, with the exception of a temporary sanction, without either a plea of guilt by the alleged offender before a judicial adjudicator or the finding of guilt before a judicial board.

2-14 The alleged offender shall have the right to one appeal of a judicial action taken against him or her except in cases involving suspension or expulsion from the university, where the alleged offender may request an additional appeal hearing before the Assistant Vice President of Student Services.

2-15 Failure to comply with the procedural requirements set forth in *The Student Code of Conduct* may be cause for dismissal of the charge, if it is shown that such procedural error biases that case or causes specific harm to the student.

2-16 In addition to adjudication through the University Judicial System, the alleged offender and the complainant always have the right to seek relief through a court of law.

Chapter III

Violations of The Student Code of Conduct

The following acts or omissions to act are violations of *The Student Code of Conduct*. These sections are not inclusive, and students are subject to additional rules and regulations of Northern Illinois University. Refer to the *Guidepost* for rules and regulations governing residence halls, the *Undergraduate* and *Graduate Catalogs* for academic regulations, and the appropriate university department for specific regulations governing that area.

3-1 Safety

All members of the university community are entitled to freedom from suffering deliberate hurt, injury, or loss. Access to the university must be available to all in a nonhostile and nonthreatening atmosphere. These protections include but are not limited to injuries resulting from antagonisms based upon race, ethnicity, religion, gender, sexual orientation, or disability status.

3-1.1a Physical Abuse: Physically contacting another person without his or her permission causing or intending to cause injury or creating or intending to create an imminent fear of injury.

3-1.1b Brawling: Willfully participating or contributing to an incident of physical abuse.

3-1.2 Harassment: Intentional and wrongful use of words, gestures and actions to annoy, alarm, abuse, embarrass, coerce, intimidate or threaten another person.

3-1.3 Sexual Misconduct

1.3a Sexual Harassment: Behavior that may include but is not limited to unwanted fondling or touching of a sexual nature, directly or through clothing; indecent exposure; or lewd behavior; any of which demeans, intimidates, coerces, threatens, or has the effect of creating a hostile or offensive environment. Such behavior may include the use of mail, telephone, or electronic communication to convey messages that are obscene or intimidating to the recipient.

1.3b Sexual Assault: Any actual or threatened sexual contact against that person's will or where the victim is incapable of giving consent.

3-1.4 Hazing: Participating in the act or activity of hazing. Hazing shall be defined as any act or activity by an organization or group or by a member of that organization or group in which a member(s) or prospective member(s) may be subjected to an activity that may cause or create a risk to one's physical or mental health. Hazing includes any act or activity that may cause (but is not limited to): fear or intimidation; embarrassment or ridicule, physical exhaustion, endangerment, harm, mutilation, or alteration of any part(s) of the body; mental fatigue, harassment, or duress; and defacement, damage, or destruction of property. The intent of the act or the consent or cooperation of the hazing recipient will not constitute a defense. The university or the hazing recipient may charge an individual and/or the officers of a recognized organization with responsibility for the hazing act(s) both on or off-campus.

3-1.5 Dangerous Weapons:

1.5a Possession, use, sale, or distribution in any residence hall, building, or grounds under university control of: fireworks, firearms, shotguns, rifles, hand guns, switchblade knives, any type of ammunition, explosives, and all other serious weapons.

1.5b Misuse of martial arts weaponry, BB guns, pellet guns, clubs, knives, and all other serious weapons.

Students who wish to bring firearms to the campus must obtain written permission from the chief security officer of the university. Firearms must be stored at the University Security Office except with written permission of the chief security officer of the university. At no time will any of the above dangerous weapons be allowed in the university residence halls.

3-1.6 Fire Prevention:

1.6a Knowingly, recklessly, or negligently setting a fire on university property.

1.6b Creating a fire hazard or endangering the safety of persons or property by the improper use or possession of hazardous substances.

1.6c False reporting of a fire.

1.6d Failing to report a fire.

1.6e Interfering with the response of university or city officials to emergency calls.

1.6f Misuse of or tampering with fire prevention and control equipment.

1.6g Use or possession of any electrical appliance not authorized in university residence halls or other areas of the university.

1.6h Burning of candles in the residence halls.

1.6i Pranks involving fire.

1.6j Refusing to comply with fire alarm and fire drill procedures.

3-1.7 Dangerous and Narcotic Drugs: Possession, use, manufacture, sale, or distribution of any dangerous, narcotic, hallucinogenic, and/or look-alike drugs in any form except under the direction of a licensed physician or as expressly permitted by law.

3-1.8 Cannabis (Marijuana): Possession, use, manufacture, sale, or distribution of cannabis.

3-1.9 Alcohol: Use of alcoholic beverages on the university campus except when approved by university policies and procedures.

3-1.10 Throwing Objects Out of Windows or Off Roofs: Throwing objects out of windows or off roofs of any residence hall or any building on university property.

3-2 Property

The maintenance and preservation of the resources of the university, including its grounds, academic buildings, residences, dining facilities, and other structures are obligations of all members of the Northern Illinois University community. These resources are provided for the general community purposes and must be maintained so that no persons are denied their right to their proper use. It applies equally to the protection of the personal property and possessions of students, staff, administration, and faculty, and to those buildings and materials which are owned or leased by the university.

3-2.1 Unauthorized Removal, Possession, or Use: Unauthorized use, possession, or removal from a designated area of property belonging to the university, its community members, guests, or vendors.

3-2.2 Unauthorized Entry: Unauthorized entry to property under university control. (No student shall remain in a university building beyond its normal closing hours unless duly authorized by a university official.)

3-2.3 Damage, Destruction, or Defacement of Property: Damage, destruction, or defacement of property belonging to the university, any of its community members, guests, or vendors.

3-2.4 Unauthorized Painting: Unauthorized painting or staining in any residence hall room, public area, administrative office, classroom, or other property owned by Northern Illinois University.

3-2.5 Unauthorized Posting of Announcements: Failure to post announcements in accordance with established procedures of the specific building. (For additional information see Policy Appendices.)

3-2.6 Computer Misuse

2.6a Misuse of university computer systems, laboratories, equipment, or software in violation of university computer use policies.

2.6b Unauthorized access, distribution, alteration, or use of electronic materials including, but not limited to, information, images, text, or software.

3-3 Personal Identification and Honesty

The climate of life in the academic community is one of honesty and integrity. In order to preserve academic scholarship and the free flow of ideas in the university community, each student must acknowledge and stand by his or her own work and refrain from misleading or false statements.

3-3.1 Academic Misconduct: Receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, or other forms of dishonesty in academic matters including any offenses of types described under 3-3.3, 3-3.4, or 3-3 that are related to a student's academic status or performance. For a detailed description of the process by which academic misconduct cases are handled, refer to Chapter VI, Section 4.

3-3.2 Failure to Follow Instructions from University Officials: Failure to follow the oral or written instructions regarding university regulations or state law given by any properly identified university official whom the Board of Trustees or the president of the university has vested with the authority to give such instruction. Failure to present personal identification to a university official upon request.

3-3.3 Personal Misrepresentation: Representing oneself as another in person or in writing, or through means of electronic communication, with intent to obtain a benefit or to injure or defraud.

3-3.4 Unauthorized Representation: Alleging to represent the university or any of its recognized organizations without specific prior consent of the respective officials and with intent to obtain a benefit or to injure or defraud.

3-3.5 Inaccuracy of Records and Information: Falsifying, tampering, altering, forging, or misusing any university record or official document or knowingly supplying false or misleading information to university officials.

3-3.5a Fraudulent Registration Policy: Violation of the Fraudulent Registration Policy as referred to on page 28.

3-3.5b Registration Tampering: A student who tampers or attempts to tamper with the registration or records of another student or one's own, including but not limited to dropping courses and adding courses, may be subject to disciplinary sanctions as defined in *The Student Code of Conduct*.

3-3.6 Dishonesty in Judicial and Administrative Matters: Dishonesty before judicial bodies, university boards or committees, or university officials; or knowingly misrepresenting verbally or in writing the nature of events or the identification of persons coming before such persons or bodies.

3-3.7 Failure to Personally Appear Before a Judicial Body: Failure of the complainant or any witnesses to appear before the appropriate judicial adjudicator or Judicial Hearing Board upon request by an official member of the University Judicial System.

3-4 Noise, Obstruction or Disruption

Northern Illinois University as an academic community requires that each individual respect the needs of others to study, learn, work, and sleep in a peaceful atmosphere.

3-4.1 Excessive Noise: Disruption of study, sleep, work, or any other appropriate activity through excessive noise.

3-4.2 Disruptive Behavior: Disruption of study, sleep, work, or any other appropriate activity through disorderly behavior.

3-4.3 Obstruction or Disruption of University Activities: Knowingly or willfully obstructing or disrupting classes, research, administration, disciplinary proceedings or other authorized activities on university premises. For information concerning demonstrations, see Policy Appendices.

3-5 Accessory Responsibility

3-5.1 Accessory to a Violation: Aiding another individual in the commission of an offense as defined by *The Student Code of Conduct*. A person may be charged under this section even though the alleged perpetrator of the original offense may be found “not guilty.”

3-5.2 Guest Responsibility: Northern Illinois University students may be held responsible for the actions of their guests. When a guest commits a violation, the host may be charged with accessory responsibility.

3-5.3 Accessory or Accomplice to a Drug Violation: The knowing actions of an individual to aid, encourage, incite, compel or coerce another to commit an offense defined by 3-1.8 of *The Student Code of Conduct*.

3-6 Violation of Rights

Any intentional violation of a student’s rights to due process or any intentional failure to follow proper judicial procedures as outlined in *The Student Code of Conduct*.

Chapter IV Sanctions

Sanctions should relate to the character of the offense with further consideration given to the possibility of the wider effect of the offense on the university community. When possible, sanctions will be given for a particular offense as established by previous decisions in similar cases. The sanctions listed below are not inclusive but merely serve as guidelines. These sanctions are listed in reasonable order of severity and may be levied in any combination.

4-1 University Disciplinary Warning: A letter of reprimand indicating that any future violation of *The Student Code of Conduct* will subject the student to further judicial proceedings in which the original violation will be considered when determining the sanctions to be imposed.

4-2 Work Assignments: A contractual agreement between a university judicial adjudicator or a Judicial Hearing Board and the student to fulfill the requirements of an available work assignment. Failure to complete the work assignment satisfactorily will result in an encumbrance upon the student’s academic records. If an encumbrance is placed on the student’s academic records, the student may be unable to register for classes or receive copies of his/her NIU transcript. This encumbrance will remain on a student’s record until the work assignment is completed.

4-3 Administrative Fines: A sum imposed as administrative discipline for an offense. Student judicial administrative fines will range from a minimum of \$50 to a maximum of \$250, to be imposed at the discretion of a student judicial adjudicator or a Judicial Hearing Board. The offender is billed by the Bursar’s Office for the sum of the fine, and the student shall pay the fine within 30 days. Failure to pay a fine will prevent the student from obtaining transcripts and registering for classes; however, if the student’s financial position hinders the direct payment of the fine, and with the concurrence of the judicial adjudicator or the hearing officer, the student may substitute a work assignment.

The following schedule of administrative fines applies to violations of *The Student Code of Conduct* and may frequently involve additional administrative sanctions or charges for the cost of equipment or damage repair, depending on the circumstances, as a result of the student judicial process. Individual residence halls, by action of their hall council in conjunction with the hall director or area coordinator, may establish and post additional administrative fines for the hall, such as dining room line cutting, lockouts, or equipment returned late to the main desk.

1. Tampering with life-safety devices (for example, fire extinguishers, fire alarms, smoke detectors, or heat sensors). \$250
2. Projecting or dropping potentially dangerous objects from a residence hall building or in residence hall areas (for example, cans, bottles, water balloons, other heavy objects, balls of any type, or Frisbees). \$100
3. Possession or use of firecrackers. \$50
4. Participation individually or as part of a group in action that may result in damage to university property (such as water fights or participation inside a residence hall in sports suitable only for outdoor areas or special courts). \$100
5. Possession of firearms or other illegal weapons. \$100
6. Tampering with elevators or elevator controls. \$100
7. Possession of bulk alcoholic beverage containers over two gallons in capacity (such as kegs, party balls, etc.). Bulk containers are subject to confiscation and emptying. Furthermore, the container and tapper will be retained until the judicial process is complete. \$50
8. Violating the Residence Hall Alcoholic Beverage Policy. \$50 - \$250 (Sanction depends upon the type or repetitiveness of the offense and current sanctioning standards.)
9. Engaging in acts that may endanger the safety of others (e.g., pinning/blocking a person in a room, dangerous "Pranks," etc.). \$50 - \$250
10. Misuse or defacement of the NIU OneCard. \$50
11. Removal of food (except from a la carte dining locations), trays, china, silver, glasses, salt and pepper shakers, etc., from the dining room. \$50
12. Any disruptive actions that violate normal socially accepted rules of conduct or may seriously annoy and/or disturb other customers in the dining room. \$50
13. Unauthorized entry into the dining room. \$50
14. Misuse of university computer resources. \$250

4-4 Restitution: Payment for damage to an individual's or the university's property. The dollar amount is determined by the cost of materials to repair the item damaged, including any labor needed to replace or restore the item. The student will be responsible for payment of charges assessed within 30 days after receipt of a bill. If the bill is not paid during the 30 days, an encumbrance will be placed on the student's record.

4-5 Floor Transfer: The transfer of a resident from one floor of a residence hall to another floor of the same residence hall.

4-6 Residence Hall Transfer: The transfer of a resident from one residence hall to another residence hall.

4-7 Restricted Access: Restricting or banning from entering certain designated areas and use of specific equipment as defined by a judicial adjudicator or a Judicial Hearing Board for a specified period of time. Restricting or banning may include, but is not limited to, access to a university facility, participation in university-sponsored activities, or contact with a specified university community member(s).

4-8 Probation: A strong formal warning that defines a student's status for a specific period of time. If a student violates any other rules and regulations within the jurisdiction of the judicial system while under University Disciplinary Probation, that student will be subject to further disciplinary proceedings. If a student is found guilty of the new offense, a more severe sanction may be imposed than would normally be imposed for the new offense alone.

4-9 Suspension from the Residence Hall System: The removal of a student from the residence hall system. A student who is removed from the residence halls as the result of this sanction shall be required to pay the full room charge and a prorated portion of the board charge based on the number of meals served as of the date of being removed from the residence hall system.

4-10 Short Term Suspension: A sanction whereby the student temporarily loses the privilege of being enrolled as a student at NIU, from one to three semesters, as determined by the Class II judicial adjudicator or the Class II Student Judicial Hearing Board. The Class II adjudicator or the Class II Board shall have the prerogative to establish conditions that the student must meet prior to re-enrollment in classes at the university.

Extended Suspension: A sanction whereby the student loses the privilege of being enrolled as a student at NIU for a period of between two and four years, as determined by the Class II judicial adjudicator or the Class II Student Judicial Hearing Board. A student under this sanction must petition the Assistant Vice President of Student Services for readmission.

4-11 Expulsion from the University: A sanction whereby the student permanently loses the privilege of being enrolled as a student at Northern Illinois University.

4-12 Deferred Sanction: The deferral of a sanction for a definite or indefinite period. If a student pleads guilty or is found guilty of a further violation(s) of *The Student Code of Conduct*, the deferred sanction may be imposed. In determining whether to impose the deferred sanction, the student's judicial record, as well as the nature and circumstances of the subsequent offense, will be considered. Floor transfers, hall transfers, residence hall system removals, and suspensions are examples of sanctions that may be deferred.

Chapter V

Structure of the University Judicial System

5-1 Personnel

The Director shall have total responsibility for the administration, implementation, and efficient coordination of the University Judicial System. The Associate Director and assistant judicial officers shall perform all functions assigned to the university judicial officer with equal authority and responsibility.

The residence hall adjudicator is a professional member of the Housing Office who is responsible for the maintenance of a peaceful atmosphere in the residence hall. The residence hall adjudicator shall have the authority to conduct all preliminary meetings with an alleged Class I violator.

5-2 Offenses

The determination of the level of the offense shall be solely at the discretion of the judicial officer. Generally, examples of Class I offenses are excessive noise, water fights, theft of items valued less than \$10, or damage of property valued at less than \$100. Class I offenses are not limited to the above examples.

Class II offenses are more serious violations of *The Student Code of Conduct* and may include: theft of items valued at more than \$10, damage of property valued at more than \$100, academic misconduct, possession of an open alcoholic beverage in public areas of the university, or any felony. Class II offenses are not limited to the above examples.

In determining the level of the offense, the judicial officer, however, may take into consideration the circumstances, frequency, and consequences of the offense and any other factors which may relate to the severity of the offense.

5-3 Class I Judicial Board

Composition

The Class I Judicial Board shall be randomly composed of a pool of 24 students, consisting of 16 residence hall students and eight non-residence hall students. The individual hall councils select two students from each residence hall and the Student Association appoints eight students to sit as members of the Class I Judicial Board. Five members of the Class I Judicial Board pool constitute a Class I Hearing Board.

Authority

The Class I Judicial Board shall have the authority to levy all sanctions as described in *The Student Code of Conduct*, except for suspension or expulsion from Northern Illinois University.

5-4 Class II Judicial Board

Composition

The Class II Judicial Board shall be composed from a pool of 30 students and 20 faculty and supportive professional staff members. The 30 students are appointed by the Student Association. Thirteen of the members are appointed by the Faculty Senate, two faculty members from each degree granting college, with the exception of the College of Law, which will have only one representative. Two of the members are appointed by the Supportive Professional Staff Council.

The remaining five members from the faculty and supportive professional staff are recommended by the director of Educational Services and Programs and are appointed by the Faculty Senate. Five members of the Class II Judicial Board shall constitute a Class II Hearing Board. The five members will be randomly selected from their respective pools. In hearings involving academic misconduct, the Class II Hearing Board will be composed of three teaching faculty and two students. In all other disciplinary hearings, the Class II Hearing Board will be composed of three students and two faculty members of the pool from the teaching faculty or from the supportive professional staff.

Authority

The Class II hearing board shall have the authority to levy any type of sanction described in *The Student Code of Conduct*.

5-5 Hearing Officer*Composition*

The Director, Associate Director, or assistant university judicial officers will serve as hearing officer. In any hearing, the hearing officer shall not have participated in the preliminary meeting with the alleged offender.

Authority

The hearing officer will have the same authority as the Class I or the Class II Judicial Hearing Board. The scope of that authority is determined by whether the offense is a Class I or Class II offense.

5-6 Judicial Appeals Board*Composition*

The members of the Class I Appeals Board will be randomly selected from the Class I and Class II Judicial Hearing Board pools. The Appeals Board for a hearing involving a Class II offense will be randomly selected from the Class II Judicial Hearing Board pool.

Three members shall constitute a University Appeals Board. In hearings involving academic misconduct, the Appeals Board will be comprised of two faculty members and one student, who are drawn at random from the Class I or Class II student pool. In all other disciplinary hearings, the Appeals Board will be composed of two students and one faculty member. No hearing board member who heard the case in a previous hearing will be allowed to hear the case on appeal.

Authority

The Appeals Board has the authority to uphold or reverse the decision of the original hearing board or modify, but not increase, the sanctions levied by the judicial adjudicator or by the Judicial Hearing Board.

5-7 Term of Appointments to Judicial Boards

All students who are appointed by the Student Association to serve on the Class I and Class II Judicial Hearing Board pools are appointed in the fall semester for a one-year renewable term. Student Judicial Board members shall be in good academic standing. The students shall serve until the following fall semester when their successors are appointed. Class I Board members who are appointed by Hall Councils are appointed in the fall and serve for one academic year. All vacancies shall be filled by the appropriate appointing body to serve the remainder of the respective terms.

If cases are called before a Judicial Hearing Board during summer school at a time when Class I or Class II Hearing Board membership pools fail to provide sufficient members to constitute the necessary Judicial Hearing Board, interim faculty appointments may be made by the president of the Faculty Senate and interim student appointments by the president of the Student Association.

Chapter VI Procedures

6-1 Preliminary Meeting

The preliminary meeting occurs between an adjudicator and the alleged offender. During this meeting the adjudicator will explain the operation of the University Judicial System. The adjudicator shall inform the alleged offender that he or she may later serve as university presenter if the case is brought to a hearing. The alleged offender may present his or her interpretation of the incident. The suggested order of events for the preliminary meeting is as follows:

- 6-1.1** The adjudicator checks to be sure that the alleged offender has received a copy of the incident report, notice of charges, a copy of *The Student Code of Conduct*, an advocate list, and any other pertinent information. If the alleged offender has not received all of this information, it will be provided at this time. The adjudicator may later serve as university presenter if the case requires a formal hearing. The alleged offender shall be so notified of this possibility at this time.
- 6-1.2** The alleged offender asks any questions he or she desires about the incident in question or the judicial system in general. After the adjudicator has answered any questions, the alleged offender may present his or her interpretation of the incident.
- 6-1.3** The adjudicator will then decide whether to proceed with the case; drop the charges against the alleged offender; or adjourn the preliminary meeting pending further consultation with the complainant.
- 6-1.4** If the adjudicator decides to drop the charges, the preliminary meeting will end; the student will receive written notification of the adjudicator's decision.
- 6-1.5** If the adjudicator decides to proceed with the matter, the student will be explained the pleas available within the University Judicial System. The alleged offender may then decide to plead or may request a maximum of one academic day in which to plead. If more than one day is needed, an additional time request can be made to the university judicial officer. Depending on how the alleged offender pleads, the following will occur:
 - (a) Not guilty. The adjudicator will request that the student choose to have the case heard before either a Judicial Hearing Board or a hearing officer. The procedure described under "Full Hearings" will be followed.
 - (b) Guilty and accepts the sanctions offered by the adjudicator. The alleged offender will complete the assigned sanctions.
 - (c) Guilty but appeals the sanctions offered by the adjudicator. The adjudicator will contact the hearing officer for the Judicial Appeals Board and the procedure as described under "Appeals" will be followed.
 - (d) No contest. The alleged offender pleads neither guilty nor not guilty but accepts the sanctions offered by the adjudicator. This option is available to students who are involved in either civil or criminal proceedings arising out of the same incident.

6-1.6 If the alleged offender fails to attend a preliminary meeting and the alleged offender has received the material described in 6-1.1 either in person or through the mail, the adjudicator shall enter a not guilty plea on the alleged offender's behalf and select the format for the hearing. The format for the hearing will be either before a Judicial Hearing Board or a hearing officer, except in cases of academic misconduct which will always be before a hearing board. The procedure described under "Full Hearings" will be followed.

6-2 Hearing Guidelines

Every student in the Northern Illinois University community shall have the right to a hearing. Except for the imposition of temporary sanctions, no judicial penalty shall be imposed upon any student without a hearing, a plea of guilty, or no contest.

6-2.1 Participants in Hearings: All hearings before a Class I or Class II Judicial Hearing Board, hearing officer, or a Judicial Appeals Board are closed except for the following individuals: assigned Hearing Board members, hearing officer, complainant, presenter, ombudsman, alleged offender, student advocate and witnesses. Two individuals who are not active participants (one for the alleged offender and one for the complainant) may also attend as observers if a written request is submitted to Judicial Affairs at least two academic days prior to the scheduled hearing.

6-2.2 Record of Hearings: A complete and confidential record shall be kept of all university judicial hearings by tape recorder. All tape recordings shall be the property of Northern Illinois University. All tapes will be erased after the two (2) academic day deadline for appeal, unless the student requests an appeal. In this instance, the tapes will be kept for the appeals hearing, and destroyed five (5) academic days after the appeals hearing.

When the sanction issued by the Judicial Hearing Board is suspension or expulsion from Northern Illinois University, the tapes of the hearings will be kept until the end of the following semester. This provides the student with a recording of the previous hearings if that student appeals the matter to the associate provost of student affairs.

6-2.3 Safeguard of Property: Judicial Affairs may issue orders that may be necessary to safeguard the property that is the subject of a case without prejudice to the rights of the parties involved or to the final determination of the dispute.

6-2.4 Basis of Decision: The decision by the Judicial Hearing Board of whether a student is guilty or not guilty will be based solely on the evidence submitted. The complainant must prove by a preponderance of evidence that the alleged offender committed the act in question.

6-2.5 Evidence: Inasmuch as these disciplinary hearings are not governed by standard legal proceedings, strict rules of evidence as in a court of law may not be automatically applicable. However, fundamental constitutional rights may be considered as a guide for determining the admissibility of evidence.

6-2.6 Vote on Decisions: A majority vote shall govern all decisions of the Judicial Hearing Board.

6-2.7 Duties of Hearing Officer: The hearing officer shall coordinate and convene all hearings before the appropriate Judicial Hearing Board, rule on admissibility of evidence, and interpret and apply the rules of procedure as they relate to the power and duties of the Judicial Hearing Board without infringing on the rights of any party. During all stages of a board hearing, the hearing officer shall play a neutral role only. The hearing officer has the authority to exclude or remove any participant who does not conduct him or herself in the appropriate manner during the course of the hearing. The hearing officer has the responsibility of notifying the alleged offender and the complainant/victim of the decision reached by the hearing board.

6-2.8 Responsibility of Hearing Board Members: Judicial Hearing Board members have the responsibility to refuse to hear any case in which they would be unable to maintain an objective perspective of all aspects of the case.

6-2.9 Arguments and Questions Concerning Legal Validity of *The Student Code of Conduct*: Arguments and questions concerning the constitutionality or legal validity of university, living unit, or organizational regulations and policies pertaining to a particular case shall not be addressed to the board or individual hearing or reviewing the case. Such arguments and questions shall be delivered in writing to the judicial officer for submission to the university legal counsel not less than 48 hours prior to the scheduled hearing or review. The opinion of the university legal counsel shall be delivered in writing to the board or individual reviewing the case for consideration in reaching a decision.

6-3 Full Hearings

Full hearings are held before the appropriate Hearing Board to determine the guilt or innocence of the alleged offender. In the event a guilty verdict is delivered, the Judicial Hearing Board will also decide the appropriate sanction.

Hearings will follow the sequence below. Slight changes may be made to accommodate unusual circumstances; however, no change will be made that deprives the alleged offender of any of his or her rights without prior written consent.

6-3.1 The hearing officer will convene the Judicial Hearing Board and preside over the hearing.

6-3.2 The hearing officer will start the tape recorder and ask all those present to identify themselves and state their position within the university.

6-3.3 The hearing officer will inform all parties of their responsibility regarding testimony, honesty, rights, and the maintenance of order.

6-3.4 The hearing officer will read the charge and ask the alleged offender to enter a plea. In the event of multiple charges, the alleged offender will plead separately to each charge. If the defendant is absent or refuses to plead, the hearing officer will order a plea of “not guilty” to be entered on the student’s behalf.

6-3.5 The presenter and the alleged offender may make an opening statement. The opening statement will inform the Judicial Hearing Board of the evidence to be presented and provide a general overview of the case itself.

6-3.6 The presenter will present witnesses and evidence in support of the charges.

6-3.7 The alleged offender or advocate may then question each witness or address each piece of evidence as presented. This will be limited to a total 10-minute period. A majority of the Judicial Hearing Board may allow for a time extension, if requested.

6-3.8 The presenter may question each witness or address each piece of evidence again after the alleged offender or student advocate has finished. This will be limited to a total 10-minute period. A majority of the Judicial Hearing Board may allow for a time extension, if requested.

6-3.9 Members of the Judicial Hearing Board may question the witnesses if they so desire.

6-3.10 The alleged offender or advocate may challenge the admission of evidence if he or she believes that there is a good reason that it should not be admitted. The presenter may argue in favor of the admission of the evidence if he or she so desires. The hearing officer shall make the final decision in all cases regarding admissibility of evidence.

6-3.11 The presenter will rest his or her case after the presentation of all the witnesses and evidence.

6-3.12 The alleged offender or advocate may then present witnesses and evidence in an effort to refute the charge(s) made by the complainant.

6-3.13 The presenter may question these witnesses or challenge evidence in the manner described above. This will be limited to a total 10-minute period. A majority of the Judicial Hearing Board may allow for a time extension, if requested.

6-3.14 Members of the Judicial Hearing Board may question the witness if they desire.

6-3.15 The alleged offender will rest his or her case after the presentation of all the witnesses and evidence.

6-3.16 The Judicial Hearing Board may at this time recall any witnesses it wishes to question further.

6-3.17 After all witnesses, evidence, and testimony have been presented, the hearing officer will specifically ask the alleged offender, advocate, and presenter if there is any other information pertaining to the case that has not been presented. If there is, they will then be given an opportunity to present it in the previously described manner.

6-3.18 The presenter and alleged offender or their advocate will have the opportunity to present their closing statements if they so desire. The closing statement summarizes evidence and testimony.

6-3.19 The hearing officer shall remind the Judicial Hearing Board of the alleged offender's rights as stated in section 2-10.

6-3.20 The Judicial Hearing Board will then enter executive session to determine a verdict. The hearing officer may be called in during deliberations to provide additional information to the Judicial Hearing Board, but does not vote. Any questions or comments made while the hearing officer is present in the executive session will be recorded and become part of the transcript of the hearing.

6-3.21 When the Judicial Hearing Board has completed its deliberation, the decision must be given to the hearing officer.

6-3.22 If there is a decision of guilty, the hearing officer will inform the Judicial Hearing Board of the offender's previous university disciplinary history, including any notice of inappropriate behavior. The Judicial Hearing Board shall assign sanction(s) appropriate to the seriousness of the charge, taking into consideration the offender's previous record.

6-3.23 The hearing officer will notify the alleged offender of the decision.

NOTE: The hearing officer or any member of the Judicial Hearing Board may ask for an executive session of the Judicial Hearing Board at any time during the hearing. After receiving such a request, the hearing officer will direct all individuals within the hearing room to leave except for himself or herself and the Judicial Hearing Board.

6-4 Academic Misconduct

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course that the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the departmental chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an 'F' for that course. The faculty member shall notify the student in writing whenever such action is taken, *and Judicial Affairs shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file.* In all matters where the charge of academic misconduct is disputed by the student, or if the faculty member believes a sanction greater than an 'F' in the course is appropriate (*such as repeat offenders or flagrant violations*), the faculty member shall refer the matter to Judicial Affairs, *making use of the Academic Misconduct Incident Report. Sanctions greater than an 'F' in a course can be levied only through the University Judicial System.*

The referral must contain all relevant evidence or information related to the allegation and the grade that would have been assigned to the student's work had the alleged academic misconduct not occurred. The faculty member may not assign a final grade to the relevant test, paper, or course until the Class II Judicial Hearing Board makes a determination as to the student's guilt or innocence as outlined in *The Student Code of Conduct*. In instances where a course grade is necessary, Judicial Affairs shall notify the Office of Registration and Records and the faculty member that a not reported (NR) shall be entered; and the records office shall record an NR.

If during its investigation of the facts relevant to the charges an issue surfaces that is not in the purview of Judicial Affairs, it shall be referred back to the appropriate academic area. The individuals involved shall receive written notification of such action.

If the results of the academic misconduct hearing are that the student is guilty, the Class II Judicial Hearing Board will levy a sanction taking into consideration the recommendations of the faculty member. The hearing officer for the Class II Judicial Hearing Board will notify the faculty member of the determination, and the faculty member shall initiate, in writing, a grade change as appropriate.

If the determination is not guilty, the hearing officer for the Class II Judicial Hearing Board will notify the faculty member of the determination. The student will receive the grade that he or she would have received on the test, paper, or course in question had the allegation of academic misconduct not been made.

The student will have the right to appeal either the sanction levied by a faculty member for academic misconduct [see (a) under section 6-5.3 below] or the decision of the Class II Judicial Hearing Board to the Judicial Appeals Board [see section 6-5.3 below]. The student has five (5) academic days to submit a written appeal as outlined in *The Student Code of Conduct*. The hearing officer will notify the faculty member and the records office, when appropriate, of the determination of the University Appeals Board.

6-5 Appeals

Only Class II judicial cases can be appealed. The Assistant Vice President of Student Services will only hear appeals involving suspensions or expulsion.

6-5.1 The alleged offender will submit a written request for an appeal to Judicial Affairs within two (2) academic days after receiving written notice of the decision.

6-5.2 Judicial Affairs will refer the appeal request and the contents of the alleged offender’s judicial file to the Judicial Appeals Board.

6-5.3 The Judicial Appeals Board will review the case and determine if the judicial action involved any one or a combination of the following:

- (a) the sanction was too severe, or unprecedented for the offense;
- (b) the judicial decision was made in an arbitrary or capricious manner;
- (c) the finding of guilt was not substantiated by the evidence; or
- (d) the alleged offender’s due process rights as defined in the section “Rights” were violated.

6-5.4 After reviewing the case material, the Judicial Appeals Board will decide to do one of the following:

- (a) resolve the matter in light of only the case material;
- (b) recall witnesses, in which case due process will be assured; or
- (c) call for a full hearing on the matter, in which case the procedures described under “Full Hearings” will be followed.

6-5.5 After the Judicial Appeals Board has either reviewed the case material or heard the entire case, the board/officer will then decide whether to uphold or reverse the decision of the original hearing board/officer or modify, but not increase, the sanctions levied by the original record.

6-5.6 The hearing officer will be prohibited from participation in the executive session of the Judicial Appeals Board if the hearing officer made the determination of guilty and imposed a sanction in the original hearing.

6-6 Temporary Sanctions

A temporary sanction is an administrative action taken only under serious circumstances when time does not permit the convening of the appropriate hearing and expeditious action needs to be taken. The imposition of a

temporary sanction is not to be construed as a judgment of guilt or innocence, but is an administrative decision by Judicial Affairs. Such action is taken by an appropriate individual only when he or she has strong reason to believe that the alleged offense(s) involved one or more of the following circumstances:

- (1) Serious injury or danger to the emotional or physical welfare of the student in question, other students, faculty, or staff at the university, or any others.
- (2) Serious damage to university property.
- (3) Serious disruption of residence hall students' lives (based on repeated violations of *The Student Code of Conduct* where judicial action had been initiated.) A temporary sanction based on this reason can be imposed only by the university judicial officer or the assistant judicial officer.

A decision to administer a temporary sanction will be a result of evaluating all incident reports, if applicable, and other pertinent information in the time available. The alleged offender will be provided an opportunity to present his or her interpretation of the incident.

In determining the extent of a temporary sanction, the student's need to attend to his or her own academic responsibilities shall be considered.

The following temporary sanctions may be levied:

- 6-6.1** Restriction of access to the entire residence hall system (for nonhall residents), a particular residence hall, or any floor or public area in a residence hall.
- 6-6.2** Restriction of access to any university-controlled building.
- 6-6.3** Floor transfer.
- 6-6.4** Residence hall transfer.
- 6-6.5** Removal from the University Residence Hall System.
- 6-6.6** Removal from the Northern Illinois University campus.

The Director, the Associate Director, the assistant judicial officers, and the Assistant Vice President for Student Services, may levy all of the above sanctions. The director and the associate director of student housing services may levy all sanctions except restriction of entry to any university-controlled building other than the residence halls and removal of a student from the Northern Illinois University campus.

The university judicial officer must be informed that a temporary sanction has been imposed within 24 hours after the imposition, or as soon as practical after the imposition.

If a decision has been made to administer a temporary sanction, the student in question will be given written notice of the terms and conditions of the temporary sanction and a copy of *The Student Code of Conduct* at the time the temporary sanction is imposed. A student who is given a temporary sanction will receive, at least 72 hours prior to the time of the full hearing:

- (1) a notice of charges;
- (2) a copy of any incident report(s); and
- (3) a copy of any other pertinent information that will be presented in the case.

Any temporary sanction will be reviewed upon the request of the student by the Assistant Vice President of Student Affairs or his designee within two (2) academic days upon receipt of the appeal request for the purpose of determining whether the temporary sanction is to remain in effect until the appropriate hearing is convened. If the Assistant Vice President of Student Services has issued the temporary sanction, the administrative review shall be by the president of the university or his designee.

The case will be given a full hearing within three (3) academic days from the time the temporary sanction was imposed or as soon as possible thereafter unless the student requests an extension. No extension shall exceed ten (10) academic days. The purpose of this full hearing is to determine the guilt or innocence of the student. After the imposition of a temporary sanction, a representative of Judicial Affairs will conduct a full investigation of all aspects of the charges. If any additional information relevant to the case is brought to Judicial Affairs, the representative will investigate it and make arrangements for the attendance of witnesses at the hearing and for the presentation of the additional information. The university judicial officer has the prerogative to reduce or remove any temporary sanction that has been imposed prior to the full hearing.

TEMPORARY SANCTION LETTER

The following temporary sanction(s) has/have been imposed on you:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

This serious administrative action is being taken on the basis of reasonable cause to believe that the alleged offense(s) involved one or more of the following as checked below:

- (1) Serious injury to the emotional or physical welfare to the student in question, other students, faculty, or staff at the university, or any other.
- (2) Serious damage to university property.
- (3) Serious disruption of residence hall students' lives (based on repeated violations of *The Student Code of Conduct* where judicial action had been initiated). A temporary sanction for this reason can be imposed only by the university judicial officer or assistant judicial officer.

This temporary sanction will be reviewed upon your request by the Vice President of Student Affairs or his designee within two (2) academic days. The imposition of a temporary sanction is not to be construed as a judgment of your guilt or innocence in the matter at hand, but as an administrative decision by the university that shall not prejudice your case when it is heard by the Class II Judicial Hearing Board or hearing officer.

If in the course of preparing a defense you should need to enter an area that you have been restricted from, you must:

- (1) Obtain permission from the university judicial officer.
- (2) Sign in at Judicial Affairs before entering the restricted area and sign out at Judicial Affairs after leaving the area.

If you need assistance in preparing your case, you may wish to contact the following people:

Executive Director of Housing and Dining
Neptune Hall East
Phone: 753-1525

University Ombudsman
7th floor of Holmes Student Center
Phone: 753-1414

Director, Judicial Affairsr
Campus Life Building, Suite 280
Phone: 753-1571

You are being given a copy of *The Student Code of Conduct* in addition to this letter outlining the temporary sanction(s) you received. Please refer to page 20 for additional information on temporary sanctions.

Sincerely,

Signature _____

Title _____

Your signature is not an admission of guilt nor does it indicate your agreement with the sanction(s) levied upon you. Your signature does verify that you have received this temporary sanction letter.

Received by _____

Date _____

Time _____

OR

Served by _____

Date _____

Time _____

Chapter VII

Procedure for Amending University Judicial System

Suggestions or recommendations for changes in the University Judicial System as outlined in *The Student Code of Conduct* may be submitted by any member of the Northern Illinois University community. The suggestion or recommendation for change should be submitted in written form to Judicial Affairs. Within the University Judicial System, there is a University Judicial Advisory Board that meets twice each semester (fall and spring) with additional meetings as necessary to review the submitted suggestions and recommendations. Substantive or procedural changes shall be reviewed by the Judicial Advisory Board, the General Counsel, and considered by the president for approval.

The University Judicial Advisory Board will be composed of voting and non-voting members. The voting members will be one student member from Class I Judicial Board members appointed by the Residence Hall Association, two student members from the pool of Class II Judicial Board members appointed by the Student Association, two faculty members chosen from the seven degree granting colleges appointed by the Faculty Senate, a faculty member recommended by the director of Educational Services and Programs and appointed by the Faculty Senate, and the university judicial officer.

The nonvoting members include the Associate Director of Judicial Affairs, Judicial Affairs's legal adviser, Educational Services and Programs representative, and any concerned members of the university community.

The Director of Judicial Affairs will chair the University Judicial Advisory Board and will make an attempt to invite members of the university community who will be affected by changes in the document.

Definitions

Academic Day-Any day in which regularly scheduled classes are in session.

Adjudicator-A designated individual who meets with an alleged offender and affords him or her the opportunity to settle the case without a full hearing. The Director of Judicial Affairs, Associate Director, assistant judicial officers, and residence hall advisers may serve as adjudicators.

Advocate-An individual who represents a complainant or an alleged offender and pleads his or her case in a disciplinary matter.

Alleged Offender-An individual who is charged with committing a violation of *The Student Code of Conduct*.

Appeal Hearing-A hearing before the Judicial Appeals Board in which the board will render a decision to either uphold, modify, or reverse the findings of the original Judicial Hearing Board.

Complainant-The party that files the complaint against a student.

Concurrent Jurisdiction-Two judicial bodies having or exercising judicial authority at the same time. When a serious violation occurs, a student may be subject to both the University Judicial System and a criminal or civil court of law.

Full Hearing-A hearing before a Judicial Hearing Board in which the complainant and the alleged offender have the opportunity to present testimony, evidence, and arguments. A determination as to the innocence or guilt of the alleged offender will be based upon the evidence presented at the hearing and, if the alleged offender is found guilty, appropriate sanctions will be levied.

Hearing Officer-The designated individual who coordinates and convenes the appropriate Judicial Hearing Board, rules on the admissibility of evidence, and interprets and applies the rules of procedure as they relate to the power and duties of the Hearing Board without infringing on the rights of the party.

Incident Report-An accusation in written form which must be signed by an individual indicating that he or she has first-hand knowledge or strong reason to believe that an individual has committed an offense.

Jurisdiction-The extent or range of judicial authority and the territory over which the authority is exercised.

Notice of Charges-A written statement identifying the alleged offender and the specific violation(s) of *The Student Code of Conduct* that has/have allegedly occurred.

Plagiarism-Representation by the student as his or her own, material which was written, in whole or in part, by others; or use by student of materials, information, concepts, etc., from books or other sources without appropriate credit.

Presenter-The individual who presents the case to the Hearing Board on behalf of the university.

Ombudsman-A member of the university community who may be consulted in cases of misunderstandings between different parties on the campus. The ombudsman may act as mediator in conflict situations and may also participate in judicial proceedings in the interest of assuring that due process requirements are fulfilled.

Sanction-A penalty imposed upon a student after he or she either has admitted guilt or has been found guilty by a Judicial Hearing Board of having committed a violation of *The Student Code of Conduct*.

Temporary Sanction-A sanction imposed for a limited duration by the university judicial officer or the director of student housing services in an emergency situation.

University Judicial Affairs-The administrative office of the university that is responsible for the efficient and fair operation of the University Judicial System.

Waiver or Hearing Option Form-The form on which the alleged offender pleads guilty and accepts the sanction(s) as presented; pleads guilty and requests a hearing on the appropriateness of the sanction(s); pleads not guilty and requests a full hearing before a judicial board; or pleads no contest and accepts the sanction(s).

Work Assignment-A sanction involving work on a particular task or tasks for a specified number of hours.

Written Notice of Hearing-Formal written notification of the date, time, and place the appropriate judicial board will meet to hear a case. The alleged offender must be given a minimum of three (3) academic days' notice prior to the scheduled convening of the hearing.

Northern Illinois University DeKalb, Illinois Policy Concerning Demonstrations

The university pledges equal emphasis to its responsibilities in three areas: (1) vigorous protection of the rights of all students and encouragement of the free expression of ideas; (2) unceasing efforts to keep the channels of communication open to all suggestions for change; and (3) a guarantee to the people of the state and to the great majority of the students that the educational process will not be disrupted.

The university respects the rights, accorded to all persons by the Constitution, to freedom of speech, peaceable assembly, petition, and association. Students and student organizations, as well as other members of the university community, may examine and discuss all questions of interest to them, and express opinions publicly as well as privately. They may support causes by lawful means that do not disrupt the operations of the university's facilities. They may petition for a redress of grievances through peaceful means, and the declared policy of the university is to hear such petitions sympathetically and with an eye to prompt disposition of legitimate complaints. University facilities are available for the use of speakers and as forums for the expression of opinion. In order to insure equitable access to its facilities for the entire university community, the university will maintain its obligation to place reasonable limits on the times during which its rooms and buildings may be used by any particular individual or group.

In the event of disruption of the normal academic or operational functions of the university, including interference with the free use of corridors and entrances to rooms and buildings, it is the policy of the university to move with dispatch to restore order and open operation of the university. Every attempt will be made to discuss issues rationally and to avoid violence or the use of force. However, in the event the processes of discussion fail, the issues are determined to be unnegotiable, and disruption continues, the responsible official will issue legal notice to the group to disperse. If the members of the group refuse to comply, they will be subject to arrest for violation of the law.

Policies Concerning Sale and Distribution of Printed Materials at Northern Illinois University

It is recognized by the Northern Illinois University community—students, faculty, staff, and university organizations—that the free discussion and semination of ideas is essential in a university. Therefore, opportunity should be provided for the free distribution and sale of printed materials in all areas of the university including residence halls, classroom buildings, and other university buildings provided that the following guidelines are observed:

General guidelines for sale and distribution of printed material

1. The material distributed and the form of distribution shall not violate state and federal law.
2. Except in the bookstore and at established newsstands, sale of printed material will be permitted in designated areas only.

General areas where sale and distribution of materials shall not be allowed

1. Classrooms when class is in session.
2. Libraries and other designated study areas.
3. Private rooms and offices.
4. The student health service facilities.

General guidelines for buildings in which policy-making boards or councils exist

In buildings where policy-making boards or councils exist, as in the case of the residence halls and the Holmes Student Center, these agencies are encouraged to designate areas where literature may be distributed and sales solicited. These agencies are also encouraged to establish written regulations for the distribution and sale of literature in these designated areas. Where no such regulations exist, solicitation and distribution of printed material shall be allowed subject to the stated guidelines.

General guidelines for administrative and classroom buildings

It shall be the responsibility of the provost to designate on request areas where literature may be distributed or sold.

Use of tables for the sale and distribution of literature

It shall be understood that while literature may be distributed and sold in public areas of buildings, the use of tables for this purpose shall be governed by the size of the area in question. Tables cannot be permitted in hallways or entrances if they interfere with the free flow of traffic.

In those areas where tables will be permitted for the distribution and sale of printed material, tables may be used on a first-come, first-served basis up to the limit of space available. Prior permission should be secured from the organization or office administratively responsible for the area.

Enforcement

Prohibition from selling or distributing literature or other sanctions which may be imposed as a result of violations of these policies and procedures or complaints which may be raised about too restrictive regulations imposed in individual buildings may be appealed. In residence halls the appeal initially should be made in writing to the residence hall judiciary. In the case of another building the initial appeal should be made to the committee established below for the purpose of review and revision of the campus-wide policies. Final appeal, in both instances, shall be to the highest court of the campus judiciary.

Provision for policy changes concerning the sale and distribution of printed material

Future revision of this policy, including the definition of possible sanctions, may be made by a committee consisting of a representative of the residence hall presidents (elected from the residence hall presidents), a representative of the Holmes Center Board, a representative from the administration (to be selected by the president), a member of the faculty (to be selected by the University Council), and a representative of the Student Association (to be selected by the Student Association). Recommendations of this committee will require approval of the University Council (Senate) and the Government of the Student Association.

Fraudulent Registration Policy

Fraudulent registration is to be considered a Class II offense. In cases of suspected fraudulent registration involving Section 3-3.4, Unauthorized Representation, or Section 3-3.5, Inaccuracy of Records and Information of *The Student Code of Conduct*, the Office of Registration and Records will notify the department and faculty involved and confer if necessary. If the case appears to be a result of possible fraudulent registration, the case will be referred to the Judicial Hearing Board to determine the merit of the charge and examine the evidence of the case as expeditiously as possible. The determination of guilt and any subsequent sanction, (excluding sanctions related to grades or academic credit), against the student is the responsibility of the Judicial Hearing Board. Neither the academic department nor the faculty member(s) involved shall make such determinations. The student will be allowed to remain in the class until such time as he/she has been found guilty of the charge and all appeals have been exhausted. Should a grade be required before the appeal process is completed, the faculty member will report the earned grade to the Office of Registration and Records, where it will be held and “NR” will be entered in the record until the case is resolved.

If the student is found not guilty of fraudulent registration, the department and faculty member(s) will be notified and no further judicial action will be taken. If the student is found guilty, the board shall prescribe sanctions as permitted by *The Student Code of Conduct* with the exception that no sanction related to altering grades or academic credit may be imposed. The student will have the right to appeal any sanction(s) levied by the Judicial Hearing Board.

The finding of guilty shall be reported to the Office of Registration and Records, the department, the faculty member(s), and the student. When that finding is received in the Office of Registration and Records, the student will be automatically dropped from the course in which he/she was fraudulently registered. Within ten (10) calendar days of notification, the student may petition for reinstatement in the course utilizing the departmental grade review board, which will consider the petition and make the decision regarding reinstatement. If the student is reinstated in the course, the earned grade shall be posted. The grade given shall not be used as a disciplinary sanction for the fraudulent registration.

This policy does not preempt the right of academic departments and faculty to delete from classes students who have failed to follow class permit procedures or meet prerequisite requirements in specific courses.

Policy on Parental Notification of Alcohol Violations

Judicial Affairs may notify parents/guardians of students, under the age of 21, who have been found in violation of *The Student Code of Conduct* and their violation(s) has (have) involved the use of alcohol or illegal substances. Generally, notification of parents/guardians will occur when there have been two or more violations involving the use of alcohol or illegal substances and when, in the opinion of the judicial officer, these violations pose a threat to the student and/or others.

INVOLUNTARY UNIVERSITY WITHDRAWAL POLICY FOR THREATS RELATED TO MENTAL OR PSYCHOLOGICAL DISORDERS

Authority

This policy is intended to establish standards and procedures for addressing specific student conduct in extraordinary instances when, in the judgment of appropriate administrative officials, *The Student Code of Conduct* is not applicable or cannot be timely applied effectively.

Authority to issue an involuntary university withdrawal for direct threat reasons rests with the Vice President for Student Affairs (VPSA), the Associate Vice President for Student Affairs, and any Assistant Vice President for Student Affairs (AVP).

Issuance

A student will be subject to involuntary university withdrawal for direct threat reasons if the student engages or threatens to engage in behavior that poses a direct threat of harm to self or others. “Direct threat” means behavior that: (1) presents a significant risk of substantial harm to the health or safety of the individual or others, or (2) substantially impedes the lawful activities of other members of the campus community.

A student whose behavior appears to meet the above criterion is subject to mandatory administrative referral by an AVP to either the Director of the Counseling and Student Development Center or designee, or to a Health Services Staff Psychiatrist, for an immediate, mandatory psychological evaluation including a direct threat assessment. No other person may accompany the student during this evaluation. The examining mental health provider will immediately communicate in writing the results of this evaluation to the referring AVP with an opinion regarding the presence or absence of a direct threat of harm to the student or others.

If the AVP determines on the basis of evidence (a) from the examining mental health provider that the student is suffering from a mental disorder, as defined by the current American Psychiatric Association diagnostic manual or its equivalent; (b) that as a result of the mental disorder, a direct threat of harm to self or others is present; and (c) that it is in the best interest of the student, apparent potential third-party victims and/or the university that the student receive an involuntary university withdrawal for direct threat reasons, the student will be informed of this decision, the reason(s) for the decision, and of his/her right to an informal administrative hearing with the VPSA or designee.

If it is determined that a direct threat of harm to self or others is not present, procedures under this policy will have been concluded. The student will be referred to Judicial Affairs for review and adjudication of any violations of *The Student Code of Conduct* that may be outstanding.

The student must provide written authorization to permit verbal and written communication about his or her condition between university officials and all the examining licensed mental health providers specified in this policy. Failure by the student to complete any required mental health assessment(s) under this policy and procedure, or failure to provide written authorization for communication among pertinent university and designated non-university individuals under this policy, or failure to abide by deadlines and other requirements of this policy will result in initiation of an involuntary university withdrawal for apparent direct threat reasons.

Hearing

A student who receives an involuntary university withdrawal for direct threat or apparent direct threat reasons may request an informal administrative hearing with the VPSA or designee to review only: 1) the accuracy/reliability of the information regarding the student's behavior, and 2) whether or not the criterion for involuntary university withdrawal for direct threat or apparent direct threat reasons has been met. The request for an informal administrative hearing must be submitted to the VPSA in writing within three university class days of the issuance of the involuntary university withdrawal and must include the student's authorization for release of relevant information for the purpose of conducting the hearing. If the student refuses to provide such authorization, the informal hearing will proceed without the requested information. The student will remain involuntarily withdrawn from the university pending the conclusion of the informal hearing.

If the student is hospitalized during the time interval for requesting an informal administrative hearing, the request deadline will normally be deferred to the university class day after the date of the student's discharge from the medical facility.

The informal administrative hearing will be convened by the VPSA normally within three university class days of receipt of the student's written request. The student may be assisted during the proceeding by a licensed mental health provider of his/her choice, a member of the university faculty or staff, or a family member. The student may request that the AVP and the director or staff psychiatrist be present. As part of the informal hearing process the VPSA may require the student to undergo, at university expense, an additional psychological evaluation and direct threat assessment by a licensed mental health provider designated by the university and the results of such evaluation shall be communicated to the VPSA for consideration. No other person may accompany the student during this evaluation.

Normally within two university class days of concluding the informal hearing the VPSA will determine if the involuntary withdrawal for direct threat or apparent direct threat reasons is appropriate or if the student will be reinstated. The VPSA may consult with pertinent university officials prior to making this determination. The VPSA's decision will be final. Written communication of the decision will be given to the student in person or sent by certified mail within one university class day of the decision.

Throughout the term of the involuntary university withdrawal for direct threat or apparent direct reasons the student may not attend class or use university facilities, must vacate university housing and may not return to campus unless approved by the VPSA or designee. The student will be responsible for his/her own food and shelter during the period of the involuntary university withdrawal. The student will be entitled to any applicable refunds of tuition, fees and room and board charges during the involuntary university withdrawal. A registration hold will be placed on the student's record so that any request for subsequent registration will come to the attention of the VPSA.

Reinstatement

The involuntary university withdrawal will remain in effect until the student adequately demonstrates that his/her behavior no longer constitutes a direct threat of harm to self or others. For reinstatement at the university the student must submit a written request to the AVP and arrange for the submission of documentation from his/her licensed mental health provider confirming the absence of a direct threat of harm to self or others as defined in this policy. The student must authorize verbal and written communications about his/her condition between all licensed mental health providers involved in this process and relevant university staff. The director or staff psychiatrist will review this information and provide a written recommendation to the AVP regarding the student's eligibility for reinstatement. The AVP may require the student to undergo, at university expense, additional psychological evaluation by a licensed mental health provider designated by the university and the results of such evaluation shall be communicated to the VPSA for consideration; no other person may accompany the student during this evaluation. Written communication of the decision to grant or deny reinstatement will normally be given to the student in person or sent by certified mail within one class day of the decision.

Upon reinstatement at the university, the student will be referred to Judicial Affairs for review and adjudication of any violations of *The Student Code of Conduct* that may be outstanding. When all judicial proceedings have been completed and any applicable academic requirements satisfied, the student may be permitted to re-

Policy and Procedures for Addressing Violations Committed by University Registered and/or Recognized Student Organizations Including Greek Letter Organizations

Northern Illinois University Division of Student Affairs

Student organizations, including Greek letter organizations, planning and carrying out their activities and conducting their affairs, bear the responsibility for doing so in accordance with university regulations, *The Student Code of Conduct*, and federal, state, and local laws. Failure to accept the responsibilities of group membership may subject the organization to permanent or temporary suspension of charter, cancellation of university registration and support, e.g., use of facilities, etc., probation or other appropriate action.

This policy is applicable to all student organizations that receive their recognition from the university. Such student organizations fall into two general categories:

- Organizations that are comprised of members of the National Pan-Hellenic Council (NPHC), the Interfraternity Council (IFC), the College Pan-Hellenic Council and the Multicultural Council (MGC).
- Organizations that receive their recognition from the NIU Student Association, and/or their registration from the department of Student Involvement and Leadership Development.

Since there are two distinct types of organizations covered by this policy, certain sections of the policy will have specific applications.

Expectation

A student organization, including Greek letter organizations, may be held liable when (a) sufficient prevention measures have not been employed, e.g., non-admittance, removal, or other controls, and (b) action to refer individual cases to appropriate authorities or judicial boards is not taken by the group. This liability shall be tempered only by the extent and effectiveness of dealing with such violations during and immediately following the activity. Members of an organization, or their guests, at the event or activity are included in the expectation of the organization's responsibility, and appropriate measures must be employed to prevent or deal with problems and violators.

Responding to Student Organization Infractions

Student organizations are expected to refer alleged violating groups and/or individuals to Judicial Affairs or the campus police. The Director of Judicial Affairs will then refer all Class I cases to the appropriate judicial hearing boards, i.e., the National Pan-Hellenic Council (NPHC), College Pan-Hellenic Council (CPC), the Interfraternity Council (IFC), the Multicultural Council (MGC) or for Class II cases the All-Greek Judicial Board (AGJB), which is comprised of one representative from each council and one Student Affairs staff member. The decision of the board is expected to be relevant to and consistent with the nature of the violations. Any cases of a severe nature involving suspension or expulsion as a recommended sanction will be retained by the office of Judicial Affairs. The president of the organization will be the designated recipient of all organizational charges.

These judicial boards and chapter standards boards have the opportunity and are expected to deal with individuals or Greek letter organizations allegedly in violation of their governing body bylaws and policies, university rules and regulations, The Student Code of Conduct, or federal, state, and local laws. These boards must show good faith in dealing with the individual(s), especially their own members allegedly in violation of university regulations or laws. The degree to which the group or organization carries out this overall responsibility will influence the extent to which it may be held liable for the actions of the individual(s).

Judicial Affairs will handle cases involving all other student organizations.

Definition of an Organization's Activity and When the Organization is Considered Responsible

An activity is considered to be related to an organization and the organization is held responsible for violation of university rules, regulations, laws and *The Student Code of Conduct* when one or more of the following circumstances exist:

1. One or more of its officers or authorized members, acting in the scope of his or her general responsibilities, commit the violation.
2. One or more members of a committee of the organization commit the violation while acting in the scope of the committee's assignment.
3. Members of an organization, acting with apparent authority of the organization, commit the violation.
4. Members of an organization, or their guests, commit the violation.

A student may be disciplined for a student violation even though the organization of which he or she is a member is penalized for the same violation or for a violation growing out of the same factual transaction.

The organization shall be responsible for the actions of new members or other subgroups carrying official status from the organization. Events planned where non-members are invited are also the responsibility of the organization.

Student Organization Disciplinary Procedures

1. Any registered student organization may be placed on probation, receive a disciplinary warning letter, be required to complete an educational sanction, be suspended, expelled, restricted, have its registration withdrawn, or receive other sanctions appropriate to the violation by the appropriate judicial board or hearing panel following a hearing in accordance with the provision of fundamental fairness and due process. By choice, a student organization may opt for an informal adjudication by the Director of Judicial Affairs or a designee.
2. Such actions may be taken for any one of the following reasons which are not all inclusive:
 - a. The organization fails to maintain compliance with the General Policies on Student Organizations and Criteria for Registration of an Organization.
 - b. The organization operates or engages in any activity in violation of the rules and regulations of the university, *The Student Code of Conduct*, bylaws and policies of the governing bodies, or federal, state, and local laws.

3. The student organization shall be afforded all the rights of fundamental fairness and due process as outlined in *The Student Code of Conduct*, for violations of university rules and regulations, or federal, state, or local laws.
4. Initial Action:
 - a. Violations involving organizational governing bodies' rules or violations of the constitution or bylaws shall also be reported to the Director of Judicial Affairs, who in turn will forward the violation to the appropriate judicial board or hearing panel.
 - b. Violations of university rules and regulations, *The Student Code of Conduct* federal, state, and local laws, shall be reported to the Director of Judicial Affairs.
 - c. The Director of Judicial Affairs or designee shall hold a preliminary meeting to determine if formal disciplinary action is warranted.
 - d. If the Director of Judicial Affairs or designee determines there is a probable cause to suspect a violation has occurred, he or she shall arrange a conference with the organization's officers and individuals to notify them of the alleged charges, to allow them to present their version of the alleged violation, and to review the rights of due process with the student organization's officers.
 - e. In the absence of unusual mitigating circumstances, an initial conference should be held within five (5) class days of the date of the charge.
 - f. Failure of the officers and individuals involved to agree to a meeting or appear at a conference will result in a decision's being rendered without organizational input and possible disciplinary action.
 - g. After notifying the officers and individuals of their rights and explaining the hearing procedures set forth in *The Student Code of Conduct*, the Director of Judicial Affairs or designee may solicit a plea of guilty, not guilty, or no contest and shall solicit from the officers their choice of a hearing officer or board. Once the selection has been knowingly made, the choice will be binding on all parties.

In instances when any organization that lies under the jurisdiction of one of the five governing bodies, i.e., National Pan-Hellenic Council (NPHC), College Pan-Hellenic Council (CPC), Interfraternity Council (IFC), Multicultural Council or the All-Greek Judicial Board (AGJB), the following procedures will apply:

- h. The Director of Judicial Affairs or designee will request a meeting with the complainant(s) to confirm their willingness to bring forth the information, preferably in written form.
- i. If the Director of Judicial Affairs or designee determines further action is warranted, the director or designee will meet with the organizational leadership to discuss the allegation.
- j. If the organization is determined to hold responsibility, the Director of Judicial Affairs or designee will work to resolve the case. Greek Affairs will provide a history of the organization's judicial record to the Director of Judicial Affairs or designee.
- k. In cases involving recruitment violations, social policy violations, or other minor infractions, the respective council judicial boards will assign sanctions.

- l. In cases where hazing or other serious violations have occurred, the Director of Judicial Affairs or designee, and the organization National Headquarters (if applicable) will work together to follow up and ensure the organization meets their sanctions.

5. Organization Sanctions:

Upon a proper determination that an organization has violated any rules or regulations, of the university, *The Student Code of Conduct*, or federal, state, and local laws, the following organization sanctions may be imposed either singly or in combination:

- a. **Reprimand.** A written reprimand may be given to any organization in violation of university policy, *The Student Code of Conduct*, or federal, state, and local laws. It signifies that the organization is to take necessary actions to bring it into compliance and to avoid further violations. Failure to do so will result in more severe penalties.
- b. **Restitution.** Any organization that has committed an offense against property may be required to reimburse the university or other owner. Any such payment shall be limited to actual cost of repair or replacement.
- c. **Administrative Fine.** A sum imposed as administrative discipline for an offense.
- d. **Educational Sanction.** A contractual agreement between a university judicial adjudicator or a judicial hearing board and the organization to complete specific educational assignments or good works.
- e. **Restriction.** Such restrictions may include, but are not limited to, loss of privilege of meeting in or using university facilities, denial of right to participate in intramural sports or other campus events, denial of social functions, or other restrictions consistent with the nature of the offense.
- f. **Probation.** An organization placed on probation is deemed not to be in good standing with the university. Its continued registration is conditioned by adherence to the rules, regulations, and provisions of *The Student Code of Conduct*. Organizations on probation may continue to hold meetings, but may lose selected privileges including, but not limited to, access to university facilities and social privileges. The organization must obtain advance approval from the Assistant Director of Student Involvement and Leadership Development for Greek Affairs for all activities.
- g. **Suspension or Withdrawal of Registration.** Any organization that is suspended or has had its registration withdrawn may not engage in or sponsor any activity or program and may not hold meetings. When registration is withdrawn, the organization shall cease to exist.
- h. **Other appropriate sanctions applicable to the violation.**

6. Appeals:

The organization has the right to appeal the findings of either hearing board or the Director of Judicial Affairs. A written request to appeal the decision should be directed to the Office of the Vice President for Student Affairs within three business days of notification of decision. The appropriate body or administrator will handle the appeal. The results of the appeal will be final.

Recycled paper

Northern Illinois University is an equal opportunity/affirmative action institution and does not discriminate on the basis of race, color, religion, sex, age, marital status, national origin, disability, status as a disabled veteran or Vietnam-era veteran, or any other factor unrelated to professional qualifications, in employment or in admission or access to, treatment in, or operation of its educational programs and activities. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Acts of 1974 and 1975, the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, and other federal and state statutes and regulations. Inquiries concerning application of Title IX, Section 504, and other statutes and regulations may be referred to the affirmative action director, Lowden Hall 302, telephone (815) 753-1118, or to the director of the Office of Civil Rights, U.S. Department of Education, Washington, D.C. 20024. The Constitution and Bylaws of Northern Illinois University afford equal treatment regardless of political views or affiliation, sexual orientation, or other factors unrelated to scholarly or professional performance (Constitution Article 9, Section 9.2; Bylaws Article 5, Section 5.211; Bylaws Article 7, Section 7.25 and Section 7.252; Bylaws Article 10; and Bylaws Article 18).

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Judicial System

Assistant Vice President of Student Services	Altgeld, 2nd Floor
.....	753-1573
Director, Judicial Affairs	Campus Life Building 280
.....	753-1572
Associate Director, Judicial Affairs	Campus Life Building 280
.....	753-1572
Assistant Director, Judicial Affairs	Campus Life Building 280
.....	753-1572
Judicial Affairs Legal Adviser	Altgeld, 3rd Floor
.....	753-1774
Executive Director of Student Housing and Dining Services	Neptune Hall East
.....	753-1525
Class I Residence Hall Adjudicators (A current list can be obtained by contacting the University Housing Office.)	
Assistance or information regarding the University Judicial System may also be obtained from the University Ombudsman	Holmes Student Center
.....	753-1414



NORTHERN ILLINOIS
UNIVERSITY

Division of Student Affairs
Judicial Affairs
Campus Life Building, Suite 280
Dekalb, IL 60115-2854

APPENDIX E
WORKPLACE VIOLENCE PREVENTION POLICY

Policy/Procedure:		Human Resource Services
Subject:	Workplace Violence Prevention	Date of Issue: 5/9/2007
		Revision Date:

TITLE: Workplace Violence Prevention Policy

Issued By: Human Resource Services

I. Purpose

Northern Illinois University is committed to a secure, nonviolent, workplace for all faculty, staff, and students. The following policy was created to address improper acts or threats of violence or aggression toward students, faculty, staff, and university property. This policy is also related to university compliance with applicable legal regulations.

II. Policy

It is the policy of Northern Illinois University to endeavor to provide a safe and respectful environment that is conducive to learning, teaching, scholarship and community service. All members of the campus community should be treated with respect and dignity. Accordingly, and consistent with applicable legal standards, the university will not tolerate acts or threats of violence toward members of the university community or to university property. Acts of violence or threats of violence, not including acts of self defense, will be taken seriously and, as warranted by the specific situation, addressed by administrative representatives of the university. All members of the university community are subject to the provisions of this policy, including administrators, faculty, staff, students, student employees, temporary, or regular employees, part-time and full-time employees, graduate students and graduate assistants, as well as vendors or visitors to the campus.

Any behavior that would constitute an act, or threat of unlawful violence in the university workplace is prohibited on all university premises including university buildings, places of work, campus property, residences, off-campus university workplaces or meeting places, and university vehicles. Incidents or threats of violence should be promptly reported to campus officials. Such reports will be addressed/resolved or investigated as warranted by the situation. Consequences (including corrective and disciplinary actions up to and including dismissal and law enforcement actions) for committing violent acts or threats will be administered in coordination with the administrative areas involved and in accordance with relevant state law, campus personnel policies and procedures, or the Student Code of Conduct.

III. Definitions

Workplace Violence is any act that has the result of threatens or causes actual harm to a person or property in or from a university workplace or facility. Actions that constitute workplace violence include, but are not limited to illegal possession or use of weapons in a university workplace or facility; threats or acts of violence against persons or property in a university workplace or facility; acts of physical aggression such as pushing, shoving, hitting, throwing objects at someone; blocking someone's movement to the extent that freedom of motion is limited; use of university property, equipment, or resources to assault, harass, intimidate, or threaten.

Threat or Threatening Behavior is any action or statement that creates a reasonable expectation of fear for one's safety or the safety of another individual. Examples of threats include, but are not limited to, a communicated intent to inflict unlawful physical or other forms of intimidation, harm, loss, or pain on any person or on property; stalking or following another individual with the intent to harass, harm or intimidate; the use of communication (telephone, electronic, or printed) media to accomplish any of the above mentioned actions; and/or verbal aggression or threats directed at an employee/student, the content of which is specifically related to the definition of workplace violence.

Other related policies are outlined at the end of this document. For example, sexual harassment or domestic violence in the workplace is also considered prohibited actions. Such actions may violate both workplace violence prevention and other related laws or policies simultaneously.

IV. General Procedures

Actions, incidents, or behaviors constituting imminent risk or concern should be reported to the Department of Public Safety (Campus Police) immediately. Employees and students should not put themselves at risk, but should call "911" and take steps to protect their own safety or the safety of others. Investigation and corrective measures concerning non-employment-related situations involving students will be undertaken in coordination with Student Affairs and applicable provisions of the Student Code of Conduct.

Supervisors or administrative personnel who are aware of incidents or threats of workplace violence are expected to take appropriate action to resolve the matter, if possible, depending on the severity of the incident. Otherwise, Human Resource Services (HRS) or NIU Department of Public Safety should be contacted as soon as possible.

Employees/students who make good faith reports of concerns or incidents or threats of workplace violence will not be subject to retaliation for their actions. Any such retaliation, if confirmed, may result in disciplinary action.

The direct supervisor, or the administrative area involved, may take steps to resolve situations as appropriate in relation to the nature of actions reported. Resources and information available to assist with such informal resolutions are listed in the final page of this document.

Alternatively, and depending on the severity of the incident involving behavior or treatment of employees, the administrative area and/or the person(s) reporting an alleged violation of this policy may refer their report to HRS. HRS will designate staff to conduct/coordinate an administrative investigation and assessment of reported incidents or behaviors. As part of this process, HRS will consult with appropriate campus resources (e.g., Department of Public Safety, University Legal Services, Employee Assistance and Wellness Program, Affirmative Action and Diversity Resources, Employee Relations or Labor Relations, etc.) and interested divisional authorities to determine the level of risk and an appropriate course of intervention (see section V. below). In cases where immediate action is necessitated, the employee(s) involved may be placed on administrative leave with restrictions under appropriate supervisory authority, pending the determination of subsequent interventions and/or disciplinary procedures. Any final actions related to discipline will be implemented in accordance with applicable due process and appeal procedures (see section VI. below).

V. Assessment and Investigation Procedures Related to Employees

The incident assessment process involving employees shall be coordinated by the Associate Vice President for Administration and Human Resources (AVP) or designee. In some cases, as warranted by the situation, and in coordination with or as requested by appropriate divisional authorities, HRS may coordinate a fitness for duty assessment. Normally, the initial assessment will be conducted by staff designated in the Employee Assistance and Wellness Program (EAP). In cases where EAP staff recommend that further evaluation is necessary, the employee may be referred (in coordination with divisional authorities) to an outside clinical provider to perform a fitness for duty evaluation. Such external evaluations will be at the expense of the employing department or administrative area to which the employee is assigned. Assessment of risk potential may include investigation measures such as interviews of the employee, witnesses, supervisory or management personnel, or consultation with other staff, including the General Counsel or designee, HRS, other appropriate consulting clinicians, and campus police. Confidential reports from external evaluators and medical personnel will be forwarded to the Director of Employee Relations as the designee of the Associate Vice President for Administration and Human Resources.

Recommended corrective measures will be implemented in coordination with appropriate divisional and supervisory authorities. Depending on the nature of the incidents or behaviors such corrective measures may involve referrals for counseling, mental health and or medical evaluation and services, mediation services, stress management interventions, employee coaching, training programs, application for

disability, and other interventions. As warranted by the facts of a given situation, corrective measures may also involve restricted access to university facilities, resources, and/or property. Should an investigation determine that violations of this policy occurred, disciplinary actions up to and including suspension, or even dismissal, may be implemented by appropriate supervisory authorities and in accordance with applicable personnel procedures. Every reasonable effort will be made to maintain appropriate confidentiality.

Reports from external evaluators will not form part of an employee's normal official personnel files. However, related corrective and/or disciplinary measures will become elements of the employee's personnel file.

Depending on the nature of the actions or behaviors involved, the employee(s) may be placed on administrative leave, or be restricted from campus access, pending the conclusion of necessary assessment, corrective measures, and/or personnel procedures. All such actions shall be subject to applicable due process and appeal procedures (source documents referenced below). When appropriate, additional campus resources are available for consultation and support, such as the Office of the Ombudsman or Faculty Personnel Advisor.

VI. Expedited Response to Imminent/Direct Violations of Related Policies

In addition to the general procedures related to workplace violence outlined above, in the following cases of alleged misconduct, the department head (and relevant college dean) following authorization and consultation with the appropriate president's designee or vice president, may invoke an expedited procedure to accomplish restricted access to university facilities, resources, and/or property, and/or implement an administrative suspension, with the aforementioned process to be followed as soon as practicable after such action has taken place:

Alleged misconduct involving:

1. Acts or credible threats of harm to a person in the workplace or a student on university property.
2. Use of university property, equipment, or resources to threaten, intimidate, harass, or do harm to another person and/or property.
3. Indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for a felony, involving an act or credible threat of harm to a current or former employee or student.

In such cases, the employee will be provided with a written notice and basis for the actions taken. Disciplinary procedures, if necessary, will be implemented in accordance with applicable due process and appeal procedures (source documents referenced below).

References:

Constitution and Bylaws of Northern Illinois University

http://www.niu.edu/u_council/OUC/constitution.shtml

Grievance Procedures for Faculty and Staff

http://www.hr.niu.edu/resources/files/R&GGrievprocFINAL_1.pdf

Affirmative Action and Diversity Resources – Nondiscrimination/Harassment Policy and Compliant Procedures for Employees and Students

http://www.hr.niu.edu/resources/files/R&GGrievprocFINAL_1.pdf

Collective Bargaining Agreements

www.hr.niu.edu

Student Code of Conduct

[http://www.stuaff.niu.edu/judicial/24430jo\(body\).pdf](http://www.stuaff.niu.edu/judicial/24430jo(body).pdf)

Campus Demonstrations Policy Act, 110 ILCS 10/0.01 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1053&ChapAct=110%26nbsp%3BILCS%26nbsp%3B10%2F&ChapterID=18&ChapterName=HIGHER+EDUCATION&ActName=Campus+Demonstrations+Policy+Act%2E&Print=True>

Campus Security Act, 110 ILCS 12/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1054&ChapAct=110%26nbsp%3BILCS%26nbsp%3B12%2F&ChapterID=18&ChapterName=HIGHER+EDUCATION&ActName=Campus+Security+Act%2E&Print=True>

Illinois Domestic Violence Act of 1986, 750 ILCS 60/101 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs5.asp?ChapAct=750%26nbsp%3BILCS%26nbsp%3B60%2F&DocName=&ActName=Illinois+Domestic+Violence+Act+of+1986%2E&ChapterName=FAMILIES&ActID=2100&ChapterID=59&SeqStart=&SeqEnd=&Print=True>

Interference with Public Institution of Higher Education, 720 ILCS 5/21.2-1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?ChapAct=720%26nbsp%3BILCS%26nbsp%3B5%2F&DocName=072000050HArt%2E+21%2E2&ActName=Criminal+Code+of+1961%2E&ChapterName=CRIMINAL+OFFENSES&ActID=1876&ChapterID=53&SeqStart=49900000&SeqEnd=50600000&Print=True>

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C.A. §1092(f); 34 C.F.R. § 668.46

<http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=694b9a475d16377000398488163d0cd3&rgn=div8&view=text&node=34:3.1.3.1.34.4.40.6&idno=34>

Victims' Economic Security and Safety Act (VESSA), 820 ILCS 180/1 et seq
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2502&ChapAct=820%26nbsp%3BILCS%26nbsp%3B180%2F&ChapterID=68&ChapterName=EMPLOYMENT&ActName=Victims%27+Economic+Security+and+Safety+Act%2E&Print=True>

University Resources for Assistance:

Department	Phone	Website
Affirmative Action and Diversity Resources	753-6000	www.hr.niu.edu
Employee Wellness and Assistance	753-9191	www.hr.niu.edu
Faculty Personnel Advisor	753-7084	http://www.niu.edu/u_council/commbook0607/fpa.htm
Human Resource Services	753-6000	www.hr.niu.edu
Judicial Office	753-1571	http://www.stuaff.niu.edu/judicial/ujohome.htm
Ombudsman	753-1414	http://www.niu.edu/ombuds/
Provost's Office	753-8387	www3.niu.edu/provost/index.html
University Police	753-1212	http://www.finfacil.niu.edu/PublicSafety/

APPENDIX F
FACULTY AND STAFF GUIDE FOR ASSISTING
EMOTIONALLY TROUBLED STUDENTS

FACULTY & STAFF GUIDE FOR ASSISTING EMOTIONALLY TROUBLED STUDENTS

The Divisions of Academic and Student Affairs provide this guide to assist faculty and staff in responding to students in distress. The guide describes the emotionally troubled student and identifies campus resources that are available to faculty and staff for consultation and/or referral of students for timely and appropriate evaluation. While guidelines for addressing emotionally troubled students are presented, this document cannot address every situation that might arise. Please contact the appropriate resources indicated in this guide for consultation and/or referral as needed.

If you believe that a troubled student's behavior poses an immediate threat of harm to self, to you, or to any other person, call 911.

Signs of an Emotionally Troubled Student

University students often encounter a great deal of stress during the course of their academic experience. While most students cope successfully with the challenges that these years bring, an increasing number of students find the various pressures of life too difficult to manage. Faculty and staff work closely with students and develop relationships with students. As such, you may encounter distressed students in your office, classrooms, or department. Signs to watch for may include:

- Marked change in academic performance, class attendance
- Depressed mood, crying, withdrawn, lacking energy or motivation
- Threats of suicide or self harm*
- Threats of harm to another*
- Exaggerated emotional response, e.g., student is highly agitated over a grade
- Coursework content that is disturbing
- E-mail or other communication that is perceived as disturbing or harassing to another person
- Bizarre/inappropriate behavior and/or disjointed thoughts
- Marked change in physical appearance, dress, or hygiene
- Chronic fatigue, repeatedly sleeping in class
- Appearance of being intoxicated or under the influence of drugs
- Behavior that is disruptive to the teaching environment
- Unusual or markedly changed pattern of interaction, e.g., totally avoiding participation, becoming excessively anxious when called upon, dominating discussions, etc.

*IF A STUDENT'S BEHAVIOR REPRESENTS AN IMMEDIATE THREAT OF HARM TO SELF OR OTHERS, CALL 911.

If the threat is not immediate, but you are concerned that student may harm self or others, call:

Monday – Friday, 8 a.m. – 4:30 p.m.

Vice President for Student Affairs Office, (815) 753-1573
Counseling and Student Development Center, (815) 753-1206

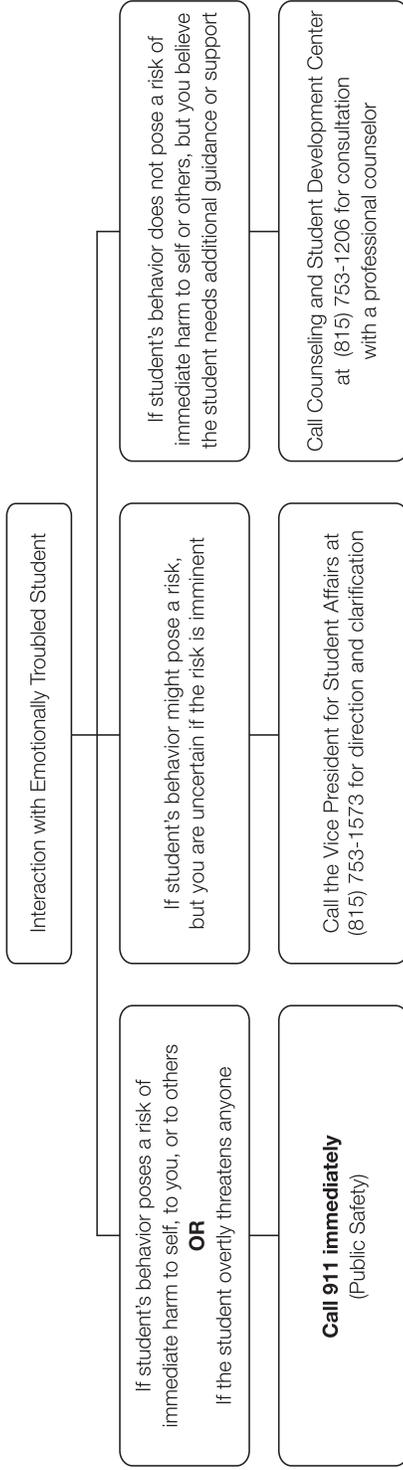
Evenings and Weekends

Public Safety and ask for the crisis counselor on call, (815) 753-1212

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NORTHERN
ILLINOIS
UNIVERSITY

CRISIS RESPONSE QUICK REFERENCE



FOR IMMEDIATE ASSISTANCE

ISSUE	CONTACT
Suicidal or homicidal threats	911
Acts of violence on campus	911
Medical emergency	911
After-hours mental health crisis counselor	(815) 753-1212
	Public Safety
	Public Safety
	Public Safety
	Through Public Safety

FOR NON-EMERGENCY ASSISTANCE

ISSUE	CONTACT
Depression/anxiety	
Odd behavior	
Alcohol/drug use	(815) 753-1206
Trauma-related stress	Counseling and Student Development Center
Significant emotional/academic change	
Disruptive behavior in classroom	Department # (815) 753-1571
Medical issues and/or chronic illness	Department Chair Judicial Affairs
General and/or unidentified concerns	(815) 753-1311 Health Services
	(815) 753-1573 Student Affairs

INVOLUNTARY UNIVERSITY WITHDRAWAL POLICY FOR THREATS RELATED TO MENTAL OR PSYCHOLOGICAL DISORDERS

A university policy and procedure that may be found in *The Student Code of Conduct*: http://www.niu.edu/judicial/Code_of_Conduct.pdf
Provides a timely and appropriate means of responding to a student whose behavior poses a direct threat of harm to self or others, and is related to mental or psychological disorders

Is intended to ensure the safety of the identified student and the campus community

Can be activated by any Student Affairs Associate or Assistant Vice President, after being contacted by a faculty/staff member. The contact is confidential.

Does not take the place of calling **911** for true emergencies involving imminent threat of harm to self or others

Does not apply to disruptive or unusual behavior that does not meet policy criteria

Once the policy and procedure is activated:

Student receives a mandatory psychological evaluation by professional staff at the Counseling and Student Development Center or Health Services.

If student's behavior is found to pose a direct threat of harm to self or others and is related to mental or psychological disorders, student receives an immediate involuntary withdrawal from the university.

Student who receives an involuntary university withdrawal for direct threat or apparent direct threat reasons may appeal the decision through the Vice President for Student Affairs or designee.

To be considered for reinstatement at the university, student must provide documentation from a qualified mental health professional that student's behavior does not pose a direct threat of harm to self or others.

EMERGENCY RESOURCES FOR CONSULTATION AND REFERRAL
 Vice President for Student Affairs (815) 753-1573

Center for Access-Ability Resources (CAAR) (815) 753-1303

Interpersonal Violence Response Team (IVRT) (815) 753-6102

After Hours IVRT – (NIU Police) (815) 753-1212

FIRE/AMBULANCE/POLICE EMERGENCY 911

NIU Police Department (815) 753-1212

Office of Emergency Management and Planning (815) 753-1212

NIU Health Services (815) 753-1311

Counseling and Student Development Center (815) 753-1206

Housing & Dining (815) 753-1525

Weather Closing Information
 1-888-4NIU-OPEN
 (1-888-464-8673)

Environmental Health and Safety (815) 753-0404

24-Hour Crisis Hotline Counseling and Student Development On-Call Counselor (815) 753-1212 (NIU Police)

OTHER IMPORTANT (NON-EMERGENCY) NUMBERS
 NIU Operator (815) 753-1000

Facilities Management – Work Desk (815) 753-1741

Utilities - Heating Plant (after hours only) (815) 753-1151

TDD (815) 753-2000

RESPONDING TO A VIOLENT INTRUDER OR ACTIVE SHOOTER

Provided by NIU Department of Public Safety

Your response to a violent person, to someone brandishing a weapon, or to an active shooter, will depend upon circumstances at the time. Remain calm and use the following information to assist you in determining how to respond when faced with an imminently violent person. The following recommendations are simple and easy to recall during a crisis. Improvisation is critical when dealing with dynamic and dangerous circumstances. Remember: Always do whatever is necessary to survive.

Order of Response

Escape if you can. **Run** away from the incident if possible, and try to call 911 when you are safe. Be aware that the lines may be in use and you may end up talking to someone in a dispatch center other than someone at the NIU Department of Public Safety.

If you cannot escape, then **Hide** if you can do so safely. Get to a place where you will not be visible, preferably where you will have protection from the firing of a weapon. Call 911 only if you will not reveal your position.

If you cannot run or hide safely, then you should **Fight** with everything you have until you have an opening to escape, help arrives, or your attacker is defeated.

Notify the police as soon as it is safe to do so, and provide the dispatcher with as much information and detail as you can. If you are in a group, only one of you should call 911.

Once you are safe, remain where you are until you receive the “All Clear” from a trusted source, preferably the police or an emergency service provider.

Reference: Florida State University Emergency Guide

APPENDIX G
INVOLUNTARY UNIVERSITY WITHDRAWAL POLICY
FOR THREATS RELATED TO MENTAL OR
PSYCHOLOGICAL DISORDERS

INVOLUNTARY UNIVERSITY WITHDRAWAL POLICY FOR THREATS RELATED TO MENTAL OR PSYCHOLOGICAL DISORDERS

Authority

This policy is intended to establish standards and procedures for addressing specific student conduct in extraordinary instances when, in the judgment of appropriate administrative officials, *The Student Code of Conduct* is not applicable or cannot be timely applied effectively.

Authority to issue an involuntary university withdrawal for direct threat reasons rests with the Vice President for Student Affairs (VPSA), the Associate Vice President for Student Affairs, and any Assistant Vice President for Student Affairs (AVP).

Issuance

A student will be subject to involuntary university withdrawal for direct threat reasons if the student engages or threatens to engage in behavior that poses a direct threat of harm to self or others and is related to mental or psychological disorders. "Direct threat" means behavior that: (1) presents a significant risk of substantial harm to the health or safety of the individual or others, or (2) substantially impedes the lawful activities of other members of the campus community. (U.S. Department of Education Office for Civil Rights policy holds that nothing in Section 504 of the Rehabilitation Act of 1973 prevents educational institutions from addressing the dangers posed by an individual who represents a "direct threat" to the health and safety of self or others, even if such an individual is a person with a disability, as that individual may no longer be qualified for a particular educational program or activity.)

A student whose behavior appears to meet the above criterion is subject to mandatory administrative referral by an AVP to either the Director of the Counseling and Student Development Center or designee, or to a Health Services Staff Psychiatrist, for an immediate, mandatory psychological evaluation including a direct threat assessment. No other person may accompany the student during this evaluation. The examining mental health provider will immediately communicate in writing the results of this evaluation to the referring AVP with an opinion regarding the presence or absence of a direct threat of harm to the student or others.

If the AVP determines on the basis of evidence (a) from the examining mental health provider that the student is suffering from a mental disorder, as defined by the current American Psychiatric Association diagnostic manual or its equivalent; (b) that as a result of the mental disorder, a direct threat of harm to self or others

is present; and (c) that it is in the best interest of the student, apparent potential third-party victims and/or the university that the student receive an involuntary university withdrawal for direct threat reasons, the student will be informed of this decision, the reason(s) for the decision, and of his/her right to an informal administrative hearing with the VPSA or designee.

If it is determined that a direct threat of harm to self or others is not present, procedures under this policy will have been concluded. The student will be referred to Judicial Affairs for review and adjudication of any violations of *The Student Code of Conduct* that may be outstanding.

The student must provide written authorization to permit verbal and written communication about his or her condition between university officials and all the examining licensed mental health providers specified in this policy. Failure by the student to complete any required mental health assessment(s) under this policy and procedure, or failure to provide written authorization for communication among pertinent university and designated non-university individuals under this policy, or failure to abide by deadlines and other requirements of this policy will result in initiation of an involuntary university withdrawal for apparent direct threat reasons.

Hearing

A student who receives an involuntary university withdrawal for direct threat or apparent direct threat reasons related to mental or psychological disorders may request an informal administrative hearing with the VPSA or designee to review only: 1) the accuracy/reliability of the information regarding the student's behavior, and 2) whether or not the criterion for involuntary university withdrawal for direct threat or apparent direct threat reasons has been met. The request for an informal administrative hearing must be submitted to the VPSA in writing within three university class days of the issuance of the involuntary university withdrawal and must include the student's authorization for release of relevant information for the purpose of conducting the hearing. If the student refuses to provide such authorization, the informal hearing will proceed without the requested information. The student will remain involuntarily withdrawn from the university pending the conclusion of the informal hearing.

If the student is hospitalized during the time interval for requesting an informal administrative hearing, the request deadline will normally be deferred to the third university class day after the date of the student's discharge from the medical facility.

The informal administrative hearing will be convened by the VPSA normally within three university class days of receipt of the student's written request. The student may be assisted during the proceeding by a licensed mental health provider of his/her choice, a member of the university faculty or staff, or a family

member. The student may request that the AVP and the director or staff psychiatrist be present. As part of the informal hearing process the VPSA may require the student to undergo, at university expense, an additional psychological evaluation and direct threat assessment by a licensed mental health provider designated by the university and the results of such evaluation shall be communicated to the VPSA for consideration. No other person may accompany the student during this evaluation.

Normally within two university class days of concluding the informal hearing the VPSA will determine if the involuntary withdrawal for direct threat or apparent direct threat reasons related to mental or psychological disorders is appropriate or if the student will be reinstated. The VPSA may consult with pertinent university officials prior to making this determination. The VPSA's decision will be final. Written communication of the decision will be given to the student in person or sent by certified mail within one university class day of the decision.

Throughout the term of the involuntary university withdrawal for direct threat or apparent direct threat reasons the student may not attend class or use university facilities, must vacate university housing and may not return to campus unless approved by the VPSA or designee. The student will be responsible for his/her own food and shelter during the period of the involuntary university withdrawal. The student will be entitled to any applicable refunds of tuition, fees and room and board charges during the involuntary university withdrawal. A registration hold will be placed on the student's record so that any request for subsequent registration will come to the attention of the VPSA.

Reinstatement

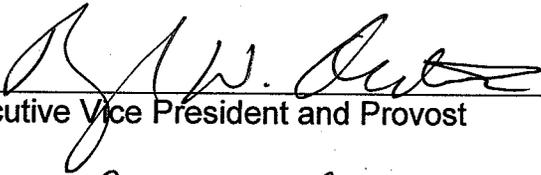
The involuntary university withdrawal will remain in effect until the student adequately demonstrates that his/her behavior no longer constitutes a direct threat of harm to self or others. For reinstatement at the university the student must submit a written request to the AVP and arrange for the submission of documentation from his/her licensed mental health provider confirming the absence of a direct threat of harm to self or others as defined in this policy. The student must authorize verbal and written communications about his/her condition between all licensed mental health providers involved in this process and relevant university staff. The director or staff psychiatrist will review this information and provide a written recommendation to the AVP regarding the student's eligibility for reinstatement. The AVP may require the student to undergo, at university expense, additional psychological evaluation by a licensed mental health provider designated by the university and the results of such evaluation shall be communicated to the VPSA for consideration; no other person may accompany the student during this evaluation. Written communication of the decision to grant or deny reinstatement will normally be given to the student in person or sent by certified mail within one class day of the decision.

Upon reinstatement at the university, the student will be referred to Judicial Affairs for review and adjudication of any violations of *The Student Code of Conduct* that may be outstanding. When all judicial proceedings have been completed and any applicable academic requirements satisfied, the student may be permitted to re-enroll at the university.



Vice President for Student Affairs

7/15/08
Date



Executive Vice President and Provost

7/15/08
Date



President

7/21/2008
Date

Approved as to form:



Vice President and General Counsel

7/21/08
Date

Effective 07/13/06
Revised 07/15/08

APPENDIX H
ACADEMIC AND OTHER CAMPUS-WIDE IMPLICATIONS OF
THE 2/14 TRAGEDY

Preface

The following document is a chapter from a book entitled *Enough is Enough: a student affairs perspective on preparedness and response to a campus shooting* that was published in March of 2010. In this chapter, entitled *The Provost's Perspective: campus-wide needs and responses*, we provide an overview of some of the academic and campus-wide issues that arose following the shootings on the NIU campus, as well as some of the insights that we developed as the campus responded to these issues. This material is copyrighted by ACPA, College Student Educators International, and NASPA, the National Association of Student Personnel Administrators, Inc. and is being used with their permission for inclusion in this report. Also included in this appendix are publication information and the table of contents for the book, which are provided for the reader who may be interested in other chapters that are focused on various aspects of the impact of mass violence on campus.

Raymond W. Alden III, Executive Vice President and Provost, Northern Illinois University

Harold Kafer, Deputy Provost, Northern Illinois University

All proceeds from this publication will be donated to *The February 14th Fund for the Forward, Together Forward Scholars* at Northern Illinois University and the *Hokie Spirit Memorial Fund* at Virginia Polytechnic Institute and State University.

Enough is Enough

a student affairs perspective on preparedness
and response to a campus shooting

Edited by
Brian O. Hemphill and
Brandi Hephner LaBanc

Foreword by
Gwendolyn Jordan Dungy and Gregory Roberts

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7

The Provost's Perspective

Campus-Wide Needs and Responses

Raymond W. Alden III and Harold Kafer

THE TRAGEDIES that precipitated the need for this book are never far from our memories. Personally, our involvement in providing comfort, guidance, and support to students, families, and colleagues has touched our lives indelibly. Professionally, as leaders with executive-level responsibilities, our skill at wise decision making has been challenged and is forever changed by the role we played in responding to campus tragedies.

The role of the provost at each institution is shaped by its history, mission, and the evolution of administrative structures in response to the needs of the campus. A provost is usually a member of the institution's executive team that might include the president or chancellor, a chief financial officer, and selected other senior vice presidents. Traditionally, the provost is the chief academic officer responsible for overseeing the development and success of all dimensions of the academic enterprise of the institution. Teaching, learning, research, service, and the infrastructure necessary to achieve these goals are the purview of the provost. Academic priorities such as curriculum and degrees offered, faculty affairs, student recruitment, enrollment, proffering of degrees, academic space, research capabilities, and the infrastructure required to support all these ventures are the responsibilities associated with the role of a provost. At many institutions, student affairs, athletics, information technology, and institutional advancement efforts may also report to the provost. The provost may also be required to have a professional academic background as a faculty member with tenure and a demonstrated research agenda.

Having defined the role of the provost and in preparation for the sections of this chapter that follow, it is useful at this point to explore the major constituent groups the provost will interact with during a crisis. The following provides a brief perspective from the standpoint of needs—what a given group needs from the provost and, where applicable, what the provost might need from these groups in his or her role.

President and External Relations

In a shooting, such as at Virginia Tech and Northern Illinois University, the executive leadership of the institution is expected to serve as the central hub for decision making and will be thrust into an environment requiring the communication of accurate information to all stakeholders, especially the victims of the crime and their families, and the media. In this context, the president and the public relations officer or designee will likely be continually engaged with external communications. The president is expected to be highly visible in providing information, comfort, and inspiration to the university community, its extended family, and external constituencies. The president will rely heavily on the provost and other senior leaders for timely and accurate information and counsel to be the face and voice of the institution. Depending on the size and scope of the crisis, the provost may share this role with the president.

Students and Their Families

Depending upon the level of the effect of the crisis, students and their families will look to academic affairs, as well as student affairs, for answers to the personal impact and the disruption of the academic routine and its restoration. These requests may range from the serious to the simple and may come first to academic units and colleges or via the crisis hotline. Nonetheless, the provost will ultimately be responsible for addressing these needs either directly or indirectly.

Other Academic Leaders, Faculty, and Staff

Other academic leaders at the vice presidential level will look to the provost for coordination of their areas with academic affairs and vice versa. Academic deans will look to the provost for guidance on their role in response and recovery, and what leadership they are to provide to academic faculty and staff. Academic institutions are first and foremost communities, and many will want to help in a time of crisis. The provost will be a key player in channeling that energy to good effect.

The complexity of the task of response and recovery for institutional executive leaders cannot be underestimated. Shaped by the details associated with the crisis they are being asked to respond to, each leader will rely on organizational leaders for information and to help them think through the intended and unintended consequences of decisions made. In addition, communications from executive leaders will be shaped by the nature of the crisis and the needs of varying audiences. In the event of a campus shooting, communications might be shaped by the degree to which the institution and its leaders may face legal action. In addition, communications to internal and external constituents by executive leaders are challenged by the speed of communications over the Internet. These realities, in combination with the constituent needs assessment, serve as a framework for deploying appropriate personnel and resources.

Unique Organizational Qualities in Higher Education That Shape and Influence Emergency Planning and Response

Deeply entrenched values at the core of the academic enterprise shape how institutions conduct their affairs. Some of these values include the creation and discovery of knowledge, individual and institutional autonomy, freedom of inquiry and expression, a commitment to shared decision making, and a pledge to strike a balance between the sometimes competing interests of the individual and the common good.

One of the results of these core values is that most medium- to large-enrollment institutions support an organizational structure that

combines any number of semiautonomous units with diffuse authority (academic and support) that empower unit leaders with substantial autonomy to make decisions that affect their areas. Deans, vice presidents, directors, and others have responsibilities that carry with them a high level of authority to manage the affairs of their areas in collaboration with, but autonomous from, other units in the institution.

In times of crisis, diffuse authority may prove to frustrate efficient and a straightforward institutional response. In particular, clarity about who is in charge is necessary when implementing a crisis response plan that requires quick action. Diffuse authority (as opposed to a command and control structure) results in an organization where emergency planning and response may not occur efficiently.

However, when properly prepared, diffuse authority can result in nimble responses to crisis. In a culture that supports autonomy and in which authority is diffuse, individuals will respond and make decisions that employ resources within their control and within their spheres of influence. In the immediate aftermath of a campus shooting, individuals should not wait to receive direction from executive leaders to respond to clear needs. An institution will be best positioned to respond to a crisis when it harnesses this asset within a non-diffuse-response context. From our experiences, we have learned that big picture decision making, organization, coordination, and communication provided by an emergency operations plan (EOP) and the emergency operations center (EOC) that implements it does aid in responding to emergencies while providing flexibility and expediency inherent with the diffuse authority of a complex university structure.

Divisions of student affairs, and the profession that has emerged in the provision of support and guidance for students, are a unique feature of American higher education. In a crisis, student affairs professionals are frequently among the first to respond. As a unit, student affairs divisions are often set up with emergency response procedures and protocols that connect with on- and off-campus law enforcement, mental health, and other emergency responders. As a

result, professionals in student affairs are viewed as first responders with responsibilities to manage crises.

Decision Making in Real Time During Crises

People often ask the leadership at our institutions a difficult question: How do you plan for the sort of unimaginable, unthinkable, unspeakable tragedy that your campus has endured? The answer is that while nobody can plan for all contingencies in a crisis of the sort we have faced, campus administrators do need to imagine the worst-case scenarios, think about their responses, and talk about crisis/emergency management. Moreover, universities need to create a comprehensive EOP that is continually updated and refined, based on the experiences of others. Of course, belief in this approach is one of the reasons that we are sharing the experiences of our campuses. We must all learn from the experiences of each other and refine our emergency planning efforts.

Based on the experiences at Virginia Tech and Northern Illinois University, several key components of preparedness emerge as essential to enable the institution to respond effectively and make the best decisions it can.

Academic Impact and Accommodations

One of the challenging aspects of a campus shooting is the cancellation of classes and the academic chain of events that results from that decision. Any unplanned disruption of the academic calendar of more than a day or two necessitates the rescheduling of any number of institutional activities. Additionally, buildings may need to be taken out of use temporarily or permanently. This adds a second and equally complex set of challenges to the mix. The provost is ultimately responsible for coordinating the response to such disruption and will rely heavily on deans and department chairs for a curricular response, the chief student affairs officer for assistance with student

issues beyond the classroom, and the chief facilities officer for facilities issues.

The timing of the incident in the academic year also will be a principal consideration of what actions will be taken. The incidents at Virginia Tech and Northern Illinois University provide clear examples on this point. Virginia Tech's shooting occurred late in the spring semester, and a decision was made to cancel the remainder of the semester. Northern Illinois University's shooting took place early in the spring semester, and a decision was made to resume classes after 1 week and to extend the semester by 1 week. Each of these decisions created its own chain of events with some similarities but with more differences.

The following is an attempt to summarize the areas any institution's leaders will need to be prepared in to act from the academic perspective in the face of a campus shooting.

Academic Calendar

Decisions will have to be made about cancellation and resumption of classes. Consideration will need to be given to the issue of course content and how or if courses will be completed. Circumstances may require the provost to amend the calendar for a semester or even an academic year. Next, a host of unintended consequences will need to be addressed. The institution will likely have to respond to questions on academic policy, such as potential waivers or temporary exceptions; flexibility regarding grading issues; scheduling of curricular activities such as field trips, clinicals, performances, and so forth; and disruptions of other kinds. At Northern Illinois University, for example, a large number of international students had purchased advanced airfare to their home countries prior to the decision to extend the semester and were faced with substantial financial loss if they were forced to reschedule. The university staff contacted all major airlines and asked to exchange those tickets for a later departure date.

Student Issues

Students may seek relief for a variety of issues following a shooting incident, as noted in chapters 3 and 4. Many may lose their focus and

require extraordinary academic accommodations. Institutions should anticipate an increase in requests for medical withdrawals, incompletes, accommodations for exams, and other academic assistance. Depending on the number and nature of such requests, an institutional policy review may be necessary.

Special academic accommodations may be required for certain groups of students. The students identified as those most affected by the shootings at Northern Illinois University (i.e., the victims who were present at the time of the shootings) were each assigned counselors and academic advisers as liaisons. The academic advisers ensured that these students were tracked closely and were provided with any special academic accommodations that were needed.

Faculty Issues

Faculty members too may seek relief for a variety of issues. Faculty members, instructors, and graduate teaching assistants may need training on how to deal with students in their classes who are experiencing the various levels of stress associated with mass violence. During the week that the Northern Illinois University campus was closed following the shootings, over 80 workshops were held to provide faculty and staff with counseling support and training on how to support students returning to their classes. Counseling center directors from Virginia Tech, the University of Arkansas, and Northern Illinois University, as well as employee assistant program counselors, led workshops for faculty, graduate teaching assistants, and staff members from each academic department. Volunteer counselors were available in each classroom during the first day of classes to provide direct support for the faculty in dealing with their students (see chapter 4, p. 93). Counseling support services were made available to all faculty and staff who felt they needed additional one-on-one support during the months following the shootings.

Concerns about how faculty and staff should deal with disturbed students who may pose a threat to themselves or others may require additional training. At Northern Illinois University, training workshops on this topic are routinely offered. In addition, folders containing a convenient guide and decision tree about the policies,

procedures, and resource contacts available to address this issue are distributed annually to all faculty and staff (see chapter 3, p. 69).

Probationary faculty may have concerns about their progress toward tenure for reasons such as an inability to focus and a fear that their teaching or research may suffer; their reliance on graduate assistants who may have been adversely affected by the incident; and other career interruptions. Again, policy issues and accommodations may come into play. Counseling and mentoring services should be made available to individuals who have stress-related or productivity issues following the crisis.

Facilities Issues

A shooting may result in short-term, intermediate, or even permanent closure of one or more buildings. Certainly a crime scene must be secured, but the issue of emotional/psychological comfort for anyone returning to the scene of a crime, especially for those who were most directly affected, must be addressed. Depending upon the nature of the facility or facilities and the length of closure, a large and complex set of challenges may emerge. This was the case at Northern Illinois University where Cole Hall remains closed. Because Cole Hall housed the two largest lecture halls on campus (over 12,000 students took classes in this facility each academic year), and because of the technology available in those halls, two problems had to be addressed. First, for the university to resume classes within a week, classes in Cole had to be reassigned to other spaces that could accommodate large lecture sessions and, to the degree possible, with similar technology available to support instruction. This necessitated displacing another set of classes, and so on, until the process finished. The successful rearrangement of classes necessitated quick access to information on classroom seating capacities and course enrollment figures. Success also required coordination between the provost's office, deans, department chairs, and data offices such as registration and records. In all, over 150 classes were relocated.

Campus officials should be prepared to begin an immediate process of technology upgrades to classrooms to accommodate potential

course migration. The cost of the response in these areas is considerable. Institutions should be prepared for increased personnel costs; unforeseen reimbursement of expenses such as for travel, supplies, services, and facilities; and other related expenses. For example, one institution estimated that the cost of additional technology upgrades exceeded \$1.6 million, and overall costs of the response and recovery efforts of a shooting have been estimated to exceed \$14 million to date.

The Provost and Student Affairs in the Event of a Shooting

In the event of a mass shooting, a provost will look to the senior student affairs officer and his or her staff primarily for information and coordination. Since the people in both positions are assumed to be members of the EOC, sharing information and coordinating responses ensures that recovery proceeds as smoothly as possible. A mass shooting fractures a community in a unique way. The goal is to rebuild that community, and meeting that challenge will be specific to the event and the institution. Suffice it to say that communication and collaboration presents the best opportunity for success in meeting the challenge.

Formative Feedback, Reflections, and Unexpected Experiences

This chapter closes with some reflections and some unexpected experiences related to the provost's role in responding to the crises. Several areas of concern can serve as road signs for administrators of any institution that considers planning for the worst based on our experiences.

The EOP and the EOC

Universities should have comprehensive EOPs (see chapter 3) and well-identified and trained members of the EOC. In fact, section

485(j)(1) of the Higher Education Opportunities Act mandates new requirements for emergency response and evacuation procedures for institutions of higher education that should be addressed by the EOPs.

Because of unforeseen circumstances or operational demands, the various members of the EOC and their support teams should be cross-trained and capable of filling in seamlessly for colleagues on a 360-degree basis (i.e., a matrix management approach). Leaders may not be available during any given emergency situation, because of travel or other circumstances, so the second-in-command individuals may have to fill in at the EOC. Moreover, decision making, coordination, and communication activities of the EOC may consume so much of key university leaders' time that others may have to assume more of the leadership responsibilities in the tactical implementation of the response efforts. Differential operational demands of each unique crisis may also mean that cross-trained individuals may have to be tapped to provide supplementary support for some of the response activities.

Communication

The challenge of wisely navigating multidimensional contexts that are sensitive to the needs of diverse constituencies is a short- and long-term concern. Multiple communication channels are vertical and horizontal in nature. Immediate information is necessary to inform those affected by the tragedy, as well as the campus community as a whole. Information such as providing immediate updates on an unfolding crisis, spreading the word about building or campus closure, providing an all clear when crisis events are over, identifying where to go for services and information, and the next steps are as important as the details about the tragic events themselves.

Parallel communication strategies may need to be implemented. For example, the staff of offices of student affairs or international programs may need to make contact with students studying abroad to provide information about an evolving crisis. Staff may need to provide similar communications to faculty, staff, and students at satellite campuses. Student affairs officials may need to take the lead in

working with student organizations and informal student groups in coordinating spontaneous campus expressions of remembrance and sharing grief.

The provost's office should take the lead in developing internal communications strategies for the faculty and staff in the colleges and departments, giving special attention to the departments that have faculty and students among the victims. Group meetings with faculty and staff should be scheduled with clinicians and university leaders to provide information and support prior to their return to the classroom or other academic duties (see chapter 4).

Decisions concerning the cancellation of classes, changes to the academic calendar, and relocation of classes scheduled in the facilities affected by the crisis fall upon the office of the provost. However, the information gathering process leading to these decisions and their subsequent implementation requires close communication and coordination between the offices of student affairs and academic affairs to assess the readiness of the campus for the resumption of classes and the continuation of the semester. The provost also would benefit from direct conversations with deans, faculty, student leaders, and others in making decisions about how the semester should proceed.

Managing the "media tsunami" is a short- and mid-term concern. Within hours of a shooting, campuses can become overwhelmed with media trucks and hundreds of reporters. The sheer demands of the large numbers of reporters may tax campus leaders, support services, and facilities: for example, coordinating schedules for news conferences and interview requests; providing food and shelter (particularly during inclement weather) for hundreds of individuals; and meeting the space and utility demands for media equipment and trucks with the associated logistical and traffic flow implications.

Adding a dimension of its own to the complexity of communications, the magnitude of the presence of the media may add a level of trauma to the experiences of those affected by the tragedy. University officials may need to develop strategies to protect victims, their families, and traumatized students wishing to return to classes without undue pressure from the news media. While some members of the media are respectful, others may be relentless in pursuit of a story,

with little regard for those most affected by a tragedy. Reporters may try to gain access to information about a deceased victim by passing themselves off as a family member, clergy, or counselor. For campuses with significant populations of international students, attention may have to be paid to communications with families and, in some cases, foreign consulates that are seeking information on the status of the emergency or about the health and safety of individual students. These constituencies may not have ready access to the information flow through news media and may have language barriers or differences in cultural perspectives (particularly related to sensitivity to violence) that may limit the utility of hotline interactions. Experts from offices overseeing international programs or from foreign language departments may help to complement the hotlines in communicating with these populations.

Factual information conflated with speculation is a short- and long-term concern. Furthermore, communications may become increasingly complex as the needs of a variety of audiences diverge and conflict.

Volunteer Assistance

Members of the campus community may be called upon to perform duties beyond their area of expertise. In a crisis of magnitude that deeply affects numerous members of the university community, inviting the assistance of external agencies with experience and resources designed to be accessed in times of emergency will increase the effectiveness of the campus response. This assistance brings with it an additional set of logistical challenges an institution must respond to (see chapter 3).

Campus leaders and their extended crisis response teams may be so focused on response efforts that campus community members who are not formally involved in these efforts may feel left out and frustrated by not being able to help. Once the initial crisis has passed, members of the EOC should communicate with the leadership of campus groups, such as staff councils and student organizations, to facilitate coordination of these individuals in ancillary volunteer

efforts (i.e., planning grief/comfort activities, making memorial ribbons, signs of support, and other memorabilia, etc.).

Communication and coordination with the local community should also receive attention. Institutions in crisis experience an outpouring of assistance from the local community from individuals and organizations, bringing the additional challenges of briefings and coordination.

Unsolicited monetary support also may be offered by a large number of individuals and organizations. Virginia Tech and Northern Illinois University found that the least complicated mechanism to handle these donations was to create a scholarship endowment to memorialize the group of students lost in the shootings. Expressions of gratitude and information updates of the status of the scholarship funds and the awards process required attention by campus leaders and staff.

Financial and Legal Issues

Response and recovery efforts are extremely expensive, and purchasing goods and services has to be done in real time. The primary concerns of securing the safety of the campus, supporting the victims and their families, and returning the campus to its educational mission are paramount. When it comes to the response and recovery effort, campus leaders need to make it happen and worry about the financial impact later. Purchasing policies may have to be waived and procedures expedited or short-circuited. State and federal grants are available to defray some of the costs, but the financial impact may last for many months.

Potential litigation and insurance issues also need to be addressed. Legal experts at the university must be involved with campus leadership to advise and work on these issues as they arise. Campus liability insurance carriers may want to send in experts to advise and aid the EOC campus leaders in communication and response strategies.

Conclusion

The victims of any crisis and their families, as well as the community at large, will grieve and heal at their own rate. Campus leaders should

be prepared to remain engaged in an open-ended way as the process unfolds. Virginia Tech and Northern Illinois University established quasi-independent, professionally staffed offices designed to focus on the needs of the primary and secondary victims.

The question often asked of a campus dealing with crisis is: Has your campus returned to normal? Members of the university community may even ask: When are things going to go back to the way they were before the shootings? Despite planning and all best intents and actions, the campus will not be the same as it was before the crisis. The hope is to create a healthy, new sense of normality, but with remembrance of the experience and sensitivity to the needs of those who are slower in their recovery processes. Those in an institution that goes through a crisis can develop strength of character and a sense of unity that are much greater than they had before the event. The approach to a new normality can best be achieved with the proper crisis management planning, open communications, appropriate and flexible responses, calling upon internal and external resources, and sensitivity to issues to address that could never be planned on in advance.

Campus leaders need to learn from the experiences of others and ask for whatever advice and assistance may be needed as the preparation, response, and recovery processes unfold. Administrators of institutions that have faced these crisis situations are more than willing to share their experiences and express their deepest appreciation and debt to those who have helped them by paying it forward and supporting those institutions that may experience tragedies in the future.

APPENDIX I
CLASSROOM OUTREACH PROGRAM

Excerpt from *Enough is Enough*, Chapter 4

Classroom Outreach Program

Logistics

Placing a clinician in each class when courses resume will provide multiple benefits for faculty and students alike. Specifically, it will provide on-site support for students who experience various emotions upon returning to campus, and it will also assist faculty in addressing questions or concerns raised by students regarding the crisis. For most campuses, large or small, this type of classroom outreach program requires special preparation as well as the coordination of multiple volunteers. At a macro level, the goal should be to have one counselor in each class for the first 2 days of classes. This will provide coverage for classes that meet on alternate days. To maintain manageability, the counselor-to-student ratio should not exceed 1 to 100 (i.e., a lecture with 200 students requires a minimum of two counselors).

Calls and e-mails offering volunteer assistance will begin immediately and will come from many sources including other universities, private mental health professionals, clergy, and the general public. The crisis hotlines will receive most of these calls; hotline operators will require direction for organizing the information offered by prospective volunteers. To that end, a form should be created for hotline staff to collect predetermined information from those offering assistance, specifically clinicians. The form should include

- contact information (name, e-mail address, cell phone number, campus/agency, etc.)
- number of days the volunteer can assist, including arrival and departure times (It is important to note that volunteer time slots should be predetermined to cover class schedules; this will provide more thorough classroom coverage, but may result in some volunteers being turned away as their availability does not match the scheduled slots.)
- volunteer's mobility issues, if any
- volunteer's other languages (including sign language)
- volunteer's professional license status

Hotline operators should be equipped with multiple copies of the form to complete as they answer the phone, and the form should also be available on the institution's Web site. If possible, potential volunteers should be able to submit the form directly online.

Some potential volunteers will contact staff members they already know and offer assistance. These individuals will provide some of the information required, but additional information will still be needed, making it necessary to contact volunteers directly. These potential volunteers should be contacted, thanked for their offer of assistance, and asked to complete the volunteer assistance form online.

At the same time the volunteer corps is being assembled, area hotels should be contacted to secure rooms for the clinicians. The local visitor's bureau or tourism office will be of assistance with this logistical task because of their preexisting relationships with area merchants. Securing rooms as quickly as possible is critical because media may descend on the campus and consume many of the rooms that will be needed.

The visitor's bureau may also be a good resource for contacting local restaurants. When the shooting occurred at Northern Illinois University, restaurants donated enough food to feed over 500 volunteers during their stay on campus. A solicitation letter/e-mail can be written ahead of time as part of your crisis management plan, making it possible to simply edit and send if necessary.

Another critical step in preparing for a crisis is meeting with the university's registrar to develop an understanding of the capabilities of your campus's software and a plan for scheduling volunteers. Determine if the registrar's data system has the ability to build volunteer schedules. Ideally, different types of schedules would be designed (e.g., 2 day or 1 day) that would align with the time slots offered on the volunteer assistance form. If this is not possible, work with your information technology department to identify staff members to assist with scheduling the volunteers. It will be vital to secure a master class schedule for the campus and to request the enrollment figure of each class so that appropriate coverage is scheduled. The registrar's office may have to alter the class schedule if the crisis affected a classroom space requiring it to be closed or taken off line for scheduling purposes. Any change will initiate a domino effect through the schedule that will have an impact on volunteer assignments. It is critical that the team scheduling the volunteers be made aware of any changes to the master class schedule.

A specific issue that is more relevant to larger institutions is the placement of volunteer clinicians into zones. By dividing the campus into smaller regions or zones and assigning clinicians to a single zone, those who are unfamiliar with the campus will be able to better navigate their classroom assignments. Additionally, should volunteers have to cover classrooms not originally assigned to them, keeping the volunteers within their zone will ease their travel to the new assignment. The zoning of a campus is an important planning detail related to the scheduling of classes mentioned earlier; volunteer schedules should be confined to one zone for efficiency and effectiveness of the outreach effort.

Each zone should ideally have a hospitality center where counselors may wait between assignments and debrief with one another. If possible, providing any distressing activity, such as a massage therapist, is beneficial and will be appreciated. The hospitality centers also provide multiple locations for staging volunteers to cover any unforeseen schedule changes. Each hospitality center must have a phone, assigned staff from the university to coordinate volunteer efforts and answer questions, food and beverages, and message boards.

Finally, an orientation for all volunteer counselors will be necessary. In the crisis planning, identify three separate locations on campus that will accommodate the size of the volunteer

group. This is necessary as one or more of the selected spaces may be reassigned for a different purpose. Conceptualize the orientation as a large conference. Provide a comfortable, warm, and dry area for registration and be mindful that the majority of volunteers will be arriving in a short period of time. To this end, check-in should be highly organized, well staffed, and provide enough room for queues inside. Networked computer(s) and a copier at registration will allow for on-site verification and making copies of volunteers' mental health licenses. The orientation should bring volunteers up to date on the crisis, review schedules and the purpose of the hospitality centers, address parking and transportation needs, and outline the role of the counselors in the classroom.

APPENDIX J
OPPORTUNITIES TO HEAL

Excerpt from *Enough is Enough*, Chapter 6

Opportunities to Heal

Community expressions following a disaster “are an important part of grief and mourning. . . Recovery requires a sense of social community in which people feel supported in looking back and forward” (Eyre, 2006, p. 454). An important component in the university’s crisis response is providing opportunities for members of the community to gather and to express themselves in mourning. These expressions of mourning can take many forms with varying degrees of formality and planning.

Community gatherings can be powerful events for an institution in crisis. Researchers “have reinforced the significance of social support for those who are traumatized, including the value of social responses to death, grief, and mourning” (Eyre, 2006, p. 443), and these gatherings provide that opportunity. Not only do they allow the members of a community to be with one another, but they also provide an opportunity for all the people at the university to see their president and institutional leadership not on the television or computer screen but speaking directly to them. Candlelight vigils in the aftermath of a tragedy have become a ritual in our society.

In addition to community gatherings, providing a space for personal reflection is another simple but important resource for a healing community. At institutions that may not have a campus chapel, a quiet room designated for reflection can be used. According to Eyre (2006), Designating a location for group or personal meditation, whether permanent or temporary, can help people heal” (p. 447).

Another space for reflection can be found in the written word. Within 24 hours of the shooting at Northern Illinois University, campus administrators placed message boards in the center of the campus. These boards not only offered a place for expression but also provided a location for people to gather and connect with others struggling with the effects of the tragedy.

The practice of “remembering in silence” (Eyre, 2006, p. 448) is centuries old, and it remains a meaningful way a community can reflect, observe, and unite after a campus tragedy. Northern Illinois University, 7 days to the minute after its shooting tragedy, commemorated the event with 5 minutes of silence.

Many institutions provide memorial services for loss of any life in the campus community.

Formal memorial services often follow some time after the initial aftermath of the communal tragedies, allowing for a more extended period of time for planning and organization. Their location, formality, and content symbolize the sense, scale, and significance of the communal loss. (Eyre, 2006, p. 450)

The memorial service at Virginia Tech was not only a ritual of healing for the campus, it was also an international event broadcast live worldwide. Because of the public nature of this type of event, the institution must use adequate time, staff, and resources to make sure the university is

appropriately represented. Knowing that the service is very public, exceptional care should be taken regarding the families of the victims and those who survived the incident. A special reception prior to or after the event allows families to interact with one another and institutional leaders to express their condolences in a more intimate setting.

It is important to commemorate milestones. Community expressions can “mark the transitions of time and status for individuals and the community” (Eyre, 2006, p. 455). The passing of 365 days after a shooting is a milestone for the institution and the community.

In the same way as formal memorial services conducted shortly after a tragedy fulfill both psychological and social functions, so do anniversary events. They mark the passage of social and chronological time as well as the impetus and long journey toward community rehabilitation and recovery. (p. 451)

The commemorative events must balance respect for the victims, honor the resilience of the survivors, and recognize the hope and rebuilding manifested during the previous year. Involving the campus and greater community in planning the events is an opportunity to continue to strengthen relationships across and beyond the campus. Administrators at Virginia Tech and Northern Illinois University provided a full day of events designed to offer opportunities for memorial expressions in many forms, including musical performances, art displays, multifaith services, rooms for reflection, and a reception where injured students, victims’ families, and the university’s leadership had the opportunity to formally thank the emergency personnel who were first on the scene. On this day, events and traditions can be established that will be carried forward at the annual commemoration of the tragedy for years to come. This is an important time for solidarity and remembrance.

Graduation is an annual milestone at every university. The conferring of posthumous degrees upon those lost in the tragedy is another opportunity for reflection and healing for the campus community as it convenes during this significant ritual.

An institution may respond to the task of healing a community following a crisis in a number of ways; providing safe spaces for reflection and mourning, moments of silence, candlelight vigils, and permanent memorials are just a few examples. While insufficient research does not provide guidance on what specific initiatives are most effective in the healing process, there is no question that when a crisis occurs on a college campus, an appropriate response implemented by the institution is expected.

The institution has a responsibility to provide opportunities for people to heal following a tragedy. These opportunities are the foundation for an institution to lead its community to a new normal. A university creates partnerships with a grieving, helpful community. Hand in hand, they move through the recovery process while challenged by many unfamiliar tasks, such as receiving the overwhelming number of expressions of condolences and planning commemoration ceremonies the world will watch. Throughout every component of the healing process, those charged with creating and implementing each event must remain aware of issues of sensitivity that may affect the grieving process, including issues of faith, politics, and integrity. A university should be mindful of its message to constituents, to the media, and to the

world. Whether through programs, rituals, or policies, a university must also give consideration to long-term healing.

Most importantly, the healing initiatives in the aftermath of a crisis show the world the heart and soul of the institution. Although the community is faced with an inconceivable reality, “tragedy is the author of hope” (Bolman & Deal, 1995, p. 35). The response should embody the values of the institution and move the community toward a renewed sense of purpose and a commitment to move forward.

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APPENDIX K
PREPARING FACULTY AND STAFF TO RETURN TO CLASS

Excerpt from *Enough is Enough*, Chapter 4

Preparing Faculty and Staff to Return to Class

Intentional preparation of faculty and staff for the return of students is paramount to the campus community's healing process. As faculty and staff experience their own emotional reactions to the tragedy, they may have strong feelings about returning to work or the classroom. When individuals return to an area of mass violence, they may become extremely upset or overwhelmed (DHHS, 2004). Counselors should be prepared to assist faculty and staff who are anxious about students returning as well as about dealing with their own emotions. Particular attention should be paid to the faculty and staff who were more directly affected by the tragedy. For example, the academic department where the tragedy occurred, faculty who advise student groups that were directly affected, and individuals who lost a student or family member may require additional attention.

Outreach sessions or meetings should be provided for all faculty, staff, and graduate/teaching assistants prior to the resumption of classes. To accomplish this, heavy involvement from academic affairs will be necessary to communicate effectively the agenda and purpose of the sessions and to encourage attendance. Sessions should be organized by academic departments, allowing participants to attend sessions with their colleagues. Likewise, it will keep departments that were affected in different ways separate from one another, which provides a critical level of emotional safety for participants. In the case of a shooting, some faculty members may have known the shooter personally, as well as the victim(s); this dynamic will complicate emotional response. Faculty members who have students who were directly affected by the shooting (students killed or in the classroom) should be notified regarding those students. This information will allow them to be more prepared for absences when classes resume and to pay particular attention to students directly affected who return to class.

Sessions for faculty should be scheduled for 90 minutes to 2 hours and should be led by counselors with expertise in college student mental health and crisis work. The agenda should include information on grieving and crisis reactions (Kubler-Ross, 1969), mental health resources, and education about the classroom outreach program. Resources should be made available to participants (see the American Psychological Association's Help Center at <http://www.APAhelpcenter.org> for handout brochures and other materials) and should be distributed in multiple formats (e.g. hard copy, Web based, and e-mail). Most importantly, the formal agenda should be brief, allowing the majority of the time to be spent addressing questions and concerns and allowing participants to process their own reactions.

References

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Report of the February 14, 2008 Shootings at Northern Illinois University

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