

Status Report
Emergency Preparedness at Purdue
in the Post-Virginia Tech Tragedy Environment
July 24, 2008

The terrible shootings that occurred at Virginia Tech University on April 16, 2007, and more recently at Northern Illinois University on February 14, 2008, shocked the nation and deeply touched members of campus communities across the country. At the national and local levels, there has been a great amount of discussion about the need to better identify and deal with students (and others) who are disturbed.

John D. Byrnes, founder of The Center for Aggression Management (www.aggressionmanagement.com) asks: “Can a college or university identify someone who intends to do harm on their campus? The horrific shootings at Virginia Tech and subsequently at Northern Illinois University demonstrate the need to understand the critical difference between two dramatically different kinds of aggression. Typically, security and law enforcement officers are trained to look for the “Primal Aggressor” (red-faced and ready to explode) when in fact, these shooters were classic “Cognitive Aggressors” (cold, completely detached and determined). If weapons were not visible, the VT and NIU shooters probably would have walked right by most security or law enforcement officers without being noticed. The Primal Aggressor is the person who loses control, possibly from an escalation of anger. The Cognitive Aggressor is a far more dangerous and elusive predator. He is a perpetrator of murder/suicide (or terrorist-like) who presents as a calm, deliberate and focused aggressor with no remorse or compunction about multiple killings. While the Primal Aggressor is fueled by adrenaline, the Cognitive Aggressor is driven by intent.”

Further, John Byrnes asks: “Who are the predators we keep hearing about and what do they have in common? Very revealing are the first five indicators identified by the *Safe School Initiative Final Report* by the U.S. Secret Service and U.S. Department of Education:

1. Incidents of targeted violence at school *rarely* were sudden, impulsive acts.
2. Prior to most incidents, other people knew about the attacker’s idea and/or plan to attack.
3. Most attackers did not threaten their targets directly prior to advancing the attack.
4. **There is no accurate or useful “profile” of students who engaged in targeted school violence.**
5. Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.”

Burns continues, “Whether you are a student affairs administrator, risk manager, director of security, human resources director, counselor, or university president, all those

responsible for college and university governance are being driven to become more aggression-vigilant. One of the greatest fears we have is uncertainty. Can we identify someone who intends to do harm to our students or faculty? In the vast majority of cases, the answer is yes. A person who goes through the cognitive process of preparing to give up his life for a cause (murder/suicide) takes on specific body language, behavior, and communication indicators that can be identified.”

According to Dr. Susan Prieto-Welch, Director of Counseling and Psychological Services at Purdue, “CAPS’ experience of increasing numbers of students seeking mental health services, paired with increasing severity and chronicity of mental health issues in students coming to campus has not been an unusual one when we look at the experience of university and college counseling centers across the country. Benton and her colleagues at Kansas State University’s counseling center conducted research (Benton et.al., 2003) that indicates clearly that mental health problems seen in students today are more severe and more complex than those seen 20 years ago. The University of Pittsburgh and the American College Counseling Association have released their co-sponsored 2006 National Survey of College and University Counseling Centers Directors, a summary of findings from which indicates: ‘A significant concern that has been growing in intensity over the past ten years is the large number of students coming to college counseling centers with severe psychological problems. Ninety-two percent (an all time high) of counseling center directors stated that this problem has continued to increase in recent years.’ Though this trend has been in evidence for a number of years now, the recent tragic events at Virginia Tech and Northern Illinois have highlighted the feared potential for tragedy in an unprecedented fashion.”

These recent events remind us that even in very safe environments, we have to be ready to respond. There has been much debate about whether universities are taking appropriate steps to prevent this type of tragedy from happening again. Safety is a paramount issue on college and university campuses, and these tragedies have prompted us at Purdue to re-examine our own policies, procedures, and emergency preparedness to make certain that we protect the welfare of our students, faculty, staff, and visitors in the very best way possible. While no amount of training and precaution can guarantee absolute safety at all times, a number of changes have been made and are now in place to better ensure campus safety.

Immediately following the tragic events at Virginia Tech, key Purdue administrators, professional staff, and legal counsel – within their respective departments and together – started to review University policies, practices, and procedures to determine the institution’s level of preparedness for a serious threat or emergency. On May 23, 2007 and on December 19, 2007, group meetings were held at the invitation of the Vice President for Student Services to specifically discuss issues related to campus safety; counseling and mental health; threat assessment; privacy laws (FERPA, HIPAA, ADA, etc.); confidentiality of university records; sharing of confidential information between

and among medical and mental health providers, law enforcement agencies, and administrative departments on campus; use and limits of disciplinary action to deal with troubled students; campus emergency preparedness; campus emergency communication; and university policy implications.

Over the past 15 months, University leaders have attended and participated in numerous local, state, regional, and national seminars, programs, workshops, webinars, and conferences pertaining to “lessons learned” and “best practices” in place at other universities. On campus, we have offered nation-wide video conferences for Purdue staff. Emergency preparedness at Purdue has evolved to a new level, and procedures now in place are in accord with national recommendations. Special training exercises and in-service training have been conducted on the campus, and adjustments have been made to policies and procedures in various areas of the University. Collaborations that previously were ad hoc or informal have now been formalized.

This is a status report of the progress made at Purdue. Following is a list of activities, initiatives, and actions taken on the Purdue West Lafayette Campus following the tragedy at Virginia Tech.

- The University, through the Office of Emergency Preparedness and Planning, has developed or consolidated **campus-wide emergency procedures** that comply with national recommendations. A Purdue Integrated Emergency Operations Plan (IEOP) has been developed which contains policies, guidelines, and procedures to follow before, during, and after an emergency. Its primary purpose is to outline University procedures for managing major emergencies that may threaten the health and safety of the campus community. Its primary goal is to preserve life, protect property, and allow for continuity of academic, research, and business operations. Its scope represents an all-hazards concept for natural and human-caused incidents. For more information, visit the Emergency Preparedness website at http://www.purdue.edu/emergency_preparedness/.
- Purdue has implemented a **campus-wide, multi-layered ALERT system** for emergencies using all-hazards emergency warning sirens (shelter-in-place); fire alarms (evacuate the building); e-mail; text messages; Purdue home page (www.purdue.edu); resident assistants, phones, and signage in University Residences; Boiler Television Emergency Notification System; Facebook group called “Purdue Emergency Notification”; and news media – radio, television, newspapers, and the Internet. There are three emergency incident levels: (Level 1) a minor, localized department or building incident that is quickly resolved with existing University resources or limited outside help; (Level 2) a major incident or potential threat that disrupts sizable portions of the campus community; and (Level 3) a major disaster or imminent threat involving the entire campus and/or surrounding community. On a regular basis, the entire Purdue ALERT system will be tested once a semester. For more information, visit the Purdue home page at <http://www.purdue.edu/>, or the Emergency Preparedness website at http://www.purdue.edu/emergency_preparedness/.

- A **Behavior Assessment Team** has been appointed to address situations in which the behavior of students, or other members of the campus community, indicates they may pose a threat to themselves or others. The Behavior Assessment Team will meet on a regular basis and as needed. The Vice President for Student Services will serve as Chair, and other standing members will include the Dean of Students, the Associate Dean of Students responsible for student conduct, the Director of CAPS, the Purdue Police Chief, the Executive Director of University Residences, the Senior Director of Environmental Health and Safety, the Assistant Vice President for Student Services, and University Legal Counsel. Colleagues from other offices or units will be included depending on the case and/or if other expertise is needed (e.g., Director of International Students and Scholars, Director of Purdue Student Health Center (PUSH), Director of Disability Resource Center, Assistant Vice President for Enrollment Management, Purdue Fire Chief, colleagues from academic schools and colleges and libraries, religious leaders, Director of University News Service, etc.). Work of the team is intended to be proactive, but depending on the case, it may need to react quickly to a particular situation. Throughout, the distinction between “disturbed” and “disturbing” behavior will guide the discussion of the Behavior Assessment Team. An individualized assessment of each situation will take place, and the review will focus on the conduct/behavior that is being exhibited by the particular student. After the assessment process, the Behavior Assessment Team will formulate a response for the specific situation.
- Both Purdue Police and Fire Departments have officers specifically trained to deal with individuals in crisis, and are part of **Crisis Intervention Teams (CIT)**. PUPD currently has nine CIT members, and PUFD has two members who are specially trained in first contact strategies for persons in mental and emotional distress. Eventually, all supervisors and officers will receive CIT training. This program requires 40 hours of training, is facilitated by Wabash Valley Mental Health professionals, and teaches officers how to deal with people who have different types of mental illness and how to respond to them appropriately.
- Beginning with the fall semester 2008, the Purdue Police Department will double the size of the **Student Security Patrol** on campus from 25 to 50 persons. The Student Patrol wear grey sweatshirts and yellow t-shirts, and all members carry an ID badge. The Student Patrol has increased its presence around residence halls nightly between 4:00 and 8:00 pm, and it is available to escort students walking late at night on the campus.
- The installation of **video surveillance cameras** at Ross-Ade Stadium was completed in April 2007. Following a comprehensive study regarding the use of

video surveillance on the campus, additional video cameras will be installed on a phased-in basis, beginning with high profile areas of the campus.

- Purdue Police Officers received **Active Shooter Response Training** in June 2007, and will again in July 2008. Purdue Police have worked with the Indiana Law Enforcement Academy (ILEA) to host Train-the-Trainer Active Shooter Response training and to partner with other local agency instructors. PUPD has partnered with local agencies to ensure common language and common practices are utilized for active shooter responses. PUPD has purchased and equipped all patrol vehicles with bolt cutters and pry bars to quickly overcome locked doors or doors chained from the inside. The department transitioned from shotguns to patrol rifles as secondary weapons, thereby providing the necessary capability to neutralize the threat in an active shooter situation, and received extensive firearms training.
- Purdue is in **compliance with the Clery Act**. The annual security report, “Your Campus Your Safety,” is continually updated by PUPD to document compliance.
- **The Purdue University Police Department** (PUPD) continues to pursue **professional accreditation** through the Commission on Accreditation for Law Enforcement Agencies, which requires compliance with over 400 state-of-the-art law enforcement standards.
- Because increasing numbers of students are coming to college with significant mental health issues and their demand for service outstrips the clinical resources available, **Counseling and Psychological Services** (CAPS) has implemented a **new triage system** whereby students speak promptly with a senior clinician who makes a brief assessment when they call for an initial appointment. On November 7, 2007, Dr. Harry Rockland-Miller, Director of Mental Health Services at the University of Massachusetts Amherst, came to Purdue to consult with the CAPS staff about this triage system. Goals of triage assessment are: (a) to provide an entry point to CAPS that is easily accessible and responds in a timely fashion to the student’s need; (b) to speak with a student the day he or she calls, or at least within 24 hours of the initial call; (c) to gather data to determine emergency/urgency; (d) to find out what prompts the student to seek services (present the problem) at this point in time; (e) to determine whether the student is best served by CAPS or elsewhere; (f) to have a conversation with the student about follow-up/disposition and scheduling. The system was implemented at Purdue in January 2008, and students have reported high levels of satisfaction with the new system. CAPS’ clinicians are also pleased, knowing that they have some sense of the issues and severity of the situation and are able to identify troubled students and intervene as early as possible.

- There is **coordination and communication** between professional staff in Counseling and Psychological Services (CAPS) and local mental health providers.
- The Director of **Counseling and Psychological Services (CAPS)** has conducted **in-service training sessions** for Student Health Center (PUSH) providers, focused on techniques for dealing with angry, upset, and threatening patients.
- **The Student Health Center (PUSH)**, through the reallocation of funds, has added an **additional half-time psychiatrist** and created a **new psychiatric nurse practitioner** position. The half-time psychiatrist will monitor psychotropic medication used by students, a practice that is labor intensive. The psychiatric nurse practitioner position will provide an additional on-site mental health resource to identify, diagnose, treat and/or refer students coming to the clinic with psychiatric needs or symptoms. Regular meetings have been held by members of the Student Health Center provider staff and CAPS therapists to develop more open and ready referral mechanisms.
- **ALIVE** (Awareness Linking Individuals to Valuable Education)@Purdue is a **grant-funded program** that was co-developed and co-written by three CAPS staff and two faculty members in the College of Education. The purpose of the project is **to prevent suicide**, suicide attempts, and academic attrition (among other adverse outcomes for students with depression and other suicide risk) by increasing the likelihood that they will be connected with appropriate services. The project is designed to change attitudes toward help-seeking, using graduate students as educators to train resident assistants (RAs) in the residence halls and to provide direct outreach to students living in the halls, thus increasing RA effectiveness as mental health gatekeepers. RA training will address knowledge about mental health and behavioral problems and resources; attitudes toward help-seeking; and the art of referral. National research data shows large numbers of college students who experience psychological distress.
- The 2009 **admissions application** now includes two **questions regarding conduct and crime**. Prospective students will be required to answer the following questions on the application for admission:
 - Have you ever been disciplined (e.g. placed on probation, suspended, or expelled) by any secondary school or college you have attended because of :*
 - *Academic dishonesty,*
 - *Financial impropriety, or*
 - *An offense that harmed or had the potential to harm others?*

_____yes _____no
 - Have you ever plead guilty or no contest, participated in a pre-sentencing diversion program and/or been convicted of a criminal offense (including in a*

juvenile court) or are there criminal charges pending against you at this time?

_____yes _____no

If the answer to either question is “yes,” an explanation must be provided by the applicant.

A review committee, composed of representatives from the faculty, Admissions, Purdue Police, Graduate School (where applicable), and the Office of the Dean of Students, will have the responsibility of determining whether or not the applicant will be denied admission based solely on the conduct/crime. The committee will have the prerogative to ask the applicant for additional information (including a possible interview), as well as review relevant public records.

- The Residential Life staff within **University Residences** offered **enhanced training** for all staff, including student Resident Assistants (RAs), prior to the start of the 2007-08 academic year, and that will continue each year. **Table top exercises** are also now scheduled at the hall level to give Residential Life staff experience in crisis intervention and working as a team. The next table top exercise will be held on September 4, 2008.
- In an effort to enhance overall student safety and security in residence halls, **University Residences** has changed the **exterior door locking policy**. Exterior doors of residence halls are now locked 24 hours a day in all locations.
- **The Purdue Code of Student Conduct** (Part 5, Section III, B.2) is the most **useful tool for addressing student threatening behavior**. Specifically, the Code prohibits “physical abuse of any person or conduct that threatens or endangers the health or safety of any other person, whether or not such conduct occurs on University property,” and “any conduct that substantially threatens or interferes with the maintenance of appropriate order and discipline in the operation of the University, or any conduct on University property or in connection with a University activity that invades the rights of others.” Since the disciplinary procedures contain due process protections, it is the preferable way to address threatening behavior. **Summary action**, a temporary suspension, is an expedited process to temporarily exclude a student from University property. It must be followed by an expedited disciplinary hearing and appeal in order to shorten the period of summary action. This process is reserved for a student’s threatening harm to self or others, and summary action is taken only after the student has been given an opportunity to be heard, if such procedure is practical and feasible under the circumstances. Also, there is a process for **involuntary withdrawal** if a student is not capable of functioning emotionally in the campus community or poses a direct threat to the health or safety of self or others. Disciplinary procedures are preferable to involuntary withdrawal in order to avoid conflicts with disability law. Purdue has demonstrated zero tolerance for violent acts, stalking offenses, and weapons on the campus. In collaboration with Purdue

Police, the Office of the Dean of Students monitors previously identified students in distress to ensure safety and security. Apart from the disciplinary procedures managed by the Office of the Dean of Students, Purdue Police may declare a student “**persona non grata**” for all or part of the campus for a period of one year. Individuals who cannot substantiate their University affiliation and/or are using University facilities in a manner inconsistent with the facilities’ purpose may be asked to leave the premises. Violation of the “persona non grata” may result in an arrest for criminal trespass.

- We are faced with the challenge of **balancing individual privacy rights with the need to share confidential information and records** among appropriate authorities when a student exhibits disturbing or threatening behavior. We need to understand how FERPA, HIPAA, ADA, and professional standards and codes of ethics affect our work. Codes of Ethics for mental health professionals, psychologists in particular, for example, do not allow for breach of confidentiality without a written authorization in cases of ‘serious’ threat. A breach of confidentiality is only allowed in cases of ‘imminent’ threat. It is not uncommon for mental health professionals to work with students whose symptoms may be serious, but not on the edge of imminent danger and thus not allowing for a breach of confidentiality. Precisely what disclosures are permitted depends upon what law or laws apply to the particular situation. At Purdue, in dealing with several recent cases of imminent threatening behavior, we have had good cooperation in the sharing of confidential information, including the notification to parents. However, this is one of the major areas for continued work and clarification. It fundamentally means balancing the rights of the individual, legally and in other ways, and the possible impact on a community.
- We continue to have **strong and collegial working relationships** between key departments on campus, including the Purdue Police Department (PUPD), Office of the Vice President for Student Services (VPSS), Office of the Dean of Students (ODOS), Counseling and Psychological Services (CAPS), Student Health Center (PUSH), University Residences, Enrollment Management (EM), and the University News Service. While cooperation and routine communication between departments was in place at Purdue prior to the Virginia Tech tragedy, since that time we have had an increase in identifying at-risk individuals on campus and the communication among departments has increased. All of this has helped to facilitate early intervention and to get help for students in emotional distress.
- Ultimately, **prevention is all about communication** – communication and education to help **educate faculty, staff, and students** of the warning signs of depressed, suicidal, emotionally disturbed individuals. During this past academic year, a panel of staff members from the Office of the Dean of Students (ODOS), Counseling and Psychological Services (CAPS), and Purdue Police (PUPD), met

on numerous occasions with faculty members from various academic departments and schools and colleges to talk about students they perceive as “troubling” – how to spot them, respond to them, when and how to seek help, and how to refer them for appropriate help. Also discussed were the resources available to them. In addition, the panel talked about the behavior of some students with disabilities that can be misinterpreted and viewed as “threatening” when the behavior actually may be a manifestation of their disability. The presentation was also given at a Provost’s Academic Leadership Forum this past spring, and it will be offered again this coming year upon request and at new faculty orientation programs. Talking with students about the importance of prevention and how to report situations or individuals who are “troubling,” occurs in multiple ways – at Day on Campus, Boiler Gold Rush, other new student orientation programs, floor meetings in the residence halls, and through outreach programs offered by ODOS, CAPS, PUPD, and the Student Wellness Office. Members of the campus community must be encouraged to report threats and disruptive behavior – to immediately **call the Purdue University Police Department (PUPD)**. When threats are reported, Purdue Police will respond and administrators responsible for student conduct will intervene immediately.

Since the tragic shootings at Virginia Tech, many reports and recommendations have emerged on how to respond to violent incidents on college campuses. Indeed, recommendations have been offered by government entities, professional associations, law enforcement bodies, lawyers, and university review groups. Some recommendations pertain to changes in institutional policies, practices and procedures, while others pertain to changes in state and federal laws. For Purdue, some of these recommendations have been very helpful and appropriate, while others have not been at all realistic or pertinent to our situation. For the most part, these recommendations fall into the following categories:

- Emergency Planning and Threat Assessment
- Campus Alerting
- Mental Health
- Police Role and Training
- Information and Privacy Laws
- Campus Disciplinary Process
- Communication and Collaboration

It is clear that emergency preparedness is an on-going process by which a campus continually seeks to improve its abilities to avoid or manage the impact of a crisis event. Campus violence is a particular type of crisis event, and fostering a caring campus community through communication, education, and training is a powerful component in the prevention phase of emergency preparedness.

At Purdue, we will continue to monitor our policies and practices and evaluate the elements of our emergency preparedness so that adjustments or changes can be made quickly, as needed.

Submitted by:

Thomas B. Robinson
Vice President for Student Services

July 24, 2008

Resources

“Tragedy at Va. Tech,” by Andy Guess and Elizabeth Redden, in Inside Higher Ed, <http://insidehighered.com/news/>, April 17, 2007.

“Evaluating the Response,” by Andy Guess, in Inside Higher Ed, <http://insidehighered.com/news/>, April 18, 2007.

“Action and Realism on Security,” by Scott Jaschik, in Inside Higher Ed, <http://insidehighered.com/news/>, April 18, 2007.

Supporting Students in Crisis, Student Affairs Today, LRP Publications, May 2007.

“Suggestions on Mental Health,” Inside Higher Ed, <http://insidehighered.com/news/>, May 17, 2007.

On Issues Raised by the Virginia Tech Tragedy. Report to the President of the United States from Michael O. Leavitt, Secretary, Department of Health and Human Services; Alberto R. Gonzales, Attorney General, Department of Justice; and Margaret Spellings, Secretary, Department of Education, June 13, 2007.

Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs. Program Report issued by the U.S. Department of Justice, U.S. Department of Education, and Office of Juvenile Justice and Delinquency Prevention. Michael L. Medaris, Office of Juvenile Justice and Delinquency Prevention; Ellen Campbell, Family Compliance Office, Department of Education; Professor Bernard James, J.D., Pepperdine University School of Law, June 2007.

Investigation of April 16, 2007 Critical Incident at Virginia Tech. Prepared by the Virginia Office of the Inspector General for Mental Health, Mental Retardation & Substance Abuse Services, James W. Stewart, III, Inspector General, Report # 140-07.

Dealing With Threats of Violence on Campus by Troubled Students. Presentation by Lucien Capone III at the 2007 National Association of College and University Attorneys Annual Conference, June 27-30, 2007.

Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student. The Framework is a product of the Jed Foundation (2006), New York, NY, and was presented at the 2007 National Association of College and University Attorneys Annual Conference by roundtable participants with moderator Lloyd Potter, June 27-30, 2007.

Mass Shootings at Virginia Tech, April 16, 2007. Report of the Review Panel Presented to Governor Timothy M. Kaine, Commonwealth of Virginia, August 2007.

“Virginia Tech Panels Urge Reform,” in Inside Higher Ed, <http://insidehighered.com/news/>, August 23, 2007.

“Safeguarding Campuses,” by Elia Powers, in Inside Higher Ed, <http://insidehighered.com/news/>, September 22, 2007.

“Managing Violent and Other Troubling Students: The Role of Threat Assessment Teams on Campus,” by John H. Dunkle, Zachary B. Silverstein, and Scott L. Warner, in Journal of College and University Law, 2008, pp. 586-636.

Campus Security and the Clery Act: Key Compliance Issues, Obligations and Pitfalls. Virtual Seminar presented by National Association of College and University Attorneys. Panelists Robin Parker, John Reilly, and Karen Stone, January 14, 2008.

“Mental Illness and College Students: A New Priority for College and University Presidents,” in SallieMae, www.salliemae.com, January 15, 2008.

“Counseling Centers Lack Resources to Help Troubled Students,” by Elizabeth F. Farrell in The Chronicle of Higher Education, February 29, 2008, pp. A1 and A28.

“At Northern Illinois U., Leaders Grapple With a Tragedy,” by Libby Sander in The Chronicle of Higher Education, February 29, 2008, pp. A26-27.

“Allowing More Guns on Campuses Is a Bad Idea, Administrators Say,” by Sara Lipka in The Chronicle of Higher Education, February 29, 2008, p. A29.

“Coping With Trauma: Lessons From Virginia Tech,” by Josh Fischman and Elizabeth F. Farrell in The Chronicle of Higher Education, February 29, 2008, p. A28.

Is Your Campus Ready, Leadership Exchange, NASPA (Student Affairs Administrators in Higher Education), Volume Five, Issue Four, Winter 2008.

“Counseling and Psychological Services: Surging Demand – Strategies for Survival,” by Rick Hanson, in Student Health Spectrum, Aetna Student Health, April 2008, pp 21-27.

“Managing the Growing Demand for Counseling Services,” by Arthur Sandeen and Margaret J. Barr in Student Affairs Leader, April 15, 2008, pp. 4 and 3.

“Virginia Tech One Year Later: Colleges Grapple with the ‘Behavioral Broken Arm’,” by Eric Hoover in The Chronicle of Higher Education, <http://chronicle.com>, April 16,

2008, from the issue dated April 18, 2008, Section: Special Report, Volume 54, Issue 32, Page A10.

“Virginia Tech One Year Later: Virginia Tech Weighs Hundreds of Recommendations and Acts on Some,” by Karin Fischer in The Chronicle of Higher Education, <http://chronicle.com>, April 16, 2008, from the issue dated April 18, 2008, Section: Special Report, Volume 54, Issue 32, Page A15.

“Virginia Tech One Year Later: Campaigns to Overrule Campus Gun Bans Have Failed in Many States,” by Sara Lipka in The Chronicle of Higher Education, <http://chronicle.com>, April 16, 2008, from the issue dated April 18, 2008, Section: Special Report, Volume 54, Issue 32, Page A16.

“Guns Don’t Belong in the Hands of Administrators, Professors, or Students,” by Jesus M. Villahermosa, Jr. in The Chronicle of Higher Education, <http://chronicle.com>, April 16, 2008, Section: Commentary, Volume 54, Issue 32, Page A56.

“The Family Rights and Privacy Act: 7 Myths – and the Truth,” by Steven J. McDonald in The Chronicle of Higher Education, <http://chronicle.com>, April 16, 2008, from the issue dated April 18, 2008, Section: Commentary, Volume 54, Issue 32, Page A53.

Meeting the Mental Health Challenge: Best Practices for Addressing the Needs of Troubled Students on Campus, Student Affairs Leadership Council, The Advisory Board Company, Washington, D.C., April 22, 2008.

The Ripple Effect of Virginia Tech: Assessing the Nationwide Impact on Campus Safety and Security Policy and Practice. Report from the Midwestern Higher Education Compact by Chris Rasmussen and Gina Johnson, Midwestern Higher Education Compact, May 2008.