

THE ONGOING MANAGEMENT OF A CAMPUS CRISIS:  
A CASE STUDY OF MEDIA USE IN RESPONSE TO AN OFF-CAMPUS SHOOTING

by

SOO HYUN JULIA KIM

(Under the Direction of BRYAN H. REBER)

ABSTRACT

This case study examined the University of Georgia's (the UGA) crisis management process, which is based on a three-stage crisis management model. The study focused on UGA's new media communication technology usage in the entire crisis management process. It also addresses UGA's public relations efforts during crisis management. This thesis emphasized the development of UGA's crisis management system previous to, during, and after the incident. The methodology is an in-depth review and analysis of a real crisis situation, the UGA marketing professor shooting incident is a representative case in this study. UGA's crisis prevention, responses, and learning were carefully reviewed and developed based on the three-stage crisis management model. The research concluded that UGA's crisis management process represents an ongoing crisis management cycle. This study provides the ongoing crisis management considerations, a diagram of new media communication technology supports, and another diagram of public relations efforts in each crisis stage.

INDEX WORDS: University crisis, ongoing crisis management, three-stage crisis management model, shooting incident, interview analysis, new media communication, public relations

THE ONGOING MANAGEMENT OF A CAMPUS CRISIS:  
A CASE STUDY OF MEDIA USE IN RESPONSE TO AN OFF-CAMPUS SHOOTING

by

SOO HYUN JULIA KIM

B.A., The Han-Yang University, 2006

A Thesis Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment  
of the Requirements for the Degree

MASTER OF ARTS

ATHENS, GEORGIA

2010

© 2010

Soo Hyun Julia Kim

All Rights Reserved

THE ONGOING MANAGEMENT OF A CAMPUS CRISIS:  
A CASE STUDY OF MEDIA USE IN RESPONSE TO AN OFF-CAMPUS SHOOTING

by

SOO HYUN JULIA KIM

Major Professor: Bryan H. Reber

Committee: Janice Hume  
Karen Russell

Electronic Version Approved:

Maureen Grasso  
Dean of the Graduate School  
The University of Georgia  
May 2010

## ACKNOWLEDGEMENTS

I give all honor and glory to my Lord and Jesus Christ for it is blessings and grace that walked with me through. I devote all my efforts to you. I acknowledge and thank the following individuals for their trust, time, resources, assistance, and advice to work with them: Dr. Bryan Reber, Dr. Janice Hume, Dr. Karen Russell, my faculty advisors; Tom Jackson, Vice President in Public Affairs; Pete Golden, John Newton, the UGA OSEP; Jimmy Williamson, Chief Officer in UGA Police Department.

I thank so much to my wonderful brother John Chung, you are the greatest business man. I also thank to my lovely brother Alex Kim for washing the dishes all the time. I love you, mom and dad.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS .....	iv
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
CHAPTER	
1 INTRODUCTION .....	1
2 LITERATURE REVIEW .....	3
2.1. Crises & Higher Education Crisis Management .....	3
2.2. Three Crisis Management Models .....	4
2.3. New Media Communication in Crises .....	13
2.4. Public Relations in Crisis Management .....	14
3 RESEARCH QUESTIONS .....	16
4 METHODOLOGY .....	17
5 FINDINGS .....	20
5.1. Key Players and Agencies in the UGA Shooting Case .....	20
5.2. Secondary Players in the 2009 UGA Shooting Case .....	21
5.3. The Crisis Event Stage .....	21
5.4. The Post-Crisis Stage .....	29
5.5. The Pre-Crisis Stage .....	29
6 DISCUSSION .....	42

6.1. Research Question 1 .....	43
6.2. Research Question 2 .....	54
6.3. Research Question 3 .....	59
7 CONCLUSION.....	63
8 LIMITATION.....	66
REFERENCES .....	68

## LIST OF TABLES

	Page
Table 1: Three Crisis Stages applied to the Professor Shooting Case in UGA .....	44



## LIST OF FIGURES

	Page
Figure 1: The Office of Security and Emergency .....	30
Figure 2: Counseling and Psychiatric Services (CAPS) .....	33
Figure 3: The UGA Emergency Contact Information .....	34
Figure 4: “UGA Emergency Notification Methods” .....	35
Figure 5: The UGAAlert Registration.....	36
Figure 6: The UGA Hazard, Risk and Vulnerability Assessment (HRVA) .....	37
Figure 7: The UGA Description of Hazard or Threats ‘ <i>Active Shooter Incident</i> ’ .....	37
Figure 8: September Preparedness Month Events .....	38
Figure 9: UGA CERT Program-Community Emergency Response Team .....	39
Figure 10: The UGA Office of Security and Emergency Preparedness Facebook page .....	40
Figure 11: The UGA Terry College of Business Twitter .....	41
Figure 12: Red & Black Twitter Page.....	41

## CHAPTER 1

### INTRODUCTION

The UGA community received a warning message on April, 25, 2009, describing “UGA Professor George Zinkhan as a suspect in a shooting off campus,” recommending that its students, staff, and faculty use extreme caution when they are on campus (hereafter known as “the UGA marketing professor shooting incident”). The message was delivered through *UGAAlert* and ArchNews, UGA emergency mass notification system.

A lone gunman transformed a peaceful college town on a cloudless spring day into a scene of chaos and horror, killing three people and wounding two at a community theater luncheon. The suspect was a marketing professor of Terry College of Business at the University of Georgia. The UGA crisis team gathered as it responded to the crisis between April 25, 2009 and May 9, 2009. The President's Office, Public Affairs, the UGA Police Department, and the Office of Security and Emergency Preparedness (OSEP) were part of the key crisis team.

The UGA's main campus is located in Athens, Georgia (Clarke County), and includes 388 buildings on 615 acres. The UGA has devoted a significant amount of equipment, human and monetary resources to protect the approximately 45,000 members of the campus community and the facilities where they live, work, and/or learn.

This case study is an overview of crisis management actions and internal and external stakeholders communications emanating from the Zinkhan shooting case. The study also explored how new media technologies and social media networks were used strategically to implement UGA's crisis communication system. The analysis and development of appropriate

and effective crisis management strategies is necessary for crises occurring in academic institutions. This study focuses on the development of the UGA's crisis management system previous to, during, and after the shooting incident. To better understand how UGA dealt with this crisis, the three-stage crisis management model was developed and applied to the case. This practical model emphasizes the nature of the crisis management process and analyzes the UGA crisis management program and its implementation in a real life crisis. Thus, the three-stage crisis management model, major crisis management considerations, new media communication supports, and the public relations efforts reveals UGA's effective crisis management response to the UGA marketing professor shooting incident.

This study also recommends that academic institutions continue to learn from these experiences in an unending cycle of training and improvement of their current crisis management systems, adding to their experiences that are crucial to facing new and unique challenges of our times.

The study suggests a total crisis management approach focusing on the three major crisis management issues together: 1) crisis management development, 2) new media communication technologies, and 3) public relations roles in crisis communication.

This case study organizes scattered crisis management insights and suggests a practical example through the three-stage crisis management process.

## CHAPTER 2

### LITERATURE REVIEW

#### *2.1. Crises & Higher Education Crisis Management*

Coombs (2007a) stated a crisis can be defined as “the perception of an unpredictable event that threatened important expectancies of stakeholders and can seriously impact an organization’s performance and generate negative outcomes” (Coombs, 2007a). “Crisis” is defined as an unexpected an unpredictable event which is caused by some type of event (Coombs, 2010). Fearn-Banks (2007) stated a crisis is a major occurrence with potentially negative outcome affecting the organization, company, or industry, as well as its publics, products, services, or good name. A campus crisis is an event, often sudden or unexpected, that disrupts the normal operations of the institution or its educational mission and threatens the well-being of personnel, property, financial resources, and/or reputation of the institution (Zdziarski, 2006). In managing crisis, the speed of disseminating critical information to the various constituencies (students, faculty, staff, law enforcement) is the primary factor in determining how well the institution reacted (Rollo, & Zdziarski, 2007).

The horrific events at the Virginia Polytechnic Institute and State University (Virginia Tech) in April 2007 spawned speculation regarding large universities’ crisis communication plans throughout the United States. As such, Virginia Tech served as a backdrop to investigate and to find a credible form of quick and aggressive communication during a crisis situation on large university campuses (Ard et al., 2007). Three faculty members at the University of Alabama in Huntsville were killed in February 2010 when a biology professor started shooting

during a faculty meeting (790 KGMI, 2010). History has shown that campus crises have had a significant impact on higher education- students, their families, and society as a whole (Zdziarski, Dunkel, & Rollo, 2007).

## 2.2. *Three Crisis Management Models*

Various authors described crisis management as a series of stages (Fink, 1986; Coombs, 1999; Federal Emergency Management Agency (FEMA), 1996; Pauchant & Mitroff, 1992). Among the more frequently referenced models are Fink's (1986) four-stage crisis life cycle model; Pauchant and Mitroff's (1992) five-phase model; the FEMA's (1996) four-stage model; and the general three-stage model of crisis. Fink's (1986) is the earliest and can be found in his seminal book, *Crisis Management: Planning for the Inevitable*. His cycle is well represented in writings appearing in the 1990s and even today.

Perhaps the most well-developed model comes from Coombs (2007). He says crisis management is a process designed to prevent or lessen the damage a crisis can inflict on an organization and its stakeholders (Coombs, 2007). Coombs divided the crisis management process into three macro stages: pre-crisis, crisis even, and post-crisis. The term macro means that the stages are general and that each stage contains a number of more specific sub-stages: the micro level. A comprehensive model must be able to place random insights into the crisis management process (Coombs, 2007). Each phase of the crisis management process has its own demand for creating and sharing knowledge—the need to collect and interpret information (Coombs, 2010). In addition to the three phases, it is helpful to differentiate between two basic types of crisis communication: (1) crisis knowledge management and (2) stakeholder reaction management (Coombs, 2009). The crisis management process has been divided into three-stages

as a way to organize and synthesize the various crisis management insights. The three-stage model emphasizes the ongoing nature of the crisis management process (Coombs, 2007).

### *Pre-Crisis Stage*

The pre-crisis stage encompasses all of the aspects of crisis preparation (Coombs, 2007).

### *Detecting a Crisis Signal*

Most crises are preceded by early warning signs. According to Gonzalez-Herrero & Pratt (1995), if early action is taken, the crises can be avoided. Crisis managers must identify sources for warning signs, collect information related to them, and analyze the information (Coombs, 2007). In fact, crisis management must develop a system designed to scan and monitor for crisis warning signals, which is termed as the *crisis-sensing mechanism*. The basic element of signal detection is scanning, an active search for information (Coombs, 2007). Crisis managers must scan for information that might contain warning signs. A variety of information sources, both internal and external must be scanned for future crises.

### *Integrating Issues Management, Risk Assessment, and Reputation Management Functions*

Issues, risk, and reputation managements all serve to scan information that could be relevant to crisis management. These also provide foundation to construct a crisis-sensing mechanism. Issues management is the identification of and actions taken to affect issues (Heath, 1990). It tries to lessen the negative impact of an issue (Coombs, 2007). Risk assessment is to identify risk factors of weaknesses and to assess the probability that a weakness will be exploited or developed into crises (Levitt, 1997; Pauchant & Mitroff, 1992). Reputation management is an evaluation stakeholders make about an organization (Coombs, 2007). Diagnosing crisis vulnerabilities is assessed using combination of likelihood of occurrence and of severity of damage (Fink, 1986). Assessing crisis types in the list of potential crises for organizations is

extremely long. It includes accidents, activist actions, boycotts, earthquakes, explosions, chemical leaks, rumors, deaths, fire, lawsuits, sexual harassment, product harm, strikes, terrorism, and whistle-blowing, to name but a few. An organization faces different threats, not just one, when it comes to crises (Coombs, 2007a).

### *Selecting and Training a Crisis Management Team (CMT)*

Different crises can necessitate the use of different crisis team members, an emphasis on different stakeholders, and warrant different crisis response strategies (Coombs, 2007). Selecting and training a crisis team, the CMT is a cross- functional group of people in the organization who have been designated to handle any crises and is a core element of crisis preparation (Coombs, 2007). Coordination with external agencies and the need for a virtual team are needed as two special considerations for the CMT. CMT may need to coordinate their efforts with firefighters, police, emergency medical team, or the Red Cross. Development of regional- and district-level crisis response teams provides school districts with individuals well versed in responding to crisis. The regional or district teams can also serve as models for an individual school-site team (Brook, Sandoval, & Lewis, 2001).

### *Developing Crisis Management with the External Counseling Agencies*

Outlining how to work with emergency personnel and outside agencies is a vital aspect in developing a comprehensive campus crisis management plan (Dunkel, & Stump, 2007).

“The college emphasizes the importance of staff training and certification, and adheres to the National Incident Management System (NIMS). “By implementing NIMS standards, it basically demonstrates to everyone that we have a plan that involves as many people as possible on campus who know what to do in case of an emergency,” adds Lott, president at Mississippi

Golf Coast Community College (MGCCC) (Halligan, 2009). Although it's a small school, Santa Fe Community College in New Mexico takes campus security seriously" (Halligan, 2009).

"Some 250 of the college's staff and administrators are certified under the Community Emergency Response Team (CERT) program. After [the Virginia Tech shooting], our president, Sheila Ortego, convened group of administrators with the goal that Santa Fe become a leader in emergency preparedness," says Janet Wise, executive director of finance and administration at Santa Fe Community College (Halligan, 2009). The college uses the latest technologies, conducts emergency response drills, and focuses on critical mass training. "It's important to communicate about security," said Ortego (Halligan, 2009).

#### *Developing a Crisis Management Plan (CMP)*

In the development of a CMP, a CMP provides lists of key contact information, reminders of what typically should be done in a crisis, and forms to be used to document the crisis response (Coombs, 2007). Although people think the CMP is the crisis management process, in actuality most of the crisis management process is unseen (Coombs, 2007).

#### *Reviewing the Crisis Communication Plan*

An organization having only a CMP it has never tested is no better off than an organization with no CMP (Coombs, 2007). The CMP must be manageable. It is necessary to examine the functional CMP and the related crisis communication system. CMP must contain the information needed to manage a crisis, bigger is not better (Coombs, 2007). Both Barton (2001) and Coombs (2006) document that organizations are better able to handle crises when they (1) have a crisis management plan that is updated at least annually, (2) have a designated crisis management team, (3) conduct exercises to test the plans and teams at least annually, and (4)



pre-draft some crisis messages. The planning and preparation allow crisis teams to react faster and to make more effective decisions.

### *Training the Crisis Management Team, and Spokespersons*

Preparation involves not only the crisis management plan (CMP) but also diagnosing crisis vulnerabilities, selecting and training the crisis management team and spokespersons, creating the crisis portfolio, and refining the crisis communication system (Coombs, 1999). A real crisis involves the execution of the same crisis management resources, only the outcomes are real rather than hypothetical. Face-to-face communication during crisis management training is the most advisable method (Wood, 1999). The crisis can be simulated or real (Coombs, 1999). Communication presents unique challenges during the response phase. Organizational members must be prepared to talk to the news media during a crisis. Lerbinger (1997), Fearn-Banks (2001), and Coombs (2007a) devote considerable attention to media relations in a crisis. A key component of crisis team training is spokesperson training. Media training should be provided before a crisis hits (Wood, 1999). Preparation has received a fair amount of communicative attention through training (Coombs, 2010). Concern for crisis communication is reflected in spokesperson training and team decision making skills (Coombs, 2010).

### *Sharing Online Based Crisis Information*

The Internet has had a significant effect on corporate communication. The speed and ease of communicating via the Internet are changing expectations. Stakeholders have greater expectations of near immediate communication about events, including crisis communication (Coombs, 2010). Whether using weblogs, Twitter, podcasts, YouTube, and e-mail messages or simply keeping a website up to date, there are many new media options available for crisis communication (Coombs, 2010).

Intranets are like the Internet but are self-contained within an organization— only organization members have access to the information, and even then, access to sensitive information is limited to those with the proper clearance (Hibbard, 1997). An Intranet allows immediate access to data about the organization; it is a place to store information, can provide a site where the crisis situation and relevant information is updated regularly, can be accessed by any employee, and allows communication to others in the organization via e-mail (Coombs, 2007).

### *Developing a Crisis Mass Notification System*

Galuszka (2008) researched “Emergency Notification in an Instant” and stated that text messaging is extremely popular with students, which makes it a key element in the emergency notification process (Galuszka, 2008). Faculty members and administrators, on the other hand, seem more comfortable with telephone calls, voice mails or e-mails. Ownership of a cell phone with text messaging capability is almost universal among the students, a trend that is likely to continue to approach a hundred percent (Baldwin, 2008).

Interactive communication tools such as instant messaging, text messaging, and Social Network Services (SNS) are shaping how the world population is connecting and socializing and college students are no exception. Indeed, traditional-aged undergraduates are part of the generation that has been at the heart of this communications revolution (ECAR, 2009).

Text messaging, known as short message service (SMS) or multimedia messages (MMS), delivers short all-text notifications to mobile devices that generally consist of up to 160 alphanumeric and numeric characters and spaces but also can contain data such as ring tones and pictures (Gordon, 2007; Leung, 2005; Traynor, 2008; Wouter, & Wetzels, 2006). The benefits and reliability of SMS technology have led to its wide use by organizations and individuals in

emergency and crisis situations. SMS has proved to be a successful communication tool in the event of a crisis. Because it requires fewer resources to send and receive messages, people involved in a crisis or emergency situation have found text-messaging a reliable way to contact loved ones and emergency personnel (ITHACA College, 2010).

### *Crisis Event Stage*

The crisis stage includes the actions taken to cope with the trigger event—the time span when the crisis is being actively dealt with. Damage containment, crisis breakout, and recovery or chronic phase all fall within the crisis stage (Coombs, 2007).

### *Crisis Recognition and Response*

The crisis response includes the first public statements the spokesperson makes about the crisis. The first statement originally delivered through the mass media, therefore the concern in crisis management with media relations. The crisis team must respond in a quick, accurate, open, and consistent way (Coombs, 2007). Crisis response strategies represent the actual responses organizations use to address a crisis (Coombs, 2007). Crisis response strategies involve the words in verbal aspects, and actions in nonverbal aspects the organization directs toward the crisis (Allen, & Caillouet, 1994; Benoit, 1995).

Follow-up communication with stakeholders is also important. Crisis teams must stay in touch with stakeholders. While initial response has a mass media emphasis, follow-up communication can be better targeted to individual stakeholders (Coombs, 2007).

### *Crisis Response Theories*

The public relations practitioner in the Two-way Symmetric model, also called the mutual understanding model, is an intermediary between the organization and its publics (Fearn-Banks, 2002). The practitioner tries to achieve a dialogue, not a monologue as in the other

models (Fearn-Banks, 2002). Either management or the publics may make changes in behavior as a result of the communications program (Fearn-Banks, 2002). In crises, organizations are frequently forced, by circumstances, to practice symmetrical communications with adversarial publics. (Fearn-Banks, 2002). Public relations practitioners would prefer to practice the Two-Way Symmetrical Model if they had the expertise to do so and if their organizations were receptive to that practice (Fearn-Banks, 2002). Researchers have developed a variety of recommendations for crisis response. The main lines of research are image restoration theory (Benoit, 1995), corporate apologia (Hearit, 2001), and Situational Crisis Communication Theory (Coombs, & Holladay, 2002). It is problematic for crisis managers trying to determine how to effectively use crisis response strategies. The Crisis Communication Standards attempt to integrate the various ideas and resolve any inconsistencies (Coombs, 2004). Image restoration theory builds on the apologia theory. In this theory, the organization determines what is threatening its reputation or image and also determines which publics must be addressed and persuaded to maintain and restore a positive image (Fearn-Banks, 2007).

When an organization has been accused of a misdeed, its reaction to publics is often called apologia (Fearn-Banks, 2007). It is, as one would assume, an effort to defend reputation and protect image (Fearn-Banks, 2007). But it is not necessarily an apology. The organization's effort may deny, explain, or apologize for the action through communication discourse (Fearn-Banks, 2007).

Situational Crisis Communication Theory occurs when the reputational threat is assessed by identifying the crisis type and any history of similar crises. Crisis type is the frame used to interpret the crisis (Lerbinger, 1997). Three factors are used in Situational Crisis Communication Theory to evaluate the reputational threat presented by a crisis: crisis type, crisis history, and

prior reputation. It is important to understand how stakeholders perceive crises and crisis response strategies. Situational Crisis Communication Theory acknowledges that people are the first priority in a crisis (Coombs, 2007). Situational Crisis Communication Theory provides guidelines, not absolute rules, to help crisis managers select the most effective responses for protecting reputational assets in a given crisis situation (Coombs, 2007).

### *Post-Crisis Stage*

The post-crisis stage reflects the period after the crisis is considered to be over or resolved. Learning and resolution are each a part of the post-crisis stage (Coombs, 2007).

For the post-crisis stage, an actual crisis is a “tremendous opportunity for learning” (Pauchang, & Mitroff, 1992). The crisis management performance must be evaluated.

In the post-crisis stage, an organization looks for ways to better prepare for the next crisis and fulfills commitments made during the crisis phase including follow-up information (Coombs, 2007). Post-crisis stage is to 1) make the organization better prepared for the next crisis, 2) make sure stakeholders are left with positive impressions of the organization’s crisis management effort, and 3) check to make sure that the crisis is truly over.

With all the emphasis on initial response, it is easy to overlook follow-up communication with stakeholders. Follow-up communication is an extension of the crisis recovery phase. Crisis teams must stay in touch with stakeholders (Coombs, 2007). Follow-up communication involves delivering any promised information and updating the stakeholders about new developments. Crisis managers have a variety of follow-up information they must communicate to stakeholders, including delivery of previously promised information and updates regarding the progress of the crisis management efforts (Coombs, 2007).

Evaluation and crisis documentation should become a part of the functional institutional or organizational memory. A well-organized recording of crisis knowledge will allow the knowledge to be used effectively during future crisis management efforts.

### *2.3. New Media Communication in Crises*

There are many ways a college campus can relay information about a crisis to its various constituents, especially with developments in communication technology. The Internet was just the beginning of a new era of technological communication, and the use of tools such as e-mailing, blogging, and text messaging has begun to dominate the means of sharing information about crisis (Rollo, & Zdziarski, 2007).

Perry, Taylor and Doerfel (2003), in their extensive study of Internet-based crisis communication, found that (1) a majority of the organizations studied are turning to the Internet to communicate with the public and the news media during a crisis; (2) organizational type does not appear to be a factor in the integration of the Internet in crisis response; (3) crisis type does not appear to be a factor in an organization's decision to use the Internet in its immediate crisis response and (4) most organizations are incorporating both traditional and new media communication tactics into their responses to crisis with a preference for traditional media. They concluded that organizations that bring in new media tactics and engage publics in proactive discussions before, during and after a crisis exemplify an important movement from one-way communication to two-way interaction between the public and the organization. It may also minimize the potential damage of a crisis with an organization's stakeholders and maximize recovery for the organization.

Mechitov, Moshkovich, Underwood, and Taylor (2001) noted that academic institutions deal with young, computer-literate and innovative audiences — students who not only actively

consume Internet products but also enthusiastically participate in their development. Thus, the university's website is crucial to its mission of gathering and disseminating information to students.

McAllister-Greve (2005), in research on the dialogic public practices found in community college websites, emphasized the importance of providing feedback opportunities through websites to build relationships with publics. In crisis communication, this might be represented by online chat facilities where members of the university community can ask questions and receive answers about the crisis and blogs, where people can share their thoughts and even photos (McAllister-Greve, 2005).

Now, information through the television, radio, computer, e-mail, cell phone, and other devices is constantly and instantly available, discussed, and debated. In addition, images or sounds recorded by witnesses are becoming shared almost instantaneously with cell phone and other media recordings (Mastrodicasa, 2008).

In addition, the need for instant information in the case of immediate safety needs, the Internet generation expects technology to be used to share the information as quickly as possible (Junco, & Mastrodicasa, 2007).

#### *2.4. Public Relations in Crisis Management*

The notions of *crisis* and *crisis management* have received continuing attention in the public relations literature (Barton, 1993; National Research Council, 1996). In recent years, the term crisis communications has been used as an adjective to describe a job-function, not just a specific action of communication in response to a problem (Fearn-Banks, 2002). Importantly, public relations is not only the organizational unit responsible for managing communications between an organization and key publics because communication is the constitutive process of

management (Hallahn, 2004). Crisis plans rooted in public relations are effective because public relations stresses the importance of effective communication (Marra, 1998). Researchers acknowledge that a gap in research still exists concerning the actual level of crisis preparedness with regard to public relations (Cloudman, & Hallahan, 2006). Recent research focused solely on the key public relations communicators and their ability to communicate during crisis (Buck, 2009).

Hallahan (2004) stated that public relations is a management staff function that facilitates communication between an organization and its key constituencies. Public relations can go by many names, including corporate communications, public affairs, and public information (Hallahn, 2004). Once a crisis has occurred, employees and other internal publics must be advised of what has happened early in the notification process. Whenever possible, internal publics should not learn of the crisis from the news media and they should know about it before external publics do. Many companies can utilize their intranet, internal networks designed to improve productivity and the circulation of proprietary information. During a crisis, internal publics generally want to know what they can or should do (Fearn-Banks, 2007). External publics include consumers/customers, community members, government officials, labor unions, dealers, suppliers, trade associations, competitors, and other outside people related in some way to an organization. Organizations tend to form alliances with key external groups that will make members of these groups feel like they are part of the company (Fearn-Banks, 2007). Other than through the news media, organizations should communicate with loyal consumers to inform them of the crisis and progress toward normalcy (Fearn-Banks, 2007).



### CHAPTER 3

#### RESEARCH QUESTIONS

RQ 1: Can the three crisis management stages be applied to the 2009 UGA shooting case involving its marketing professor?

RQ 2: How did the UGA strategically use new media communication technology in the 2009 shooting case involving its marketing professor?

RQ3: What were the UGA public relations efforts in the 2009 shooting case involving its marketing professor?

## CHAPTER 4

### METHODOLOGY

The purpose of this case study is to summarize and analyze actions and communications related to the UGA's crisis plans, responses, management, and learning, under the three-stages of crisis management: pre-crisis, crisis event, post-crisis. The specific actions that the UGA implemented and the ways it communicated with internal and external stakeholders in the three crisis stages were studied. Furthermore, the UGA crisis relations with local and federal agencies and the UGA learning process were explored in this study. In addition, the strategic usages of new communication technology in the marketing professor's shooting incident were analyzed.

The 2009 UGA marketing professor's shooting crisis was selected to study the UGA crisis management system. The period of each stage under the UGA marketing professor's shooting crisis was defined and divided. The crisis began on April 25, 2009, and ended on May 9, 2009 when the investigators confirmed that a corpse found was the dead body of the UGA marketing professor. The period between April 25, 2009 and May 9, 2009 is defined as the crisis event stage, and the period before the UGA marketing professor's shooting incident is set as the pre-crisis stage. The period after the body was identified is considered the post-crisis stage in this study. Moreover, other major crises, which have affected the UGA crisis management system, as well as the UGA marketing professor's shooting case, were applied to this case study.

The research model was triangulated through in-depth analyses in the following areas: first, news media information; second, the UGA website contents; third, interview information; last, official documented information. The findings, which resulted from systematic analysis,

were reviewed in each stage and the connections among three-stages were identified in the study. Also, the findings were presented in the following order, event stage, post-crisis stage, and pre-crisis stage in order to do better storytelling in the paper.

First, the in-depth analysis of seventeen news articles, published during the crisis event and post-crisis stages, was conducted. The timeline for news articles are from April 25, 2009 to May 16, 2009. All Headline News, *CNN.com*, and *the New York Times* were selected as national media sources and *Lagrange Daily News*, *Atlanta Journal-Constitution*, *Athens Banner-Herald*, and *the Red and Black* as local media sources.

Second, the in-depth analysis of the UGA websites was conducted and these addresses are as follows: the UGA official website (<http://www.uga.edu/>), UGA Office of Security and Emergency Preparedness website (<http://osep.uga.edu/>), UGA police department website (<http://www.police.uga.edu/>), UGA External Affairs (<http://www.externalaffairs.uga.edu/>), Public Affairs ([http://www.externalaffairs.uga.edu/public\\_affairs/ea\\_about.html](http://www.externalaffairs.uga.edu/public_affairs/ea_about.html)), UGA alert website (<http://www.ugaalert.uga.edu/>), Facebook (<http://www.facebook.com>), Twitter (<http://www.twitter.com>) and Health Center website (<http://www.uhs.uga.edu/caps/index.html>). The selected websites include crisis related information in the UGA. The analysis was done by identifying themes and content on each UGA site related specifically to a crisis and its management system.

Third, the in-depth interviews were conducted, transcribed and analyzed. Tom Jackson, UGA's Vice President of Public Affairs, John Newton and Pete Golden, Emergency Planning Coordinators in the Office of Security and Emergency Preparedness (OSEP), and Jimmy Williamson, UGA's Chief of Police, were interviewed as four key players associated with communication during the UGA shooting case. Each of the interviewees belongs to the UGA

crisis team. Also, Jackson provided official contents of e-mails, talking points, and press conference statements for crisis event stage analysis, which were systematically analyzed.

Last, in-depth analysis was conducted of the official documented information the UGA crisis team utilized: the UGA Emergency Operation planning book (September, 2007 and December, 2008) and the UGA crisis communication plan book (August, 2008). Additional official printed documentations and internal crisis contents, obtained from Public Affairs, were used for the analysis of the UGA shooting case. The UGAAlert contents, e-mail contents, talking points, and media statements, are included in analysis of the crisis event.

After gathering and analyzing all the data, I narrowed them down and assigned them into each crisis stage and section.

## CHAPTER 5

### FINDINGS

#### *5.1. Key Players and Agencies in the UGA Shooting Case*

- UGA's President Michael F. Adams was a spokesperson for the case.
- Public Affairs, Athens-Clarke County, UGA's Police Department, and the Office of Security and Emergency Preparedness (OSEP) were involved in this case.
- The Zinkhan shooting occurred off campus. The UGA was involved because Professor George Zinkhan III is linked to the University, but Athens-Clarke County Police were the lead agency for the event.
- At the UGA, the primary agency involved in assisting in the shooting investigation was the UGA Police Department (Jimmy Williamson).
- Most public relations activities were handled through the UGA Public Affairs office (Tom Jackson). Even in an emergency situation, public relations and communication are Public Affairs' responsibility.
- The OSEP (John Newton & Pete Golden) manages UGA Alert system, but the OSEP works closely with both the UGA Police Department and the Office of Public Affairs to keep the system running smoothly.
- Athens-Clarke County Emergency Management Agency coordinates all mutual aid assistance regarding equipment, personnel and resource requests for the Athens-Clarke County government. It serves as a liaison to the UGA in times of disaster, and it provides emergency management and technical assistance to the UGA.

### 5.2. Secondary players in the 2009 UGA shooting case

- The UGA Health Center CAPS (Counseling And Psychiatric Center), Finance and Administration Division, the Dean of Terry College of Business, and other administrators were involved in this case.

### 5.3. Crisis Event Stage

In analyzing the case, the crisis event is first described, followed by crisis response and pre-crisis preparation. This non-chronological order was chosen in order to tell the primary story – crisis event – and then analyze whether and how the University was prepared for the event and, finally analysis of post-event communication.

#### *The Case Overview from News Articles*

The gunman, identified as George M. Zinkhan III, a University of Georgia professor of marketing at the business school, apparently shot and killed his wife and two other people at a community theater group's reunion at 12:30 p.m. on Saturday, April 25, 2009 in an off-campus area, Athens, Georgia. Following the shooting, he dropped the couple's two children off at a neighbor's and fled (CNN.com, 2009). Police officers responded to a call at the Athens Community Theatre, near downtown, according to news reports (*The New York Times*, 2009). The *Atlanta Journal-Constitution* identified one victim as Marie E. Bruce, 47, a local attorney and the president of the theater's board of directors and Zinkhan's wife. The other victims were Ben Teague, 63, a set designer for the group and husband of a UGA English professor, and Tom Tanner, 40, also a theater officer (*The New York Times*, 2009). Law enforcement agencies across the nation were alerted to be on the lookout for Zinkhan. He had family in Austin, Texas, and a home in Amsterdam, the Netherlands. He was last seen driving a red 2005 Jeep Liberty (All Headline News, 2009). SWAT members swarmed Zinkhan's neighborhood about seven miles

from campus, and authorities searched his University office but came up empty. On Sunday, April 27, 2009, *CNN* reported Professor Zinkhan's relationship termination by UGA, which was determined the day after the shootings (*CNN.com*, 2009). As a precaution, a UGA spokesperson added, security was beefed up on campus, including officers on foot patrols carrying semiautomatic weapons (*CNN.com*, 4/27/2009). On the next day, April 28, 2009, a manhunt was still under way for the missing UGA professor (*LaGrange Daily News*, 2009). *LaGrange Daily News* reported that authorities were struggling to find the motive. On April 30, 2009, investigators found the vehicle of Professor Zinkhan. Authorities said Zinkhan may attempt to flee the country, and the FBI revealed that a previous week he had purchased a ticket for a Delta Air Lines flight on Saturday, May 2, to Amsterdam. Police monitored Atlanta Hartsfield-Jackson International Airport on that date. However, Zinkhan didn't show up and the Delta Airlines jet apparently took off Saturday afternoon without him, reported *Athens Banner-Herald* on May 3, 2009. On Monday, May 4, 2009, an Athens-Clarke County Police Captain, Clarence Holeman confirmed Professor Zinkhan's passport was in the abandoned car. The body of the UGA professor was found Saturday, May 9, 2009. According to *CNN*, cadaver dogs discovered the body and two guns in a wooded area of northwest Clarke County, about a mile from where Zinkhan's red Jeep Liberty was found the previous week.

#### *The University of Georgia Response during the Crisis Event*

##### **The first and second day during the crisis (April 25, 26)**

After the UGA Police got a phone call from Athens-Clarke County Police, the UGA Police immediately called internal staff who were members of the crisis team, including the UGA Police Chief, the head of financial administration, the president, the dean of the business college, and others. "When I got the telephone call I immediately called the number of deputy

chiefs. The call activated certain investigators and activated some of the special teams, because county was asking us to assist them,” said Jimmy Williamson, UGA Chief of Police. The UGA sent out *UGAAlert* at 1:57 p.m., an emergency mass notification system, to students and faculty members, and posted on the UGA website, a warning, “UGA Professor George Zinkhan is a suspect in a shooting off campus”. UGA Alert website gave George Zinkhan’s description and further emergency contact information (UGA Public Affairs, 2009).

The UGA Police surrounded Brooks Hall, where Professor George Zinkhan’s office was located. The Main Library, the primary place on campus where students would be on a Saturday -- was locked down by its employees. As a precaution, the UGA Police beefed security up on campus, including officers on foot patrols carrying semiautomatic weapons (CNN.com, 4/27/2009; *Red & Black*, 4/27/2009).

The UGA crisis team had the first crisis meeting in the evening of April 25. They maintained contact with one another via cell phone throughout the day, but met for the first time face-to-face that evening. “In this case, the first thing we did was Police chief, the head of financial administration, the president, the dean of the business college, and others immediately gathered in that evening. It was about 9 p.m. because many of us were out of town and we came back to Athens and gather in that evening to discuss what to do,” said Tom Jackson, Vice President of Public Affairs in the UGA.

The crisis team sent an emergency letter through Archnews (UGA e-mail system) to all faculty, staff, and students to update them on the off-campus shooting incident. Archnews warned to use extreme caution in approaching Zinkhan.



He was a faculty member and had already killed three people. So, we put out an immediate warning to let people know that this man was on the loose and they should take responsibility to keep their own personal safety

Tom Jackson

The crisis team also contacted Coca-Cola, one of the large stakeholders affected by the professor's shooting, because Professor Zinkhan held a Coca-Cola marketing professorship.

Our senior vice president of External Affairs called Coca-Cola to tell them it happened and he was a holder of their chair. We wanted them to know. We were just very careful to notify Coca-Cola, because this is a crisis for them, too.

Unfortunately, the holder of their chair was suspected in this case. We wanted them to be aware and we notified them on the very first night. University's development and fundraising people did interact with them.

Tom Jackson

President Adams sent a memorandum to terminate the employment of Professor George Zinkhan. In addition, University spokesman Pete Konenekamp said that Zinkhan was a professor in the Terry College of Business and had no disciplinary problems. "He's a respected professor on campus," Konenekamp was quoted as saying (The Los Angeles Times, 2009; The Washington Post, 2009).

All local and national media were highly focused on the professor shooting case and had a large number of inquiries and requests to UGA. National media picked up news from local media.

### **The third day and fourth day of crisis (April 27 &28)**

On Monday morning, President Michael F. Adams, Jimmy Williamson, and Tom Jackson conducted a media conference based on the talking points, which had been prepared.

After the crisis team assessed the crisis over the weekend, to respond to the media regarding the crisis situation assessment, University safety matters, UGAAlert system, grief counselor offerings, action plan, and so on. The following statement shows the reason for not locking down the entire campus as one of the talking points.

The UGA crisis situation is different from Virginia Tech. shooting. This is not a random shooting of individuals as has occurred at or near some college campuses in recent years.

Our experience and national studies of such situations in recent years indicate lockdowns of sprawling campuses such as UGA campuses are impractical, if not impossible. This place is not like a high school where you can just secure all the doors. We have large, open outdoor areas and some 50,000 faculty, staff, students and visitors scattered across 600+ acres. And in this case, which occurred on a weekend, the incident did not occur on campus and most of our population were not on campus anyway. A lockdown would have been neither practical nor effective.

Professor Zinkhan's two classes, one graduate class and the other undergraduate class. Appropriate steps will be taken by the college administration and other faculty in the business college to assess the students' work for the semester and assign final grades.

In Media Briefing talking points prepared by, Public Affairs, April, 27, 2009

The University of Georgia President Michael F. Adams issued a statement at the press conference.

Over the past 24 hours, I have had several meetings with the senior administrative team and received briefings from campus and local law enforcement regarding measures of campus safety and security. UGA and Athens-Clarke County police have done an extraordinary job of providing a strong a law enforcement presence as we enter the final week of classes, and I have great confidence in their abilities.

UGA will operate under a normal schedule this week with classes and other business. However, I urge everyone to continue to exercise caution until the suspect is apprehended.

In wake of this tragedy, the Health Center, through the Counseling and Psychiatric Services (CAPS) unit, will provide grief counseling and support for UGA faculty, staff and students affected by these recent events.

Michael F. Adams, April 27, 2009

The School of Business (Terry College) Dean, Robert T. Sumichrast and Public Affairs crafted a message to send to the faculty, staff and students in Terry College, in which Professor George Zinkhan taught marketing classes.

Tomorrow, Provost Mace and I will meet with the students in the classes that Dr. Zinkhan was teaching this semester. We want to assure them that their safety is important. We will inform them of the steps we will take to complete their classes and assign grades and also assure that they are advised of counseling services.

An e-mail from Robert T. Sumichrast, Dean on April, 27, 2009

A second press conference was held on Tuesday, April 28, to update the crisis situation and UGA response, including memorial service information.

### **Professor Zinkhan's vehicle found (May 1)**

Six days after the incident, Thursday, April 30, at 11 p.m. police found George Zinkhan's vehicle in northwestern Clarke County near the UGA and the UGA immediately sent UGAAlert notification out to all staff, faculty, and students for the precaution.

The Athens-Clarke County Police held a press conference to respond to the media. The UGA sent the Athens-Clarke Police announcement and a statement by President Adams statement to all staff, faculty, and students through ArchNews.

### **Professor Zinkhan's body found (May 9)**

After the body of the UGA professor was found and investigators determined that he had killed himself, UGA sent two ArchNews postings to update the situation.

First, ArchNews sent announcements to all staff, faculty, and students stating that the Athens-Clarke County Police Department reported that a canine response team found a concealed body during its search of an area approximately 1.3 miles from where Zinkhan's vehicle was recovered.

Second, President Adams issued a statement in the afternoon via ArchNews. In the statement, the president thanked law enforcement officials for their work on the case and expressed condolences to the loved ones of the victims.

*Public Opinions during the Crisis*

The UGA stakeholders stated some public opinions about lockdown of the campus for UGA's response to the crisis.

The Virginia Tech. officials made a terrible decision to not lock down the campus. The UGA officials appear to not have learned anything from the massacre at the Virginia Tech. If there is an armed gun man on the loose, any and every precaution should be taken to protect the students, faculty, and staff at the UGA.

Glen Allen (*The Red & Black*), April 27, 2009

Why didn't it do more to protect the university community? Are our children safe? Are we safe? Parents and students have decried the university's handling of safety concerns following the tragic triple homicide in Athens Saturday, but we haven't heard one complaint about continuing Twilight festivities, fit with thousands of students and visitors herded into overcrowded beer gardens downtown the same afternoon.

Kelly Shaul (*The Red & Black*), April 28, 2009

The following statement explains how the UGA explained the lock down decision. As University Police Officer Jimmy Williamson pointed out,

You can't keep grown people from going outside. And we're glad instead of wasting valuable resources and time by attempting to lock down every building on campus, police officers and SWAT teams focused on stopping the threat. UGA sent UGAAlert messages and updates Saturday afternoon, police officers surrounded Brooks Hall, where professor George Zinkhan's office was located, and the Main Library, the primary place on campus students would be on Saturday, was locked down by its employees. We think the university reacted with care and took necessary precaution without going too far,

Jimmy Williamson

The UGA reported results from the first *UGAAlert* notification system. The figure was mentioned in the following statement.

There are some results and opinions about *UGAAlert* notification system. A *UGAAlert* was issued with the description of the alleged suspect as soon as the information could be obtained. It was sent to more than 64,000 contacts in the *UGAAlert* system with a successful contact rate of 82%. Many of the unsuccessful calls apparently went to campus offices that are not occupied on weekends. An alert also was posted to the UGA home Web page. *UGAAlerts* are used in situations where the campus community should be notified of a situation requiring them to take measures to assure their own personal safety.

#### In Talking Points

When the UGA sent the first *UGAAlert* notification, they had an operational problem. The Alert's timing had to be defended, because it took university officials 20 minutes to remove Zinkhan's name from the automated notification system so he wouldn't get the alert along with thousands of other UGA workers and students, said Jimmy Williamson (*The Red & Black*, 2009).

Texting with *UGAAlert* is effective as a primary emergency alert tool. The UGA had a failure rate, of almost 18% at the first *UGAAlert* notification. However, the UGA still regards *UGAAlert* system as a major tool. The following interview with Tom Jackson implies the potential of *UGAAlert*, even there is the failure rate.

When it is in a real emergency, there are enough people who get a message and spread it out to other people around them. It is a Word- of- Mouth effect.

Tom Jackson

#### *Online Social Media during the Crisis*

The UGA did not select a social media communication tool, such as a blog, Facebook, Twitter as an emergency notification system. Tom Jackson commented on the use of such a tool:

“Some schools have used social network systems like, Facebook, Twitter, and Blogs more than others. However, instead of formalizing Twitter and Facebook as crisis notification tools, the UGA used *UGAAlert* system as primary needs in the

crisis. UGA website is UGA's primary needs, and ArchNews can e-mail everybody all at once and that is pretty good way to do it. If people are going to rely on Facebook, Twitter, and blogs as primary needs, then we are going to use it. We have found that students are attempting to use more texts and UGA might need to find some system,"

Tom Jackson

The OSEP has its own Facebook account and the School of Business has a Twitter account. These two social networks were used to provide crisis-related information to smaller, specific publics.

#### *5.4. The Post-Crisis Stage*

According to the *Athens Banner-Herald* on May 11, the UGA administrators began searching in the summer for someone to replace former marketing professor George Zinkhan III, but in the meantime, professors and graduate students in UGA's department of marketing and distribution were chosen to teach the former professor's courses. In a written statement, Terry College Dean Robert Sumichrast said the university's marketing department would continue to be committed to offering all courses needed to its students. "This summer, we will begin the search process for a faculty member to replace a position in marketing and will fill it as soon as we are able," Robert Sumichrast wrote.

The Athens-Clarke County police held a press conference and the UGA sent an announcement to all staff, faculty, and students, mentioning a concluding media conference and media release scheduled for May 12, 2009. Two days later, the Athens-Clarke County police department had news conference to recap and finalize the crisis.

#### *5.5. The Pre-Crisis Stage*

How has the UGA built up its own crisis management system? In this research, the period before the UGA marketing professor's shooting incident is considered the pre-crisis stage.

Throughout the study of the pre-crisis stage, the development of the UGA crisis management system was overviewed. First of all, the OSEP website was explored because the website has crisis related information.

### *OSEP Website*



Figure 1) The Office of Security and Emergency Preparedness, 2010, retrieved from <http://www.osep.uga.edu/>

The terrorist attack on the World Trade Center in New York, 2001 made terrorism a household word in the United States. The tragic events became a catalyst for rethinking security strategies for nearly every profession in the United States. The UGA started designing against terrorism for campus security in May 2004 (UGA Readiness rules, May. 2004). The UOSP had a website ([www.uosp.uga.edu](http://www.uosp.uga.edu)) that provide information concerning a variety of crises. The UOSP was renamed the OSEP with new website ([www.osep.uga.edu](http://www.osep.uga.edu)) in 2006 (figure 1).

The OSEP website links to other crisis-related websites to provide news updates, knowledge sharing, training opportunities, and communication network space, are linked in the UGA OSEP website. Linked sites and pages include the UGA home page (<http://www.uga.edu/>), UGA police department (<http://www.police.uga.edu/>), Office of Information Security (<http://www.infosec.uga.edu/>), University Health Services (<http://www.uhs.uga.edu/>), UGAAlert ([www.ugaalert.uga.edu](http://www.ugaalert.uga.edu)), and Facebook fan page for planning preparedness (<http://www.facebook.com>). The Federal Emergency Management Agency (FEMA), the American Red Cross, and other government agencies websites are also linked.

*The UGA Crisis Plan Books and Crisis Teams*

Since the UGA is a large and complex organization, it assembled a campus emergency operations planning team and published its Emergency Operations Plan (EOP). The committee members of the team include the Athens-Clarke County Emergency Management Coordinator and representatives of many of the campus emergency response, lab safety, medical, risk management, law enforcement and emergency planning units. The EOP guides the policies, procedures, roles and responsibilities and an organizational structure for responses to a major emergency, incorporating operation procedures from the National Incident Management System (NIMS) and Incident Command System (ICS) for handling emergencies resulting from various potential disasters that could impact the UGA campus (EOP, 2008). The purpose of any plan is to enable emergency responders and staff to perform essential emergency planning and response functions that will save lives; establish responsibilities necessary to performing these functions; prevent, minimize, and repair damage; and ensure continuity of operations so that essential services may continue to be provided to the university and its clients (Emergency Operation Plan, 2008).

The UGA also composed crisis communication teams and set up crisis communication plans. The crisis communication plans provide policies and procedures for the coordination of communication within the university, and between the university, the media and the public in the event of an emergency or controversial issue. The crisis team includes, as minimum core members, Vice President for Public Affairs, Department Head or Chief contact in area affected, News Service Director, and Director of Broadcast Services. Other personnel will be added to this core team to form the larger Crisis Communication Team, which will then formulate a response based on the nature of the crisis. Those added could include the President, Provost, Senior Vice



President for External Affairs, Senior Vice President for Finance and Administration, President's Chief of Staff, Vice President for Government Relations, other individual vice presidents, University Counsel, Associate Vice President for Human Resources, Dean of the appropriate college, Athletic Director or Sports Information Director, Director of University Health Center, Director of Environmental Safety, Director of Housing Director of Community Relations, and others as appropriate to the situation (UGA Crisis Communications Plan, 2008).

In a crisis case, each department has specific responsibilities. UGA Public Affairs coordinates all media briefings during disasters, provides staff in the Emergency Operation Center during activations, and maintains a current contact list for local and state media outlets.

The UGA Office of Security and Emergency Preparedness (OSEP) has main responsibilities to manage the University's Emergency Operations plan, coordinates training programs, and facilitates resources to respond to the crisis. It also manages the *UGAAlert* system, a mass notification system, with cooperation of the Office of Public Affairs and UGA Police Department. Emergency Operation Center (EOC) is the physical location where the coordination of information and resources to support campus incident management activities, normally takes place. It also maintains a comprehensive website for communicating timely information to the university community, monitors campus-wide compliance with the National Incident Management System (NIMS) regulations and ensures required training is provided, and records maintained, for all campus responders.

Enterprise Information Technology Services (EITS)'s responsibilities are to provide staff in the EOC as needed and central coordination and restoration of communication networks (e-mail and phone).

The UGA Health Center is responsible for providing primary health care and prevention programs, and it serves as a monitoring or information receiving point for information on public health issues. It also selects staff who may be called upon for triage duties during a campus mass casualty incident, serves as a liaison to the local hospitals and local public health, and provides staff in the Emergency Operation Center as needed. The UGA Health Center offers the Counseling and Psychiatric Services (CAPS). The CAPS provides brief interventions for crisis or emergency psychological situations such as debilitating psychological conditions, thoughts or intentions of harming self or others, unexpected death or loss, and sudden or severe trauma. Immediate interventions will focus on increasing understanding of the situation, normalizing feelings, managing severe stress, making decisions, and planning for the future. If additional psychological and psychiatric care is needed, either at CAPS or another agency, the CAPS clinician assists in obtaining this care.




Figure 2) Counseling and Psychiatric Services (CAPS), 2009, retrieved from <http://www.uhs.uga.edu/caps/appointments.html#crisis>.

Student Affairs coordinates shelter needs, medical counseling components, and emergency communication with families during large disasters. It also provides staff in the Emergency Operations Center (EOC) during activations.

Building Safety and Security Representatives' (BSSRs) responsibilities are to serve as the 24/7 point of contact for their building(s) for safety, security and emergency planning. It also receives and monitors emergency communication information from campus safety.

Finance and Administration Coordination (Procurement, Purchasing, and Budgets) is to assist with emergency purchases or purchases that exceed normal Purchasing Card levels, and assists with maintaining a record of disaster related purchases, employee time and other financial information needed for reimbursement. It also provides staff in the Emergency Operations Center as needed.

The University Police Department has responsibilities to maintain safety and security on-campus, to assist with security, traffic planning, and event management, to provide staff in the Emergency Operation Center during activations and to coordinate security for the Emergency Operation Center and human and pet shelter operations. The Chief of Police or their designee serves as the Incident Commander for all law enforcement related incidents and may activate *UGAAlert* according to the activation policy (Emergency Operation Plan, 2008). The UGA emergency contact information is shown in figure 3.



Police Department

THE UNIVERSITY OF GEORGIA

- UGA HOME
- SEARCH
- CONTACT US

EMERGENCY CONTACT INFORMATION

UGA Police Home

Areas: Divisions, Units, and Teams

Emergencies

» Emergency Contact «

Reporting Emergencies

Severe Weather

TTY

UGA Alert

Emergency Contact Information

To call	From regular or cell phones	From campus phone
UGA Police	706-542-2200	2-2200
Athens-Clarke County	911	911
Direct line for hearing impaired (TTY)	2-1188	706-542-1188

There is NO emergency contact via the Internet / Web.

Figure 3) The UGA Emergency Contact Information, 2010, <http://www.police.uga.edu/emergencycontactinformation.html>

The UGA also has a role in the Athens-Clarke County Emergency Operation Center (located in the Athens-Clarke County Police Department) for large-scale emergencies that impact the county and the campus (Emergency Operation Plan, 2008).

### *The UGA Mass Notification System*

In light of the tragic events on the Virginia Tech. campus on April 16, 2007, the UGA focused its emergency response and notification. The UGA Office of Security and Emergency Preparedness (OSEP), the UGA Police Department (UGA PD), the UGA Public Affairs Office, and Enterprise Information Technology Service (EITS) started developing the UGA emergency notification system, called *UGA Alert* (UGA Readiness rules, May, 2007).

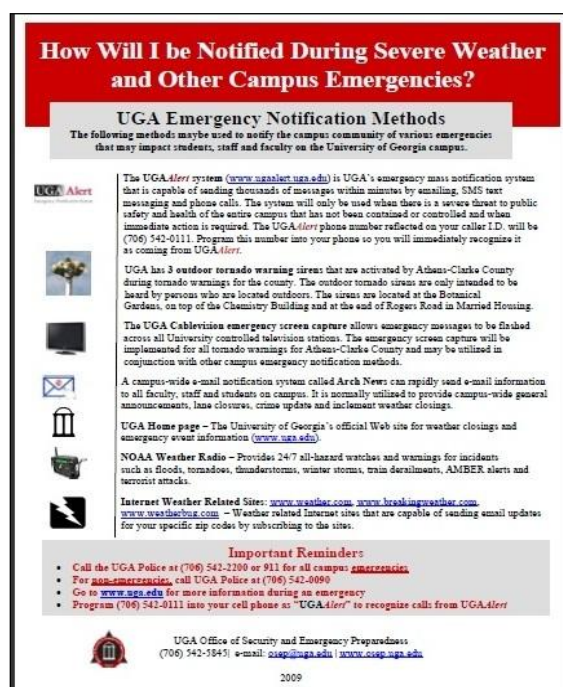


Figure 4) “UGA Emergency Notification Methods” flyer, 2009, retrieved from [http://www.osep.uga.edu/other\\_systems/other\\_systems.html](http://www.osep.uga.edu/other_systems/other_systems.html)

Figure 4 shows the year 2009 UGA emergency notification methods information. In the methods, there are *UGA Alert*, three outdoor tornado warning sirens, the UGA Cablevision emergency screen capture, a campus-wide e-mail notification system (ArchNews), the UGA official website, NOAA Weather Radio, and Internet Weather Related sites.

All members of the UGA community are urged to participate in UGAAlert and ArchNews (Figure 5). In the UGA marketing professor's shooting incident, the UGAAlert and ArchNews were used as emergency mass notification systems. First, the UGAAlert is capable of sending thousands of messages within minutes by emailing, SMS text messaging and phone calls. The system will only be used when there is a severe threat to public safety and health of the entire campus when immediate action is required. Second, ArchNews can rapidly send e-mail information to all faculty, staff and students on campus within 30 minutes. It is normally utilized to provide campus-wide general announcements, lane closures, crime update and inclement weather closings.

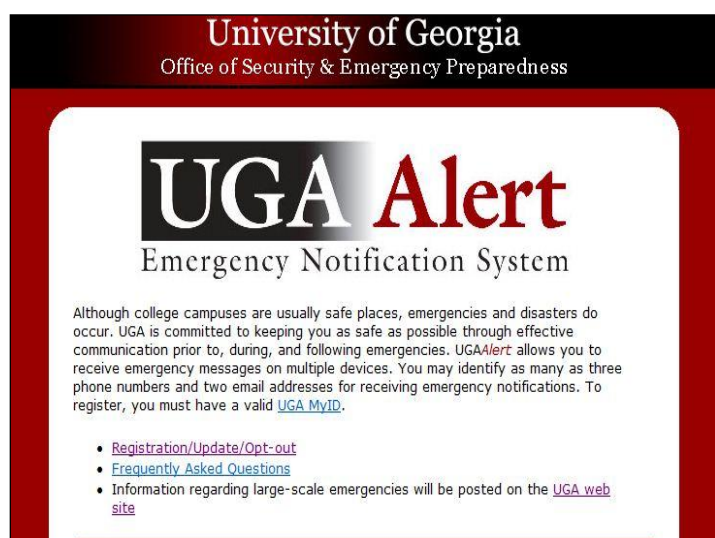


Figure 5) The UGAAlert Registration, 2009, retrieved from <http://www.ugaalert.uga.edu/>

### *The UGA Hazard, Risk and Vulnerability Assessment (HRVA)*

The UGA Office of Security and Emergency Preparedness (OSEP) has developed a hazard analysis of the UGA's campus and determined the hazards and threats that are most likely to impact the campus. The lists in figure 6 reflect hazards and threats most likely to affect UGA. The hazards are not listed in order of probability or likely occurrence and some of the threats are based on current trends and similar occurrences at other institutions of equal size. The UGA

determined the types of hazards in the area to take a long look at past events relative to natural disasters. Hazards and threats included in figure 6 are a listing of various hazards like man-made, technological and weather-related, which could impact the UGA community.

**The University of Georgia Hazard, Risk and Vulnerability Assessment (HRVA)**

Hazard/Threat*	Probability HIGH ●	Probability MEDIUM ●	Probability LOW ●
Severe Weather			
Major Structure Fire			
Hazardous Materials Release			
Successful Cyber Attack			
Infectious Disease			
Domestic Terrorism			
Civil Disturbance			
Mass Casualty Incident			
Major Utility Failure			
Earthquake			
International Terrorism			
Active Shooter Incident			

\* Not in ranked order of probability or likely occurrence. Probabilities and related impacts are based on current trends and similar occurrences in other jurisdictions.

Figure 6) The UGA Hazard, Risk and Vulnerability Assessment (HRVA), 2009, retrieved from [http://www.osep.uga.edu/uploads/1/UGA\\_HRV\\_Assessment.pdf](http://www.osep.uga.edu/uploads/1/UGA_HRV_Assessment.pdf)

In HRVA analysis, according to each crisis type, it includes histories, probability, and mitigation activities. Figure 7 shows ‘Active Shooting Incident’ as one of the crisis types.

**Active Shooter Incident:**  
**Historical:** No incidents have occurred on the UGA campus.  
**Probability:** Low—Several incidents involving active shooters have occurred at other institutions of higher education over the past several years which have garnered much media attention. Colleges and universities are just like any other segment of society (K-12 schools, government facilities, businesses, restaurants and shopping malls) that have experienced active shooter incidents and are not immune to these types of incidents. In fact, colleges and universities are traditionally open and less restrictive environments than other workplaces and public areas that have been targeted in the past. Two highly visible incidents occurring on higher education-campuses in the past year include:

- Virginia Tech – A student killed 2 students in a dormitory prior to killing 30 more students and several faculty (23 injured) in a campus building prior to killing himself (April 16, 2007)
- Northern Illinois University - A former student entered a lecture hall and shot and killed 5 students and injured 18 prior to killing himself (February 14, 2008)

Note: Prior to the Virginia Tech incident in April 2007, there have been 12 major shooting incidents on American college and university campuses since 1966, according to Federal Bureau of Investigation statistics.

**Mitigation Activities:** Active shooter incidents are rare and unpredictable events that could occur without warning from internal personnel (faculty, staff and students) or outsiders (non-UGA affiliates). Various departments and campus units have taken steps to learn how to potentially prevent and respond to this type of event. Several measures that have been implemented on the UGA campus are as follows:


The University of Georgia HRVA  
 Office of Security and Emergency Preparedness  
 August 2009

Figure 7) The UGA Description of Hazard or Threats ‘Active Shooter Incident’, 2009, retrieved from [http://www.osep.uga.edu/uploads/1/UGA\\_HRV\\_Assessment.pdf](http://www.osep.uga.edu/uploads/1/UGA_HRV_Assessment.pdf), p. 5



### *September Preparedness Month Events*

National Preparedness Month is a nationwide effort held each September to encourage Americans to take simple steps to prepare for emergencies in their homes, businesses and schools. National Preparedness Month is sponsored by the U.S. Department of Homeland Security. The goal of the month is to increase public awareness about the importance of preparing for emergencies and to encourage individuals to take action. Throughout September, Homeland Security will work with a wide variety of organizations, including local, state and federal government agencies and the private sector, to highlight the importance of family emergency preparedness and promote individual involvement through events and activities across the nation. The Office of Security and Emergency Preparedness (OSEP) is hosting an Emergency Preparedness Showcase and lecture on campus. The figure 8 shows the year 2009 September Preparedness Month Events that the UGA conducted.



**Remember September 11, 2001**

**September Preparedness Month Events:** (see [www.osep.uga.edu](http://www.osep.uga.edu) for complete event details)

- ▶ **September 11, 2009** – Lecture “The Growing Cyber Security Threat: From National Security to UGA”, UGA Chapel
- ▶ **September 15, 2009** – Flu Awareness Event “Spread the Word...Not the Flu”, UGA Tate Plaza
- ▶ **September 16, 2009** – Training Session “Pandemic Flu Preparedness”, UGA Training & Development Center (open to UGA faculty & staff)
- ▶ **September 24, 2009** – Brown Bag Lunch (open to all UGA Building Safety and Security Representatives) “Planning, Conducting and Evaluating a Mass Casualty Drill” and “H1N1 Flu Update”
- ▶ **September 22, 2009** – TEST of UGA *Alert*, UGA’s emergency mass notification system
- ▶ **September 24, 2009** – Fall 2009 UGA CERT Program begins classes, contact Pete Golden at (706) 542-7578 or email [pgolden@uga.edu](mailto:pgolden@uga.edu) if you have any questions about the UGA CERT Program.

Figure 8) September Preparedness Month Events, 2009, retrieved from [http://www.osep.uga.edu/uploads/1/OSEP\\_RR\\_Bulletin\\_September\\_2009.pdf](http://www.osep.uga.edu/uploads/1/OSEP_RR_Bulletin_September_2009.pdf)

### *The UGA Training Programs*

According to the Office of Security and Emergency Preparedness (OSEP) Annual Report in 2009 (fiscal year from July, 1, 2008 to June 30, 2009), the UGA provided training to 16,263 faculty, students and staff through 150 training sessions. The programs held 22 campus National Incident Management System (NIMS) training sessions serving 240 participants. The OSEP distributed 12,900 departmental emergency preparedness brochures to the faculty, staff, students, visitors and parents. In addition, the UGA achieved over 98% participation in the campus Building Safety and Security Representatives (BSSR) program that designates building personnel to oversee security and emergency planning initiatives for each occupied building on campus (OSEP Annual Report, 2009).

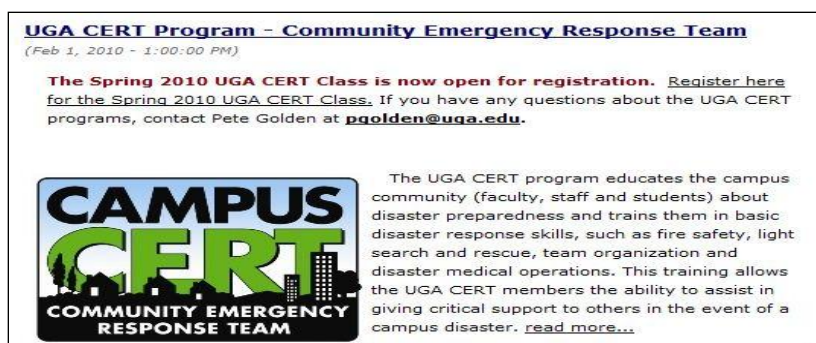


Figure 9) UGA CERT Program-Community Emergency Response Team, 2010, retrieved from [http://www.osep.uga.edu/CERT\\_students/UGA\\_CERT\\_Program\\_\\_Community\\_Emergency\\_Response\\_Team.html](http://www.osep.uga.edu/CERT_students/UGA_CERT_Program__Community_Emergency_Response_Team.html)

UGA Training and Development Center offers crisis training classes annually. “*Plan, Prepare, React: Active Shooter Response Options for Students, Faculty and Staff*” is a training program, which includes a 10-minute video and a training scenario, developed on the UGA campus to be a resource for all 35 University System of Georgia institutions. The goal of this program is to provide faculty, staff and students with emergency response options should they become involved in an active shooter situation on campus or in the community. The UGA initiated the first UGA Community Emergency Response Team (UGA CERT) program and held



two, 8-week training classes and two field training exercises to include more than 40 faculty, staff and students every year (see figure 9). Moreover, the UGA developed a new training program entitled “Dawg Watch: Preventing Acts of Terrorism on Campus” in the 2009 fiscal year.

### *Social Media Preparedness*

The UGA Office of Security and Emergency Preparedness (OSEP) started having Facebook account and page in 2009. This is to assist in communicating with students through Facebook, a social network (UGA Readiness rules, September, 2009). Figure 10 shows the OSEP updated crisis related information to the Facebook page.

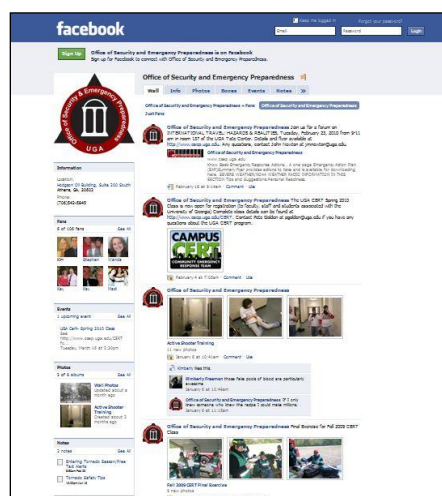


Figure 10) The UGA Office of Security and Emergency Preparedness Facebook page, 2009, retrieved from <http://www.facebook.com/pages/Athens-GA/Office-of-Security-and-Emergency-Preparedness/47257981423>

As shown in figure 11, the UGA Terry College of Business maintains communication with its students, staff, and faculty through Twitter. The Terry College Twitter page prepared for crisis events news posting, and it includes crisis prevention procedures.

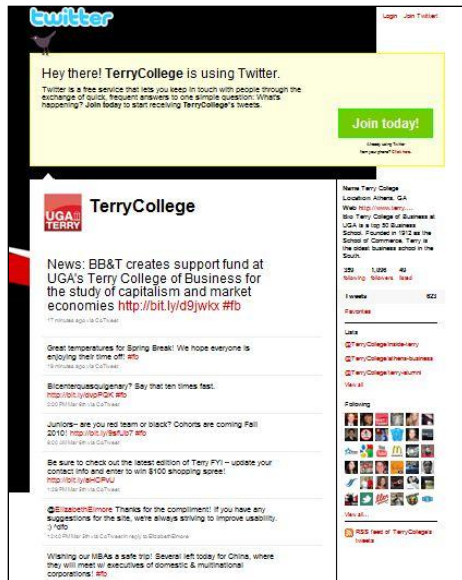


Figure 11) The UGA Terry College of Business Twitter page, year unknown, retrieved from <http://twitter.com/terrycollege>

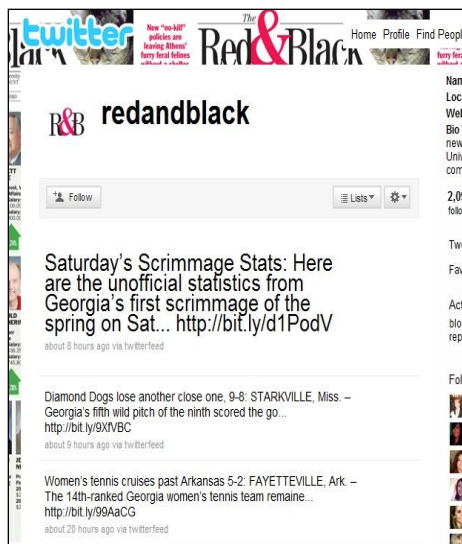


Figure 12) *Red & Black* Twitter page, year unknown, The UGA newspaper, retrieved from <https://twitter.com/redandblack>

As shown in figure 12, the *Red and Black* newspaper shares news and information in its Twitter page. *Red and Black* immediately posts breaking news through the social media network.

## CHAPTER 6

### DISCUSSION

I have three major research topics from the shooting case: 1) crisis management development, 2) new media communication technologies, and 3) public relations roles in crisis communication. These topics are the most significant points to show the total crisis management functions. In this section, three research topics are questioned and discussed based on the shooting case.

In research question one, I applied a three-stage model (pre-crisis, crisis event, post-crisis) to the shooting case in order to analyze the UGA crisis management system. First of all, I developed a table that includes key considerations and applied those considerations to the shooting case. I took elements from Coombs (2007) and Fearn-Banks (2008), and distilled these to fit the crisis categories, then applied this new typology to the current case. At the end, the UGA ongoing crisis management development (UGA OCMD) cycle diagram is created to explain the UGA crisis management process. In research question two, I focused on how new media communication technologies impacts the UGA crisis management system. The UGA new media channels are reviewed in the shooting case. The three-stage model approaches and a diagram were conducted for the analysis. In research question three, I highlighted the public relations roles in the UGA crisis communication. The three-stage model approaches and a diagram were also conducted for the analysis.

*6.1. RQ1. Can three crisis management stages be applied to the 2009 shooting case involving marketing professor?*

Coombs has offered an integral framework that simplifies the task of organizing crisis management knowledge (Coombs, 2007). The field of crisis communication management is dynamic and complicated. Coombs (2007) categorized the three-stages as pre-crisis, crisis event, and post-crisis, with each stage being of three sub-stages. The on-going crisis management approaches are based upon this three-stage model and those stages explain how an organization has developed its crisis management over time.

Fearn-Banks (2007) is concerned with how organizations, companies, and individuals cope with the communications aspect of crisis management. Fearn-Banks (2007) described how these organizations communicate with the news media, employees, and consumers, to convey their message, the method of delivering that message, in the most precise and most appropriate manner to the public or its target audience.

Based on Coombs' (2007) *Ongoing Crisis Communication* and Fearn-Banks' (2007) *Crisis Communication*, I created a table 1, which links the three crisis stages with management topic in the UGA incident. The table below, which has simplified the crisis management topics, makes it more efficient to go over the entire crisis management process in the UGA. The table provides a model for the three-stage crisis case analysis.

Table 1) Three crisis stages applied to the 2009 UGA professor shooting case, Soo Hyun Kim, 2010

<b>Major Crisis Management Considerations on Three-Stages, Soo Hyun Kim, 2010</b>	
<b>Ten Considerations at Pre-Crisis Stage</b>	<b>Considerations applied to UGA case</b>
1. Detecting a Crisis signal  2. Integrating Issues management, Risk assessment, and Reputation management functions 3. Selecting and training a Crisis Management Team (CMT)  4. Developing crisis management with the external counseling agencies   5. Developing Crisis management Plan (CMP) 6. Reviewing Crisis communication plan  7. Training crisis management team and stakeholders 8. Selecting and training spokesperson  9. Sharing online based crisis information  10. Developing crisis mass notification system	1. UGA Hazard, Risk, and Vulnerability Assessment (HRVA) 2. UGA Hazard, Risk, and Vulnerability Assessment (HRVA) 3. UGA Emergency Response Team (ERT)  4. Federal Emergency Management Agency (FEMA), Georgia Emergency Management Agency (GEMA), Athens-Clarke County Emergency Agency, American Red Cross East-Georgia, Athens-Clarke County police, Fire department  5. The University of Georgia Emergency Operation Plan (UGA EOP) 6. UGA crisis communication plan and exercise  7. UGA crisis training programs 8. President, vice president of Public Affairs, or the high-ranking of officials 9. The Office of Security and Emergency Preparedness (OSEP) website 10. UGA mass notification system
<b>Five Considerations at Crisis Event Stage</b>	<b>Considerations applied to UGA case</b>
1. Recognizing a crisis  2. Using crisis response strategies 3. Having internal crisis team communication  4. Having internal and external stakeholders crisis communication  5. Having crisis communication with the media and other publics	1. An active shooter incident  2. Situational Crisis Communication Theory (SCCT) strategy 3. Internal crisis meeting, and talking points  4. UGA emergency mass notification, website, ArchNews, and e-mail communication  5. UGA Media statement, press conference, response in public opinions
<b>One Consideration at Post-Crisis Stage</b>	<b>Considerations applied to UGA case</b>
1. Learning from the crisis	1. Learning from the crisis

This table has major crisis management considerations at three crisis stages on the left side of the matrix, and their application in the professor shooting case in UGA on the right side. On the left side of matrix, major considerations under each stage were chosen to guide what need to be considered before, during, and after a crisis. On the right side of the matrix, the 2009 UGA shooting case was applied to those considerations.

In the table, the crisis event stage is focused on actual crisis recognitions and responses between the beginning and the ending of a crisis. The pre-crisis stage involves 10 crisis management considerations before the crisis begins. The post-crisis stage explains crisis management activities after the crisis ends. Significant issues to be considered are captured to cover each stage.

In order to apply the three-stage model to the UGA professor shooting case, the crisis event stage is composed of crisis management activities occurring at the beginning of the shooting incident to the time when the professor's body was found, between the dates of April 25, 2009 to May, 9, 2009. The pre-crisis stage is focused on the UGA's crisis management efforts before the shooting incident began. The post-crisis stage includes crisis management actions following the shooting incident that is also focused on future crisis management efforts.

In the pre-crisis stage, the selected 10 considerations are 1) Detecting crisis signal, 2) Integrating issues management, risk assessment, and reputation management functions, 3) Selecting and training a crisis management team (CMT), 4) Developing crisis management with the external counseling agencies, 5) Developing Crisis management Plan (CMP), 6) Reviewing Crisis communication plan, 7) Training crisis management team and stakeholders, 8) Selecting and training spokesperson, 9) Sharing online based crisis information, and 10) Developing crisis mass notification system. In the crisis event stage, the selected major five crisis considerations

are 1) Recognizing a crisis, 2) Using crisis response strategies, 3) Having internal crisis team communication, 4) Having internal and external stakeholders crisis communication, and 5) Having crisis communication with the media and other publics. In the post-crisis stage, the selected major consideration is learning from the crisis. These topics are designated to be applicable to the analysis of the UGA professor's shooting case, but also serve as a model for the future crisis communication case analysis.

### *Pre-Crisis Stage*

In the pre-crisis stage, the UGA has developed a system to detect a potential crisis. The UGA has already figured out the potential crisis types from studies conducted beforehand through its experiences of its own and in similar historical crisis stories on other university campuses to detect crisis warning signs.

The three integrated crisis preventive functions, such as issues management, risk management, and reputation management, allows a more effective detecting crisis system for its organization. Issues, which have potential to create a crisis, need to be managed, and risk assessment for all hazards, which affect an organization in crisis, need to be conducted. Reputation management is what helps stakeholders' evaluate an organization during a crisis.

One significant example was when the UGA determined the hazards and threats that were most likely to impact the campus through a hazard analysis in 2006. This provided Hazard, Risk, and Vulnerability Assessment in August, 2009, which revealed hazard and threat types, crisis histories, crisis probabilities, and crisis mitigation activities. In the Hazard, Risk, and Vulnerability Assessment (HRVA), the UGA has actively focused on its crisis issues, assessed and managed its risk factors, and developed the its crisis mitigation actions from crises its crisis

histories and similar crisis situations. In addition, the UGA maintains good relations with key stakeholders to provide crisis related information.

The UGA crisis team is composed of a cross-functional group of members. The crisis team includes its core members from the President's office, Public Affairs, UGA police department (UGA PD), UGA health department, Student Affairs, Finance and Administration, the Office of Security and Emergency Preparedness (OSEP), and External Affairs. In large crisis case, other required personnel are added, or as needed in the crisis team.

Government intervention and the involvement of external organizations and agencies help an organization to manage a large scale crisis. The UGA Crisis Team has developed its crisis management efforts with outside supporters, including the Federal Emergency Management Agency (FEMA), Georgia Emergency Management Agency (GEMA), Athens-Clarke County Police department, Fire Department, East-Georgia Red Cross, Athens-Clarke County Emergency Management Agency, and Community Emergency Response Team (CERT). The UGA has shared crisis related information and developed crisis programs under the external agencies' counseling guidelines.

The cooperation of government agencies like the National Incident Management System (NIMS) and the U.S. Department of Homeland Security significantly affected the development of the crisis plans for the UGA. The crisis plans include and further develop a set of processes and procedures provided by the NIMS. In addition, UGA joined the National Preparedness Month, a nationwide program started in the wake of the 9/11 and the Virginia Tech shootings. During September, the Office of Security and Emergency Preparedness (OSEP) focused its attention on instructions to its students, faculty, and staff to better prepare themselves for emergencies.



A CMP must contain the required information to respond to crises, helping the organization to create an efficient and organized response, minimizing the crisis response time. The UGA designed the Emergency Operation Plan to effectively implement its policies, procedures, roles, responsibilities, and an organizational structure, in response to a major crisis.

According to Barton (2001) and Coombs (2006a), Crisis Management Plan (CMP) must contain simple and succinct information needed to manage a crisis. Lengthy CMPs look nice on shelves as they collect dust but are not practical when a crisis hits. The UGA Emergency Operation Plan (EOP) was designed to provide comprehensive information to cover all areas of a crisis related to the UGA. The plan contains procedures, appendix, contact information, which would be difficult to review during a crisis event.

The UGA crisis communication plan book is carefully designed to allow an assembled crisis communication team to quickly review the whole response process and to assume their responsibilities during an emergency. It also helps to respond to the media and the public in the event of emergencies.

A CMP is not a magical insurance policy that protects an organization from a crisis. A CMP has little value if it is not tested and practiced in simulations or exercises (Coombs, 2007). UGA Training and Development Center offers several crisis response programs, such as emergency planning class, active shooter response class Community Emergency Response Team program, and National Incident Management System (NIMS) training. These programs educate crisis team members or stakeholders regarding their basic crisis response responsibilities and duties, providing a simulated emergency exercise. Furthermore, Multi-agency Public Safety Exercise, a simulated emergency program was conducted with local multi-agencies, which

includes the Athens-Clarke County Police Department, the Athens-Clarke County Fire, and American Red Cross Regional Medical Center.

A spokesperson is the voice of an organization during a crisis. A spokesperson needs to manage the accuracy and consistency of an organization's messages during the crisis. An organization should select and train a spokesperson to respond the media and the public. The UGA selects a high level official, such as the Vice President for Public Affairs or above, as a spokesperson. In addition, the person possessing the direct knowledge of the crisis (for example: the Chief of Police in the event of a campus crime, or the Director of the Health Center in a medical emergency) can act as a spokesperson. A spokesperson at the UGA has acquired the direct knowledge of crisis through the National Incident Management System training. Members of the news service office, publication office, and broadcast, video, and photography office within the Office of UGA External Affairs assists a spokesperson in communicating with the media and the public.

Organization websites offer a highly accessible resource that provides a variety of stakeholders with crisis information (Stephens, & Malone, 2010). The UGA offers all crisis related information to the Office of Security and Emergency Preparedness website, which is linked to internal and external crisis contacts. Crisis plans are regularly updated on the website whenever new crisis subject is added and a crisis response to a particular situation has changed. The Office of Security and Emergency Preparedness website provides a set of instructions that explains each crisis subject. This helps crisis management personnel, who search for crisis related information, in one location that is easily accessible to all interested parties.

Nothing is faster and more effective than mass text messaging (Swartz, & Hopkins, 2007). Mass notification alert systems permit sending emergency text messages to students and other

key constituents. The UGA has developed an emergency notification system, referred to as *UGAAlert*, in response to severe inclement weather in the initial development stage. It also covers severe threats to public safety and health of the entire campus when immediate action is required.

### *Crisis Event Stage*

The explanation of the crisis event stage can be simply divided into five considerations.

A situation becomes a crisis when key stakeholders agree it is a crisis. Unfortunately, some members of management may wish to deny that the organization is in a crisis even when stakeholders are arguing that it exists (Coombs, 2007). The UGA determines an actual crisis through a detection crisis system. The UGA crisis team regarded the UGA marketing professor's shooting incident off-campus as a UGA crisis, an active shooter incident, because the perpetrator was a UGA marketing professor.

Situational Crisis Communication Theory (SCCT) is one of the major response strategies that can be applied to the Zinkhan shooting incident. According to Hazard, Risk, and Vulnerability Assessment (HRVA), the UGA evaluated its crisis types, crisis histories, prior reputations, and then recommended mitigation activities. The UGA developed mitigation activities in response to the Zinkhan shooter incident. The mitigation activities of the Zinkhan shooter incident during the crisis event are both implementation of the *UGAAlert* emergency notification system and the formation of crisis team including Student Affairs, University Health Center, University Police and the President's Office.

The crisis response should be quick, consistent, and transparent (Coombs, 2007). If the onset of the crisis occurs after office hours, telephone trees ought to be organized so that each manager is notified, and the manager telephones some employees as they telephone the others

(Fearn-Banks, 2007). Once the UGA police recognized that there was a crisis over the weekend, they immediately contacted internal staff to activate the crisis team. This permitted the crisis team to conduct crisis meetings over the weekend to address the situation and conduct follow-up actions. The UGA crisis team organized talking points with consistent messages in the meetings. During the meetings, the contents of talking points were organized with consistent messages regarding disclosed incident information, safety status, *UGAAlert* evaluations, and Counseling and Psychiatric Service (CAPS) offers. Once a crisis has occurred, university employees and other internal publics must be advised as to what has happened early in the notification process. After UGA crisis team recognized that there was an emergency, the crisis team immediately activated the *UGAAlert* and ArchNews system to mass notify UGA's internal stakeholders of university staff, faculties, and students and posted the *UGAAlert* messages on the UGA website. The *UGAAlert* messages included a warning notice and an emergency contact, to guide stakeholders to act with caution. The ArchNews had more detailed information that included a warning notice, a 911 call guideline, class continuity under normal schedule, and grief counseling for people who are stressed from the incident, offered by the Counseling and Psychiatric Service (CAPS). The information from *UGAAlert* and ArchNews were posted on the UGA website. UGA also had e-mail communication with stakeholders, providing *UGAAlert*, ArchNews, and the University President's statement regarding the incident.

Athens-Clarke County police department was in charge of the professor shooting incident because it occurred off-campus. Therefore, Athens-Clarke County sent e-mail notifications to its own external stakeholders, including the UGA. Coca-Cola as one of the large stakeholders was also affected by professor's shootings because Professor Zinkhan held the Coca-Cola's professorship. The crisis team notified Coca-Cola to be aware of the situation.

Moreover, the media and the public are entitled to a full disclosure of the crisis. The idea is to help the media cover the story accurately and with minimum criticism of an organization. The overall goal is to retain the public's trust through the media (Fearn-Banks, 2007). After the professor shooting incident, Michael F. Adams, as the designated UGA spokesperson due to his position as the President of UGA, held a press conference the next day following the incident to respond to the media. The media statement at the press conference was prepared based on accurate facts and talking points, giving transparency to the incident through the media.

#### *Post-Crisis Stage*

An actual crisis is a “tremendous opportunity for learning” (Pauchang & Mitrogg, 1992). The crisis management performance must be evaluated (Coombs, 2007). After the professor's body was found, the Athens-Clarke County and the UGA announced that the crisis was over. Also, the UGA offered Counseling and Psychiatric Service (CAPS) at the initial stage of crisis from the first media statement, and that service will be provided even after the crisis ended. During the crisis, there were some criticisms regarding the UGA crisis system operation. Major criticisms were focused on the lock down of the campus that delayed the UGAAlert through the media. In response, UGA explained why these operational issues occurred and prevented the criticisms from becoming another crisis. This shows one of UGA's successful response in managing its reputation.

The UGA planned its crisis management operations for the long term to accomplish the effective crisis management system, with 10 considerations in pre-crisis stage being met, showing proof that the UGA was successful in its implementation. The crisis team constantly communicated its plans and actions within the crisis team, and with the stakeholders, media and the public. Five considerations in crisis event stage are the examples. The UGA resolved the

crisis without further issue of damaging its credibility and competence to the general public. The actual process and experience were important lessons to the University that can later be used to develop the next advancement of pre-crisis stage development, in which other institutions can follow in a similar crisis.



Diagram 1) UGA On-going Crisis Management Development (UGA OCMD) Cycle, Soo Hyun Kim, 2010

The UGA On-going Crisis Management Development (UGA OCMD) Cycle diagram (Diagram 1) shows how the UGA has prepared its crisis management plans. The UGA has learned from past crises, including similar crises involving universities, 9/11 terrorism, the Hurricane Katrina crisis. It has also learned its lessons from other emergency management agencies including FEMA, and GEMA. In doing so, it was able to assess and implement

university appropriate internal training programs such as class and simulations, internal studies of surveys and research, and internal crisis communication. The learning from the post-crisis stage is feedback to the pre-crisis stage to be developed for the coming crisis.

In sum, in research question one, I analyzed the UGA crisis management system by applying the three-stage model to the shooting case. From the analysis, the study proved the UGA's crisis management system includes the major crisis management considerations with each stage. In addition, the UGA on-going crisis management development (UGA OCMD) cycle demonstrates how the UGA has prepared its crisis management system. Furthermore, through these three-stage approaches, various insights into the UGA crisis management process are summarized and organized. The three-stage model applied to a real case provides a variety of suggestions as future guidelines as previously noted.

*6.2. RQ2. How did the UGA strategically use new media communication technologies in the 2009 shooting case involving a marketing professor?*

Effective crisis communications today must acknowledge the impact that digital and social media are having (Atherton, 2009). People receive crisis information with greater speed and efficiency than ever before. Various new media channels have supported the UGA crisis management system. New media channels have developed with different objectives in each crisis stage. New media channels empower information sharing in the pre-crisis stage, crisis notifying to stakeholders and crisis news updating in the event crisis stage, and crisis lessons accumulation in the post-crisis stage.

*Pre-crisis stage*

In the pre-crisis stage, the UGA has developed an information sharing system through its website as a main channel. Also other online communication channels such as Facebook, Twitter, Intranet, and online video training have recently added to the information sharing system.

Organizational websites offer a highly accessible resource that provides a variety of stakeholders with crisis information (Coombs, 2010). The Office of Security and Emergency Preparedness (OSEP) uses its website as the main place to provide crisis related information. The website provides a space for users to find crisis information in the most efficient way. The UGA provided training to 16,263 faculty, students and staff through 150 training sessions during the fiscal year 2009 (July 1, 2008 through June 30, 2009) (OSEP Annual Report, 2009). The training schedules are offered on the website in advance and updated semi-annually or annually. The crisis information is developed in simple formats such as safety tips and checklists. All crisis news about training events, plans, and issues are updated in a timely manner. The website has a guideline for internal stakeholders to register crisis preventive services like *UGAAlert*. The website has a function as a crisis learning process. The website updates lessons from previous major crises such as 9/11, Hurricane Katrina, and the Virginia Tech. The website is the first stage to connect social communication spaces. The OSEP has a link to join Facebook for updates and information sharing. The website has links to other related state, federal, and outside resources websites.

There are many new media options available for crisis management today. Increasingly, social networking tools are used to communicate and establish dialogues with stakeholders (Coombs, 2010). The UGA OSEP added a Facebook account, and it is accessible to everyone who wants to have emergency preparedness information. The account assists in communicating with faculty, staff, and students as a social network (UGA Readiness rules, September, 2009). The OSEP began using Facebook page as a medium to advertise upcoming training classes, events, and to promote a message of individual preparedness (UGA OSEP Annual Report, 2009).



Intranets are like the Internet but are self-contained within an organization; only organization members have access to the information, and even then, access to sensitive information is limited to those with the proper clearance (Hibbard, 1997). As the Intranet allows immediate access to data about the organization, it is a place to store information, can provide a site where the crisis situation and relevant information is updated regularly, can be accessed by any employee, and allows communication to others in the organization via e-mail (Coombs, 2007). The beauty of UGA Intranet, called 'UGA MyID', lies in its security system for internal stakeholders and its speed of accessing information.

### *Crisis Event Stage*

In the crisis event stage, the UGA used new media channels to notify stakeholders of the crisis through emergency mass notification and updating the crisis news through its website and online social media networks.

In the UGA marketing professor's shooting case, the crisis team sent *UGAAlert* text messaging notification to stakeholders' cell phones as the first new media channel, and ArchNews was sent out as a major tool as well. When the crisis team sent the first *UGAAlert* to its stakeholders, it had an operational problem. The *UGAAlert* was delayed due to removing the professor's name from the contact lists. However, the crisis team determined that it had a favorable success rate of 82% as a notification result. The crisis team posted crisis updates on the website. In addition, the UGA *Red & Black* Facebook page and the UGA Terry College of Business Twitter updated news on their website accounts.

### *Post-crisis Stage*

In the post-crisis stage, crises lessons have been accumulated on the website, Facebook, and Twitter accounts. This accumulated information is available as future references to other institutions as well as the university.

Historically, a new technology was a great advantage to crisis communication. For an example, in the Hurricane Katrina disaster (2005), a new technology usage was important for disaster relief. Online news gained credibility when this occurred and *CNN.com* and *Yahoo news* became the top cited news sources. Blogs were used to aid in the search and rescue effort and received accolades for their contribution. In the Haiti crisis (2010), new forms of media have taken on major communication roles during this tragedy. According to the Nielsen Company, micro-blogs, like Twitter, are leading the discussion around Haiti, and blog entries about Haiti make up three percent of all blog posts. Cell phones are being used in both traditional and nontraditional ways. In the UGA marketing professor's shooting case, the major social networking platforms were blogs, Twitter, and Facebook.

Effective crisis communications today must acknowledge the impact of having digital and social media. Therefore, those past actual crises gave examples allowed UGA to develop its own social media network system. UGA has learned from 9/11, Hurricane Katrina, and the Virginia Tech shooting and has developed a crisis communication system with the integration of traditional and new media technology. The communication technologies strategically have maintained the UGA OCMD cycle suggested in research question one. The ongoing crisis management cycle has benefited from the new media communication supports.

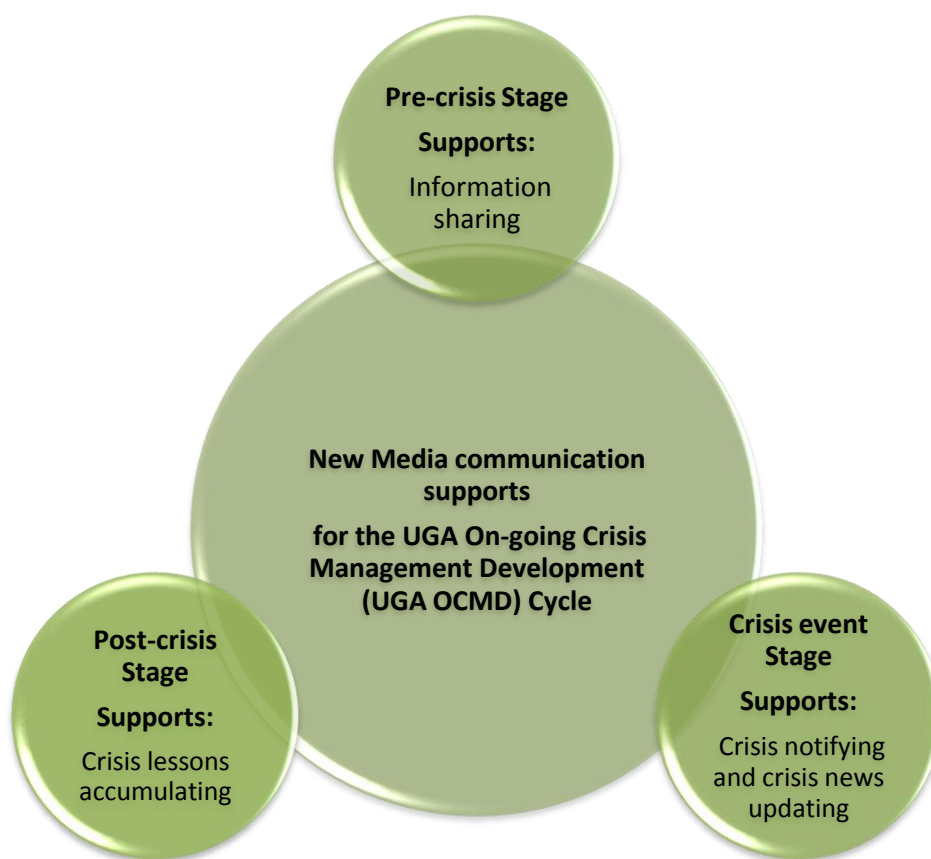


Diagram 2) New media communication supports to the UGA OCMD cycle, Soo Hyun Kim, 2010

The above diagram two shows how new media communication supports to the UGA OCMD. Each crisis stage has different support goals. New media for pre-crisis stage are set as the purpose of crisis information sharing. Crisis responses in crisis event stage get benefits from crisis notifying and news updating through new media. In post-crisis stage, accumulated crisis learning is accessible through web communication sphere.

Therefore, in research question two, the analysis shows that new media communication technologies strategically have supported the UGA crisis management system. Moreover, the study provides an analytic framework to show that the UGA management development (UGAOCMD) cycle gets benefits from new media communication technologies. These

analytical observations offer good examples to an organization that plans to build new media communication technologies in its crisis management system.

*6.3. RQ 3. What were the UGA public relations efforts in the 2009 shooting case involving a marketing professor?*

The UGA Public Affairs office, as a crisis team member, has a public relations role. Public Affairs communicates the goals, objectives, and priorities of communication management issues to its various publics through dissemination of information, media relations, publications, imaging and audio services, open records and visitors' services. The office shares information about the university's people (faculty, students, and staff) and external stakeholders. Public Affairs also provides PR strategy, public policy analysis, and speech writing support to crisis team. The public relations crisis communication can be categorized by three-stages. In each stage, there are different public relations objectives and efforts.

#### *Pre-Crisis Stage*

In the pre-crisis stage, public relations' main goal is to communicate crisis management information with stakeholders. Any crisis management plan is useless if the stakeholders do not recognize it. Public relations informs crisis management plans through various communication methods. The UGA crisis team implemented a crisis communication structure. The structure designated primary functions for managing a crisis, including internal and external communication, media management, research and media monitoring, and event management. The UGA created several programs for communicating with parents, students, employees, and community members. It provides Community Emergency Response Team (CERT) program which educates the campus community about disaster preparedness and trains them in basic disaster response skills. In another example, 'Active Shooter Response Training' program was

offered to all the University System of Georgia Institutions through video, training activities and presentations. The UGA public relations conducts campaigns, disseminates brochures, provides website contents, advertises upcoming training classes and events, and communicates with news media. The public relations team raised the awareness of upcoming campaigns and programs to the stakeholders.

### *Crisis Event Stage*

In the crisis event stage, the main goal of public relations is to maintain the safety and reputation of the school in the crisis. The UGA Public Affairs created talking points and media statements in the shooting crisis that took into consideration the university's safety status and reputation management. The messages in the talking points and media statements were managed with consistency and accuracy. While safety is the primary responsibility of the UGA Police Department, the images of well-armed university police patrolling the campus by foot communicate the seriousness with which the administration was taking the incident. The UGA lock down campus issue and public safety were included in the talking points and then efficiently controlled to respond to the public. The UGA Public Affairs responded promptly and honestly to requests for information and interviews from the media, and anticipated changes in news cycles and demands. Public relations honestly explained to the public the reasons why the UGAAlert was delayed. The UGA's accurate, honest, and quick responses maintained its reputation with the stakeholders.

### *Post-crisis Stage*

In the post-crisis stage, public relations' main goal is to keep ongoing reputation management. The responsibility of public relations continues until all crisis-related obligations are fulfilled. The UGA Public Affairs as a crisis team keeps follow-up communication with its

stakeholders. The UGA Public Affairs maintains positive stakeholder relationships by keeping stakeholders to inform about a crisis even when it is over and by continuing to answer new inquiries. The UGA Public Affairs updates the stakeholders on the progress and results of ongoing investigations. For example, after the Virginia Tech. shooting incident, the UGA crisis team developed a crisis system, and the Public Affairs informed stakeholders when the changes had been completed and how well the changes were working. The changes became a part of the upgraded crisis plan to prevent future crises. Even though there were no severe damages from the UGA professor shooting case, the UGA announced the summary of the case to its stakeholders and posted the accident information on the website for future reference. This is how the UGA keeps ongoing communications with stakeholders for its reputation management.

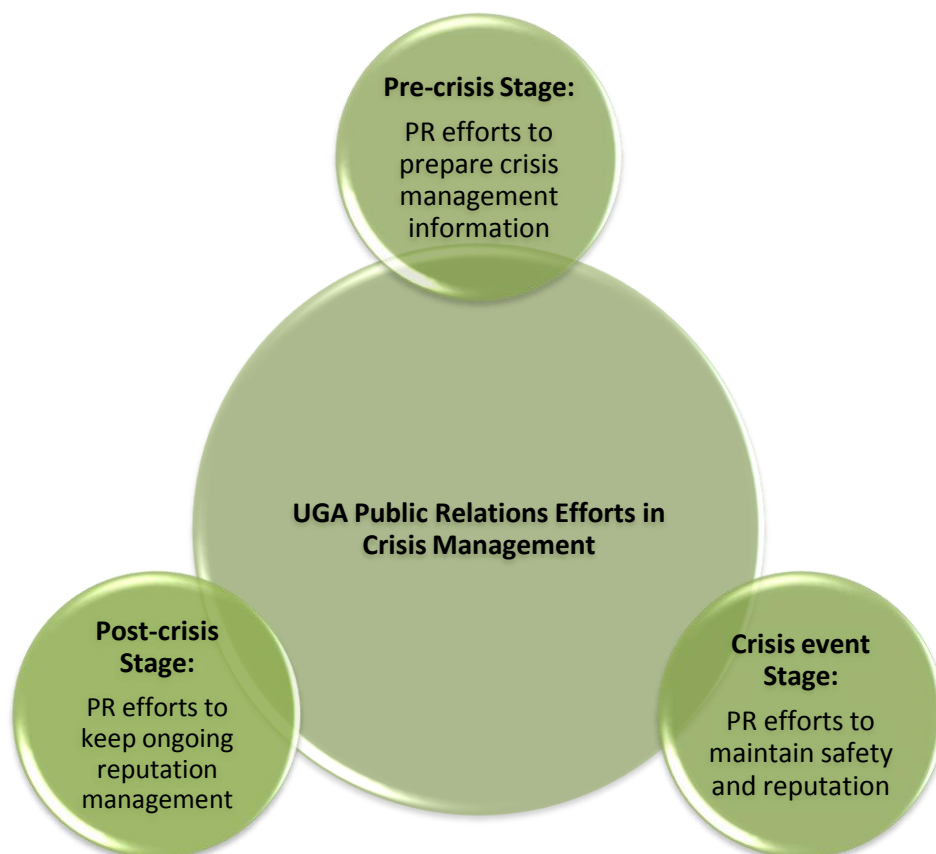


Diagram 3) UGA Public Relations Efforts in Crisis Management, Soo Hyun Kim, 2010

The above diagram three shows how the UGA had public relations efforts in ongoing crisis management. Each crisis stage has different effort goals. Public relations' main goal in the pre-crisis stage is to communicate crisis management information with stakeholders. In the crisis event-stage, public relations has communication crisis goals to maintain safety and reputation in the crisis. In the post-crisis stage, public relations keeps reputation management through ongoing crisis communication.

In research question three, the analysis shows the public relations roles exist in each crisis management stage. From this case study, public relations staff made efforts to the UGA on-going crisis management. Moreover, the key findings and points give insights to the public relations practitioners who study or work in the crisis management field. Those who are involved in the public relations area will benefit from a comprehensive approach for public relations practices in crisis management.

## CHAPTER 7

### CONCLUSIONS

This study focused on how UGA effectively responded to the UGA marketing professor shooting crisis. The three-stage crisis management model was applied to the whole UGA crisis management process.

UGA has prepared its crisis management procedures for the long term to accomplish effective crisis management, and my study provides a means by which UGA's crisis management process may be judged. Since it meets the criteria I established—10 considerations in the pre-crisis stage, five considerations in the crisis event stage, and one consideration (learning) in the post-crisis stage—UGA's crisis management process can be considered successful.

The UGA On-going Crisis Management Development (UGA OCMD) cycle diagram (Diagram 1) simply proves that UGA has an established mechanism for dealing with crises: a pre-crisis stage (a crisis management system developing stage), a crisis event stage (all related crisis issues and events reviewing stage), and a post-crisis stage (learning stage from all reviewed crisis issues and events).

The UGA has learned both from past crises, such as the Virginia Tech. shooting, the 9/11 tragedy, the Katrina crisis, and from lessons of other emergency management agencies including FEMA and GEMA. In regard to the campus shooting, the UGA has received feedback about its response to the crisis and has used that information to enhance crisis prevention in the



pre-crisis stage, which includes internal training programs such as classes and simulations, internal studies such as surveys and research, and internal crisis communication plans.

The communication technologies strategically supported the UGA crisis management system in each stage. The diagram two shows the UGA has different new media supporting strategies, which are crisis information sharing supports in the pre-crisis stage, crisis notifying and news updating supports in crisis event stage, and crisis lessons accumulating supports in the post-crisis stage.

Effective crisis communications today must acknowledge the impact of having new media technologies. UGA strategically used the emergency mass notification system as a primary crisis response tool and websites, Facebook, and Twitter as the secondary crisis communication tools. The previous actual crises gave examples allowed the UGA to develop its own social media network system. UGA has learned from 9/11, Katrina, and the Virginia Tech. shooting and has developed a crisis communication system with the integration of traditional and new media technology.

The Public Affairs office, as a UGA crisis team member, has conducted multiple public relations roles to keep communicating crisis management issues with the university's people (faculty, students, and staff) and external stakeholders. Diagram three shows the UGA public relations main goals on three crisis model: That is the public relations supports to communicate crisis management information with the stakeholders in the pre-crisis stage, to maintain the safety and reputation of the school in the crisis event stage, and to keep ongoing reputation management in the post-crisis stage.

Studying the University of Georgia (UGA) case provides an example of an institution executing crisis management three-stage model in a actual practical situation. The presented

table and diagrams in this study guides other universities and organizations, which meets similar crisis environment.

An organization always need to prevent, respond, solve, and learn all potential crisis under ongoing process, building reputation in the publics. A crisis can be better managed with more scientific ways which includes as planning, practicing, and learning processes. A public relations manager should keep better crisis communication with internal and outer publics of organization and drive everyone to feel part of crisis team members.

## CHAPTER 8

### LIMITATION

There are some major limitations in conducting this case study. First of all, the 2009 UGA marketing professor's shooting case was selected as an example to analyze the whole UGA crisis management system. Even though the actual UGA crisis management case is assumed as a relevant crisis management example, the case can be limited as an example to show the whole crisis management system.

Second, in the study, major crisis management subjects and issues are selected to show crisis management components. However, those selected and discussed subjects and issues in this study can be limited to show the whole crisis management system. Other valuable topics need to be studied for the future studies.

Last, this case study is conducted under the three-stage model. In order to apply the actual case to the model, the period of each stage is artificially determined; however, different periods and ways can be applied to this case study. For an example, a crisis event stage period can be determined with a longer-term or a shorter-term.

Although there are lots of weak points in this study, this study is still valuable because it applies a practical case in crisis management to academic concepts in crisis management. All limitations need to be covered through the future studies.

This case study offers a total crisis management approach to all crisis management practitioners focusing on three major crisis management topics together: 1) crisis management development, 2) new media communication technologies, and 3) public relations roles in crisis

communication. These framework approaches organize the scattered crisis management insights and permit crisis team members or managers to easily foresee their best reputation management options from the entire three-crisis stages. Furthermore, the suggested table and diagrams from this case study can be utilized or developed by crisis managers in order to manage their own potential crisis. Crisis managers can anticipate and meet challenges to manage potential crises and improve the crisis management process based on findings in this case study.

## REFERENCES

- Aguilar, F. J. (1967). *Scanning the Business Environment*. New York: Macmillan. Co., 1-239.
- Allen, M.W., & Caillouet, R.H. (1994). Legitimation endeavors: Impression management strategies used by an organization in crisis. *Communication Monographs*, 61, 44-62.
- Allen, G. (2009, April 27). Univ. should take precautions. *The Red & Black*, retrieved from <http://www.redandblack.com/>.
- Ard, J.M., Califf, A.R., Denney, A.E., Jones, K.C., Speir, A.N., Stafford, E.A., Strate, K.L., & Vandegrift, K.M. (2007). *It's Me or the Dawg: Perceptions of What Works in Communicating a Crisis Situation on Large University Campuses*. University of Georgia. Not published.
- Atherton, J. (2009). Crisis planning in digital age. *International Public Relations Association*. Retrieved from <http://www.ipra.org/archivefrontlinedetail.asp?issue=October+2009&articleid=1400>.
- Augustine, N.R. (1995). Managing the crisis you tried to prevent. *Harvard Business Review*, 73 (6), 147-158.
- Associated Press (2009, April 26). Georgia professor sought in fatal shootings. *The Los Angeles Times*. Retrieved from <http://www.latimes.com/>.
- Associated Press (2009, April 26). Professor sought after 3 are shot dead. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/>.
- Baker, M. (2009, April 26). Nationwide search on for UGA professor in deaths of wife, two others. *AHN*. Retrieved from <http://www.ahn.com>.
- Baldwin, T.D. (2008). *Communicating with University students in an emergency: A Survey of what they know and how to reach them*. School of Information and Library Science of the University of North Carolina at Chapel Hill.
- Barnett, N. (2007). The PR response to Virginia Tech and beyond. *Communication World*, 24(4), 14-15.
- Barton, L. (1993). *Crisis in organizations: Managing and communicating in the heat of chaos*. Cincinnati, OH: College Divisions South-Western

- Barton, L. (2001). *Crisis in organizations II* (2<sup>nd</sup> ed.). Cincinnati, OH: College Divisions South-Western.
- Benoit, W.L. (1995). *Accounts, excuses, apologies: A theory of image restoration strategies*. Albany: University of New York Press.
- Berger, B. K. (2001). Private issues and public policy: Locating the corporate agenda in agenda-setting theory. *Journal of Public Relations Research*, 13, 91–126.
- Berlo, D. K., Lemert, J. B., & Mertz, R. J. (2001). Dimensions for evaluating the acceptability of message sources. *Public Opinion Quarterly*, 33(4), 563-576.
- Bourgeois, L. K. (1980). 'Strategy and environment. A conceptual integration'. *Academy of Management Review*, 5, 25-39.
- Bowonder, B., & Linstone, H. A. (1987). 'Notes on the Bhopal accident: risk analysis and multiple perspectives'. *Technological Broadcasting and Social Change*, 32, 183-202.
- Bridges, J. A., & Nelson, R. A. (2000). *Issues management: A relational approach*. In J. A. Ledingham and Stephen D. Bruning (eds.), *Public Relations as Relationship Management: A Relational Approach to the Study and Practice of Public Relations*, Mahwah, NJ: Lawrence Erlbaum Associates, in press.
- Brown, B. (2009, April 25). Georgia professor is sought in shooting. *The New York Times*. Retrieved from <http://www.nytimes.com>
- Buck, E.M. (Unknown). *How Organizational Communication Strategies and Training Influence Healthcare Employees' Perception of Crisis Readiness*. Texas Tech University.
- Callison, C. (2001). Do PR practitioners have a PR problem?: The effect of associating a source with public relations and client-negative news on audience perception of credibility. *Journal of Public Relations Research*, 13(3), 219-234.
- Cameron, G. T., Sallot, L., & Curtin, P. A. (1997). Public relations and the production of news: A critical review and a theoretical framework. In B. Burleson(Ed.), *Communication yearbook 20*. Thousand Oaks, CA: Sage.
- Cho, S., & Benoit, W. L. (2005). 2004 primary presidential election campaign messages: A functional analysis of candidates' news releases. *Public Relations Review*, 31, 175–183.
- Cloudman, R., & Hallahan, K. (2006). Crisis communications preparedness among U.S. organizations: Activities and assessments by public relations practitioners. *Public Relations Review*, 32, 367-376.
- CNN.com (2009, April 25). Georgia professor sought in shooting death of wife, two other. *The CNN.com*. Retrieved from <http://www.cnn.com/2009/>.

- CNN.com (2009, April 27). FBI; wanted professor bought plane ticket to Netherlands. *The CNN.com*. Retrieved from <http://www.cnn.com/2009/>.
- CNN.com (2009, May 9). Authorities: Body of UGA professor identified. *The CNN.com*. Retrieved from <http://www.cnn.com/2009/>.
- Coombs, W.T. (1996). Communication and attributions in a crisis: An experimental study of crisis communication. *Journal of Public Relations Research*, 8, 279-295.
- Coombs, W. T. (1999). Information and compassion in crisis responses: A test of their effects. *Journal of Public Relations Research*, 11, 125-142.
- Coombs, W. T. (1999). *Ongoing crisis communication: Planning, managing, and responding*. Thousand Oaks, CA: Sage Publications.
- Coombs, W.T., & Holladay, S.J. (2002). Helping crisis managers protect reputational assets: Initial tests of the situational crisis communication theory. *Management Communication Quarterly*, 16, 165-186.
- Coombs, W.T. (2004). What Pharmaceutical's explosion: structuring crisis discourse knowledge. *Public Relations Review*, 30, 467-473.
- Coombs, W.T. (2004a). A theoretical frame for post-crisis on current crisis communications: Situational crisis communication theory. In M.J. Martinko (ed.), *Attribution theory in the organizational sciences: Theoretical and empirical contributions*. Greenwich,CT: Information Age Publishing.
- Coombs, W.T. (2004b). Impact of past crises on current crisis communications: Insights from situational crisis communication theory. *Journal of Business Communication*, 41, 265-289.
- Coombs, W. T. (2006). Crisis management: A communicative approach. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Coombs, W.T. (2006a). *Code red in the boardroom: Crisis management as organizational DNA*. Westport, CT: Praeger.
- Coombs, W.T. (2007). *Ongoing crisis communication: Planning, managing, and responding*. Thousand Oaks, CA: Sage Publications.
- Coombs, W.T., & Holladay, S.J. (2010). *The Handbook of Crisis Communication*. Blackwell Publishing Ltd.
- Curtin, P. A. (1999). Reevaluating public relations information subsidies: Market driven journalism and agenda-building theory and practice. *Journal of Public Relations Research*, 11, 53-90.

- Driscoll, P. D., & Salwen, M. B. (1995). Credibility of Disaster News: Evaluations of Majority and Minority Audiences. *World Communication*, 24, 89-93.
- Dunkel, N.W., & Stump, L.J. (2007). *Working with emergency personnel and outside agencies*. John Willey & Sons, Inc, 121-144.
- E. Grant (Eds.), *Framing public life: Perspectives on media and our understanding of the social world* (pp. 107–121). Mahwah, NJ: Lawrence Erlbaum Associates.
- Esrock, S. L., & Leichty, G. B. (1998). Corporate social responsibility and corporate Web sites: Self-presentation or agenda setting? *Public Relations Review*, 24, 305–319.
- Fearn-Banks, K. (2002). *Crisis Communications: A Casebook Approach* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Fearn-Banks, K. (2007). *Crisis communications: A casebook approach* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Fink, S. (1986). *Crisis Management: Planning for the inevitable*. New York: AMACOM.
- Floyd, A. (2009, May 3). Zinkhan no-show for flight. Athens Banner-Herald. Retrieved from <http://www.onlineathens.com/>.
- Fortunato, J.A. (2008). Restoring a reputation: The Duke University lacrosse scandal. *Public Relations Review*, 34, 116-123.
- Gonzalez-Herrero, A., & Pratt, C.B. (1995). How to manage a crisis before – or whenever – it hits. *Public Relations Quarterly*, 40(1), 25-29.
- Gordon, J. (2007). The mobile phone and the public sphere: Mobile phone usage in three critical situations. *Convergence: The International Journal of Research into New Media Technologies*, 13(3), 307-319.
- Grunig, J.E., & Grunig, L.A. (1992). Models of Public Relations and Communications. In J.E. Grunig (Ed.), *Excellence in Public Relations and Communication management*, Hillsdale, NJ: Lawrence Erlbaum Associates.
- Hambrick, D. C., & Mason, P. A. (1984). 'Upper echelons: the organization as a reflection of its top managers'. *Academy of Management Review*, 9, 193-206
- Hallahan, K. (2001). The dynamics of issue activation and response: An issues processes model. *Journal of Public Relations Research*, 13, 27–59.
- Hallahan, K. (2004). *Online Public Relations*. In Hossein Bidgoli (Ed.). *The Internet Encyclopedia*. Hoboken, NJ: John Wiley, 2, 769-783.



- Halligan, T. (2009). Safety Systems. *Community College Journal*, 16-18.
- Hartmann, C. (2007, November 21). As if it weren't already tough to keep students in Philly after graduation. Retrieved September 23, 2008, from <http://www.philadelphiaweekly.com/articles/15896>.
- Heath, R.L. (1990). Corporate issues management: Theoretical underpinnings and research foundations. In J.E. Grunig & L.A. Grunig (Eds.), *Public Relations Research Annual*. Hillsdale, NJ: Lawrence Erlbaum Association, Inc. 2, 29-66.
- Hearit, K.M. (2001). Corporate apologia: When the organization speaks in defense of itself. In R.L. Heath (ed.), *Handbook of public relations*. Thousand Oaks, CA: Sage. 501-512.
- Hibbard, J. (1997). Shell Oil Shifts Safety Data to Intranet. *Computerworld*, 31(21), 20-21.
- Hofer, C. W., & Schendel, D. (1978). *Strategy Formulation: Analytical Concepts*. St Paul, MN: West.
- Hovland, C. I., Janes, I. L., & Kelly, H. H. (1953). *Communication and Persuasion*. New Haven, CT: Yale University Press.
- ITHACA College (2010). *S.O.S. via SMS*. HICC Plans, retrieved from [www.ithaca.edu/rhp/depts/stratcomm/docs/students\\_projects/crisis/](http://www.ithaca.edu/rhp/depts/stratcomm/docs/students_projects/crisis/).
- J. Williamson (personal communication, UGA Police Department, February 25, 2010).
- Johnson, J. J., & Kaye, B. K. (2004). Wag the Blog: How Reliance on Traditional Media and the Internet Influence Credibility Perceptions of Weblogs among Blog Users. *Journalism & Mass Communication Quarterly*, 81(3), 622-642.
- Junco, R., & Mastrodicasa, J. (2007). *Connecting to the Net.generation: What higher education professionals need to know about today's students*. Washington, D.C.: National Association of Student Personnel Administrators.
- Kiousis, S. (2001). Public trust or mistrust? perceptions of media credibility in the information age. *Mass Communication and Society*, 4(4), 381-403.
- Kiousis, S., Mitrook, M., Wu, X., & Seltzer, T. (2006). First- and second-level age building and agenda-setting effects: Exploring the linkages among candidate news releases, media coverage, and public opinion during the 2002 Florida Gubernatorial Election. *Journal of Public Relations Research*, 18(3), 265-285.
- Kjechel, W., III (1987). New debate about Harvard Business School. *Eortune*, 9 November, 34-48.

- Krug, G.J. (1993). The day the earth stood still: Media messages and local life in a predicted Arkansas earthquake. *Critical Studies in Mass Communication*, 10, 273-285.
- Lagrange Daily News. (2009, April 28). Motive sought in Athens slayings. *The Lagrange Daily News*. Retrieved from <http://lagrangenews.com/>.
- Ledingham, J.A., & Brunig, S. D. (2000), *Relationship management: A relational approach to the study and practice of public relations* Mahwah, NJ: Lawrence Erlbaum Associates Inc.
- Lerbinger, O. (1997). *The crisis manager: Facing risk and responsibility*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Leung, L. (2007). Unwillingness-to-communicate and college students' motives in SMS mobile messaging. *Telematics & Informatics*, 24(2), 115-129.
- Levitt, A.M. (1997). *Disaster planning and recovery: A guide for facility professionals*. New York: John Wiley.
- Madere, C.M. (2007). *Using the University website to communicate crisis information*. *Public Relations Quarterly*, 52 (2), 17-19.
- Marra, F. (1998). Crisis communication: Poor predictor of excellent crisis public relations. *Public Relations Review*, 24, (4) 461-474.
- Mastrodicasa, J. (2008). *Technology Use in Campus Crisis*. Wiley InterScience. Wiley Periodicals, Inc.
- Mechitov, A., Moshkovich, H., Underwood, S., & Taylor, R. (2001). Comparative analysis of academic websites. *Education*, 121(4), Summer, 652-662.
- Mitroff T, I. I., Pearson, C., & Pauchant, T. C. (1992). 'Crisis management and .strategic management: similarities, differences and challenges'. In Shrivastava, P, (Ed.), *Advances in Strategic Management*, JM Press, 8, 235-60
- Miller, M. M., & Riechert, B. P. (2001). The spiral of opportunity and frame resonance: Mapping the issue cycle in news and public discourse. In S. D. Reese, O. H. Gandy, & A.
- National Research Council (1996). *Computing and communications in the extreme: Research for crisis management and application*. Washington, DC: National Academy Press
- OSEP Annual Report (2009). FY 2009 Annual Report. UGA Office of Security and Emergency Preparedness. Retrieved from <http://www.osep.uga.edu/>.
- Otto, M. (2009, April 29). A sensitive story. *Red & Black*, retrieved from <http://www.redandblack.com/>.

- Palacios, A., Cueli, J., Camacho, J., Cleriga, R., Cuevas, P., Ayala, J., & Cossoff, L. (1986). The traumatic effect of mass communication in the Mexico City earthquake: Crisis intervention and preventive measures. *The International Review of Psycho-Analysis*, 13, 279-293.
- Pauchant, T.C., & Mitroff, I.I. (1992). *Transforming the crisis-prone organization: Preventing individual, organizational, and environmental tragedies*. San Francisco: Jossey-Bass.
- Perry, D. C., Taylor, M., & Doerfel, M. (2003). Internet based communication in crisis management. *Management Communication Quarterly*, 17(2), 206–233.
- Porter, L. V., Sallot, L., Cameron, G., & Shamp, T. (2001). New technologies and public relations: Practitioner use of online resources to earn a seat at the management table. *Journalism and Mass Communication Quarterly*, 78, 172–191.
- Preble, J. F. (1994). 'Handling international disasters: lessons for management'. *International Journal of Management*, 11, 1, 550-61
- Priester, J.R., & Petty, R.E. (1995). Source attributions and persuasion: Perceived honesty as a determinant of message scrutiny. *Personality and Social Psychology Bulletin*, 21, 637-654.
- Reuters. (2010, February 13). Three Killed in University of Alabama Shooting. 790 KGMI. Retrieved from <http://kgmi.com/Three-Killed-In-University-Of-Alabama-Shooting/6353296>.
- Rotter, J. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80(1), 1-28.
- Rollo, J. M., & Zdziarski, E. L. (2007). *Campus Crisis Management: Comprehensive Guide to Planning, Prevention, Response, and Recovery*. E. L. Zdziarski and Associates (Eds.), San Francisco: Jossey-Bass.
- Ryan, C., Carragee, K. M., & Meinhofer, W. (2001). Framing, the news media, and collective action. *Journal of Broadcasting & Electronic Media*, 45(1), 175–182.
- Schmidt, O. S. (2006). Guiding managers on how to handle the media during a crisis. *The Business Communicator*, 6(10), 10-11.
- Seeger, M. W. (2006) Best Practices in Crisis Communication: An Expert Panel Process. *Journal of Applied Communication Research*, 34(3), 232-244.
- Seitel, F.P. (1983). 10 myths of handling bad news. *Bank Marketing*, 15, 12-14.
- Shaul, K. (2009, April 28). Lack of lockdown. *Red & Black*, retrieved from <http://www.redandblack.com/>.

- Springston, J. K. (2001). Public relations and new media technologies: The impact of the Internet. In R. L. Heath (Ed.), *Handbook of public relations*. Thousand Oaks, CA: Sage Publications.
- Sternthal, B., Phillips, L. W., & Dholakia, R. (1978). The Persuasive Effect of Source Credibility: A Situational Analysis. *Public Opinion Quarterly*, 42(3), 285-314.
- Stephens, K.K., & Malone, P.C. (in press). If the organizations won't give us information: The use of multiple new media for crisis technical translation and dialogue. *Journal of Public Relations Research*.
- Swartz, J., & Hopkins, J. (2007, April 18) Could cell text alert have helped at Va. Tech? *USA Today*, p. 3B.
- Sweetser, K.D., & Metzgar, E. (2007). Communicating during crisis: Use of blogs as a relationships management tool. *Public Relations Review* 33, 340-342.
- T. Jackson (personal communication, UGA Public Affairs, February 5, 2010).
- Talor, M., Perry, D.C. (2005). Diffusion of traditional and new media tactics in crisis communication. *Public Relations Review* 31, 209-217.
- The Office of Security and Emergency Preparedness (OSEP) website (<http://osep.uga.edu>).
- The University of Georgia Police Department website (<http://www.police.uga.edu/>).
- The University of Georgia External Affairs website (<http://www.externalaffairs.uga.edu/>).
- The University of Georgia Public Affairs website  
([http://www.externalaffairs.uga.edu/public\\_affairs/ea\\_about.html](http://www.externalaffairs.uga.edu/public_affairs/ea_about.html)).
- The University of Georgia UGAAlert website (<http://www.ugaalert.uga.edu/>).
- The Facebook website (<http://www.facebook.com/>).
- The Twitter website (<http://twitter.com/>).
- The University of Georgia Health Center (Counseling and Psychiatric Service) website  
(<http://www.uhs.uga.edu/caps/>).
- The University of Georgia OSEP (2008, December). *Emergency Operation Plan*, The University of Georgia.
- The University of Georgia Public Affairs (2008, August). *Crisis Communication Plan*, The University of Georgia.

The University of Georgia Health Center website (<http://www.uhs.uga.edu/>).

The University of Georgia Office of Security and Emergency Preparedness website (<http://osep.uga.edu>).

The University of Georgia Emergency Contact Information website (<http://www.police.uga.edu/emergencycontactinformation.html>).

The University of Georgia website (<http://www.uga.edu/>).

Thompson, J. D. (1967). *Organizations in Action*. New York: McGraw-Hill.

Thompson, A. A., & Strickj, A. J., III (1995 [1978]). *Strat^ Management- Concepts and Cases*. Ghicago: Irwin.

Traynor, P. (2008). Characterizing the limitations of Third Party EAS. Retrieved February 14, 2008, retrieved from [http://www.3gamerica.org/documents/Characterizing\\_the\\_Limitations\\_of\\_3rd\\_Party\\_AS\\_Traynor\\_Sept08.pdf](http://www.3gamerica.org/documents/Characterizing_the_Limitations_of_3rd_Party_AS_Traynor_Sept08.pdf)

UGA Readiness rules (2007, May). UGA Emergency Response and Notification. UGA OSEP. Retrieved from [http://www.osep.uga.edu/bulletin/readiness\\_bulletins.html](http://www.osep.uga.edu/bulletin/readiness_bulletins.html).

UGA Readiness rules (2009, May). Campus Security: Designing Against Terrorism. UGA OSEP. Retrieved from [http://www.osep.uga.edu/bulletin/readiness\\_bulletins.html](http://www.osep.uga.edu/bulletin/readiness_bulletins.html).

UGA Readiness rules (2009, May). Camus-Wide Flu Campaign & National Preparedness Month Events. UGA OSEP. Retrieved from [http://www.osep.uga.edu/bulletin/readiness\\_bulletins.html](http://www.osep.uga.edu/bulletin/readiness_bulletins.html).

Ulmer, R.R., Sellnow, T.L., & Seeger, M.W. (2007). Post-crisis communication and renewal: Expanding the parameters of post-crisis discourse. *Public Relations Review*, 33 (2), 130-134.

Ulmer, R.R., Sellnow, T.L., & Seeger, M.W. (2009). Post-crisis communication and renewal. In R. L. Heath & H.D. O'Hair (Eds.), *Handbook of crisis and risk communication*. New York: Routledge, 304-324.

Webster's Ninth New Collegiate Dictionary (1988). *Springfield*, Mass: Merriam-Webster.

Weick, K. (1995). *Sense making in organizations*. CA: Thousand Oaks: Sage Publications.

Wouters, J., & Wetzels, M. (2006). Recall effect of short message service as a complementary marketing communications instrument. *Journal of Advertising Research*, 46(2), 209-216.

- Wold, G. H. and Shriver, R. F . (1988). *Disaster Recovery for Banks*. Rolling Meadows, IL: Bank Administration Institute.
- Wood, J. (1999). Establishing Internal Communication Channels that Work. *Journal of Higher Education Policy and Management*, 21, (2), 135-149.
- Zdziarski, E. L. (2006). "Crisis in the Context of Higher Education." In K. S. Harper, B. G. Paterson, and E. L. Zdziarski (eds.), *Crisis Management: Responding from the Heart*. Washington, D.C.: National Association of Student Personnel Administrators.