



A Comprehensive Safety, Security & Self-Defense Training Program for Library Employees

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Abstract

Eastern Washington University (EWU) Libraries has implemented a comprehensive, multi layered approach to safety & security training for its employees. Training consists of topics such as safe environment, workplace safety, self-defense, active shooter preparedness and first aid. This article reviews what the EWU Libraries has done for training and the lessons learned from doing it. Readers will come away with ideas on how to build partnerships with first responders and implement training programs that will keep library employees and patrons safe when faced with potentially dangerous situations.

Introduction

From 2000-2015, the FBI reports that there were 200 active shooter incidents with 1,274 casualties (578 killed and 696 wounded) (Blair & Schweit, 2013 & Schweit, 2016). These statistics indicate that the need for safety & security training is of the utmost importance. The Eastern Washington University (EWU) Libraries has implemented a comprehensive, multilayered approach to safety & security training that will help to ensure the safety and survival of its employees and patrons. This training program was made possible by a partnership with many first responders including the EWU Police and local fire department. EWU Libraries employees (faculty, students and staff) worked with a security consultant (a former police officer) on safe environment training which taught them how to recognize potentially dangerous patron behaviors and apply effective de-escalation techniques in an attempt to diffuse a potentially dangerous situation. Library personnel also got assistance from the EWUP Police in analyzing their work space and tips on how to best survive a violent encounter at work. If a patron or co-worker were to get violent, then employees would need to employ the physical self-defense training they received from the EWU Police. In the case of an armed assailant, library employees would be prepared because they have watched a training video about how to react properly during an active shooter scenario. This was followed by a Q&A session with campus police. Library employees also received first aid training from the local fire department on how to stop bleeding from gunshot wounds. Finally, library employees had the chance to participate in an all day, active shooter training scenario conducted by local fire departments, sheriffs, as well as campus and state police. This article will review what the EWU Libraries has done for training and the lessons we learned from doing it. Furthermore, it will give readers ideas on how to build partnerships with first responders and implement training programs that will keep their library employees and patrons safe when faced with potentially dangerous situations.

About EWU & JFK Library

Eastern Washington University (EWU) is located in Cheney Washington which is a small town of approximately 10,000 people (US Census Bureau, 2010). It is less than 20 miles from the larger city of Spokane Washington (population of ~210,000) (US Census Bureau, 2010). EWU is a small, regional comprehensive university with an enrollment of 12,361 students in 2015 (EWU Undergraduate Admissions, 2016). Cheney has a town police department, but also has a dedicated university police force of 17 officers with full law enforcement powers. The police constantly patrol the university, which means their response time to incidents on campus is very good.

JFK Library is a fairly large structure consisting of 3 floors with over 165,000 square feet of space. The library itself employs 122 people (15 faculty librarians, 20 staff and 87 student employees). Also located within the library is the Learning Commons which consists of the Writer's Center, PLUS Tutoring, Multi-Media Commons, as well as satellite desks for Academic Advising and Career Services. The total number of employees for the Learning Commons is about 90 people. Furthermore, the average daily attendance of patrons in the library during the Fall 2015 school year was 3500+ patrons. The services available in the library, and number of hours we are open, make for one of the buildings on campus with the largest attendance. With the start of the Fall 2016 school year, the campus is also closing down the student union building, which means the library will likely inherit even more patrons. What this information means is that we are potentially a prime target for an active shooter or other violent individual looking for a maximum body count.

Safe Environment Training

In 2013, the EWU Libraries held a full day workshop entitled Safe Environment Training (SET) which was designed to teach library employees how to safely and effectively handle rule violations. We brought in an outside security consultant named Joe Fithian who is currently Head of Security at the Seattle Public Library and a former police officer. Mr. Fithian began his SET presentation with helpful tips on how to handle rules violations in a library by using effective questioning and de-escalation techniques. His approach centers around focusing on addressing the bad behavior, while treating patrons with respect. He offers good tips on precautions to take when entering into a situation such as coming up with a plan of action; including how to call for help using non-verbal communication or emergency code words. Mr. Fithian also discussed the various warning signs of patron's escalating behavior and how to effectively deal with it. He also offered very practical advice on what information is important to provide police if one needs to call for help.

The last part of SET training was the roleplaying scenarios where participants got the chance to apply the skills learned during the workshop. In order to make the training relevant to our library environment, we polled our employees (using Survey Monkey) before the SET workshop in order to identify our most common rule violations. The first is noise or patrons creating a disturbance. Next are food or beverage violations. Third is misuse of library equipment or resources. The last deals with verbally aggressive or threatening behavior from patrons. We shared this information with Mr. Fithian in order to create role-playing scenarios that were common/relevant to our work environment.

After the classroom training was done, our library employees paired up with a colleague to role-play these common customer service situations. One person played the patron & the other the library employee. The patron was given a piece of paper that described the rule violation they were to act out and why they were upset (when appropriate). The goal for the library employee was to use proper de-escalation techniques to successfully resolve the conflict. When the role-playing was done, participants discussed what happened and, if something didn't go so well, how they could have handled things differently. Out of all the training of the full-day workshop, the role-playing scenarios were the most valuable part since it gave participants the chance to apply the skills they had learned. It helped to build confidence and act as a valuable learning experience.

Self-Defense Training

The EWU Police department regularly holds free self-defense training for campus groups. The purpose of these sessions is to give participants a sense of confidence in being able to defend themselves if attacked. The EWU Libraries takes advantage of these opportunities by having self-defense training at least once a year. Our class attendees are composed of library student employees, faculty & staff. The sessions are one to two hours in length. The lead police officer

who conducts these training sessions is a certified self-defense instructor.

Before getting into any kind of physical training, officers engaged participants in a discussion about various preventive measures designed to keep people safe. The first skill is the importance of maintaining situational awareness. Too often people walk down the street with earbuds in their ears or have their face buried in their phones. Predators look for people who are not aware of their surroundings and would make easy targets. Thus the best way to react to trouble is to be aware of a potential problem ahead of time. Students are also advised to listen to their danger sense and to come up with a plan of action to avoid a potential conflict (whenever possible).

The next set of skills that students learned is what to do when an attack seems imminent. Participants were taught how to assertively warn off an attacker and get into a defensive stance. Students were also encouraged to maintain a survival mindset. In other words, to believe that whatever happens, they are going to fight hard and make it home to their loved ones. Since predators tend to like easy targets, they may think twice about attacking someone if they think it might be difficult.

Finally, participants were taught how to defend themselves from a physical assault. Students were shown a variety of upper and lower body strikes such as palm heels, cat scratches (used against the eyes), elbows and walking knees. Participants got the chance to practice hitting strike pads to see what it was like hitting a solid object while receiving feedback from the officers on how to improve their form. Next, students learned how to defend themselves from common attacks (e.g. a front choke). They got the chance to practice these different self-defense techniques with a partner to solidify their skills.

Training culminated in the chance for participants to practice defending themselves against an attacker (an officer or student patrolman) in a full body, padded suit. Although it's not a true assault, the faux attackers are aggressive in coming after participants and it certainly gets the student's heart rate and adrenaline pumping! Feedback received from participants was positive and they stated that they were feeling more confident about being able to defend themselves if confronted by an attacker.

Workplace Safety Training

In the Winter of 2014, the EWU Libraries conducted Workplace Safety Training. The purpose of this training was to teach library employees what to do when faced with a violent or dangerous person in the workplace. The EWU Police visited the library to analyze the major service points and work space. The service points chosen were reference (ground level), circulation (ground & lower level), cataloging and acquisitions (ground level), Dean's office (upper level), IT (upper level) and archives (lower level). The training was held over a three-day period with two service points analyzed each day. The length of each day's training was an hour and a quarter to an hour and a half.

The campus police agreed to visit each of the service points to perform a security analysis. They began by assessing what type of access patrons have to the service points which helps to determine that areas potential vulnerability. Like many other libraries, our reference and circulation desks are completely open to the public and clearly visible when entering through the front doors. Plus, there aren't places that would provide effective hiding places. This means that those service points are particularly vulnerable if a patron or employee were to decide to do harm. The type of reaction library employees have depends on their surroundings and the level of aggression of the patron. If library employees cannot de-escalate the situation, then those employees in vulnerable service points may have to call for help, escape or physically defend themselves.

If a patron is obviously hostile and you are feeling threatened, a great early warning option available to library employees are panic buttons (which we have at all our major service points). When depressed, a silent alarm goes to the campus police and they race to the library under the assumption that it is an emergency. This early warning system is likely the best way to deal with an angry or violent patron who is getting out of hand since the call for help is not obvious like picking up the phone and dialing 911 (though that option also exists). Library employees also use a non-verbal signal to let other employees know if we are in trouble and to call the police. Furthermore, staff can use a non-verbal signal to let the police know if it's a false alarm or an emergency. For example, if our building manager were to hold up a white piece of paper to officers from a distance, then it would let the police know that everything is o.k. A red piece of paper would indicate that we are in danger.

The police also examined our service points to determine what escape routes were accessible to employees. Police emphasized having a primary and secondary escape route in case one is blocked. Employees physically walked to the nearest exits to look at them and talk about any possible problems that might exist when using that route (dangers of running into an attacker in a stairwell, not having a key to get out certain doors, etc.). Our library also has excellent floor maps listing all the exits in order to help employees visualize where to go. Also, our building manager leads yearly refresher tours of all exits in the building so employees maintain awareness of where they can escape.

If access to exits are blocked, then employees can also hide in place or go to designated safe rooms. Most offices offer standard hiding spots such as under desks or behind cabinets. But our library has also established safe rooms throughout the library where employees can hide. One such location on the lower level of the library is the laptop check-out room. This space offers a solid, locking door and ample space for employees to hide. Other service points like our Dean's office, Archives, cataloguing and acquisitions or IT areas all have doors that can be locked against intruders. One drawback to some of these safe rooms is that some employees may not have keys to that area and thus might not be able to gain access to it. But at least the employees in that area should be able to access it and hide.

The final phase of the Workplace Safety Training addressed non-traditional self-defense options. The police talked about keeping barriers in between you and an upset patron. Examples include desks, tables, file cabinets or chairs. If a patron still decides to get violent, then the use of improvised weapons may be warranted. Some objects that could make effective weapons include scissors, staplers, tape dispensers, computer monitors, books, fire-extinguishers, etc. These options build upon the self-defense skills learned in previous sessions.

EWU Libraries Active Shooter Training Program

The EWU Libraries active shooter training program consists of multiple components. The first step involves participants viewing and discussing an active shooter training video. Library employees also received first aid training from paramedics in the Cheney Fire Department. Next, participants got to test their skills when the EWU Police did a live action training exercise in JFK Library. Finally, library employees also participated in a large scale, yearly training exercise for emergency personnel that was also held in the JFK Library (Summer 2015).

Purpose of Active Shooter Training

Active shooter training is designed to teach library employees how to survive an active shooter situation. It is meant to reduce fear or anxiety that people may have about an active shooter event. It is also designed to improve situational awareness of one's surroundings and any possible threats. For example, noticing someone who enters a building carrying large, bulky or heavy bags that could contain weapons. Next, without regular active shooter training, people cannot be expected to know what to do or how to perform certain tasks under stress. In other words, repetition of tasks engrains those skills and builds muscle memory so one knows what

to do if the situation occurs (e.g. a fire drill). Finally, active shooter training is designed to instill a survival mindset. Participants need to resolve to survive such a crisis. They may do so by using thoughts of loved ones to give them the strength to survive such a situation; especially if they've been wounded.

View & Discuss an Active Shooter Video

Every quarter (during the academic year), the EWU Police do a presentation, show a training video (about twenty minutes) and follow-up with a question and answer session. The total training can last up to two hours and is designed to teach participants what to do if they find themselves in an active shooter scenario. This training is free and open to all EWU employees. Many library employees attend these sessions. Sometimes our building manager has the police come into the library to do an abbreviated version of the training (about one hour) exclusively for library employees (faculty, staff and students). Interestingly enough, the EWU Police actually partnered with the Center for Personal Protection & Safety (CPPS, 2016) to create the active shooter video used for these training sessions. Much of the video is actually shot on Eastern's campus and the EWU police are interviewed throughout the film. Seeing the EWU campus and police officers on the video gives it a personal touch and drives home the point that it could happen here. The content covered in the video is to either run, hide or fight. The best option is to run from the attacker if it is possible. If escaping is not possible, then experts recommend finding a good place to hide (a room that can be locked or barricaded is preferable). If running or hiding is not possible, then you have to fight for your life. The fight option is only recommended as a last resort when necessary as it is the most dangerous.

First Aid Training

Sometimes it can potentially take a long time for medical personnel to reach and treat gunshot victims during an active shooter situation. The end result is often a high loss of life from bleeding to death. The solution to this problem is to train civilians in basic first aid so that they can treat the wounded on site. Doing so can greatly increase the odds for gunshot victims to survive long enough to receive care from medical professionals. As part of our active shooter training, library employees received first aid training on how to stop bleeding (gun shots, etc.). The paramedics from the Cheney Fire Department came to the library to give employees free first aid training right before the Summer 2015 active shooter training for emergency personnel (see the description below). During this training, library employees learned how to stop bleeding using traditional bandages or gauze, direct pressure, elevation of the wounded area (if possible) and Combat Application Tourniquets (CAT). Employees were also taught how to improvise when these materials were not available. For example, paramedics showed employees how to use clothing to stop bleeding, as well as how to tear a t-shirt into long strips to use as bandages. They also went over how to use common items like extension cords and silverware to create make-shift tourniquets.

In order to make sure the proper equipment is available during an active shooter emergency, the library purchased three trauma kits that can be used to treat massive blood loss. One kit is stored on each level of the library at a major service point to ensure easy access: The lower level service desk, circulation desk on the ground floor and the Dean's office (upper level). In order to make sure library employees know where the trauma kits are located, it is clearly indicated on the internal (staff only) floor maps along with the locations of other first aid equipment (first aid kits & AED's). Each trauma kit contains CAT tourniquets, compression bandages with Velcro fasteners, compressed gauze, surgical tape, scissors, chest seals, nitrile gloves, etc. These kits are not cheap (\$333 each), but our library received ~\$100 discount per kit for ordering in bulk. If other libraries cannot afford these kits, then you could put together your own for a cheaper price by purchasing the key components separately. Please consult a qualified medical expert for advice on how to do so.

Active Shooter Training for library employees

In order to build upon previous library employee training, the building manager and the author decided to ask the EWU Police if they could conduct an active shooter simulation in the library. The goal was to create a safe and realistic training environment for library employees to apply the various skills learned from viewing the active shooter video and participating in other training events. The EWU Libraries partnered once again with the campus police to offer a free, hour and a half training session. Due to the sensitive and disruptive nature of the training, it was decided that the event be held after hours during Winter break of 2016 (when the library normally closes early at 5 PM).

It was decided that the police would conduct two drills. Before the drills began, the police gathered all library participants and did a safety briefing so that everyone knew what to expect. The police's role during both drills was simple: Act as bad guys walking throughout the building (all three levels) firing off blank rounds from AR 15's. Their starting point and movement was random. During this first drill, library employees were to remain at their normal work stations (no movement or escape) and only plan and take notes on what they thought was happening. During the second drill, library employees set-up at an alternative work location (which was often a service point). The usefulness of the second exercise was that participants were allowed to be more dynamic by trying to escape or hide from the officers playing the role of active shooters. At the end of each drill, the police met with all participants and discussed what they thought was happening versus what had actually happened. Next, people discussed what they learned from the exercise and they talked about what they could have done differently or better.

There were some interesting and unexpected lessons learned while holding the debriefing sessions. First, that it is hard to hear gun shots indoors. Some participants were in out of the way offices located behind multiple doors which caused them to not hear many of the shots (especially if they were on a different floor from the gunshots). The other difficulty was determining the direction of the gunshots. Since sound can bounce off of walls, it sometimes made it difficult or even impossible to determine the true location of the gunshots. Even if participants managed to hear the gunshots, it was difficult to distinguish that the sound was actually a gunshot and not an ordinary sound. Because sound is muffled in a building (especially if the shots are farther away or there are barriers in the way), gunshots do not necessarily sound like they do on T.V. At one point, the author noted that some gunshots sounded more like a book or a box being dropped on the ground rather than gunshots. It is important that library employees become habituated to the sound of gunshots inside a building because the sooner they can recognize those sounds in real life, then the better their (and others) chance for survival.

Afterwards, our building manager solicited feedback from participants via SurveyMonkey regarding the effectiveness of the training. All participants of the training who took the survey (9) indicated that they felt better prepared to be able to respond appropriately to an active shooter situation because of the training they received. When asked to rate how beneficial the training was, survey participants gave it a 9.3 out of 10. Of the feedback received, one participant did a good job summarizing how beneficial the role play training was with these comments: "The training was very realistic and the actual experience was so much different than you would expect. You cannot watch a film...and grasp the reality of what it feels and sounds like."

Active Shooter Training for First-Responders

Every year our local law enforcement coordinates an active shooter training drill for emergency personnel at various locations in Cheney (often at schools). The purpose of the training is to prepare law enforcement and emergency personnel (e.g. paramedics) to react properly to an active shooter situation. In the Summer of 2015, for the first time, the training was held at the JFK Library on the EWU campus. The library was chosen because it is a large, three floor building with many areas that a criminal could use to ambush emergency personnel. Thus, it makes for a good, tactically challenging environment for this type of training. The advantage for the

library in hosting this training is that law enforcement and emergency personnel become more familiar with the building in case they have to respond to a real emergency. Participants for the 2015 training consisted of 135 participants from mostly local and regional law enforcement agencies, fire departments, and medical first responders. A few outside agencies also attended the training. There were a couple of U.S. Marshals, Border Patrol agents, as well as university police and security from surrounding colleges (including Western Washington University).

Role of Library Employees in the Active Shooter Event

Besides providing the facilities and equipment for emergency personnel to do their training, fifteen library employees also participated in the training scenarios by role-playing as injured civilians. Before the event was held, paramedics held a safety meeting to explain to everyone how they were to act. Basically, role-players wore pictures of their injuries (gunshot wounds, etc.) taped to their bodies. Actors were also given cards that described their injuries and how they should act. For example, a victim might mimic labored breathing or (when asked) tell the paramedics that they are having trouble breathing. If the paramedics make a correct diagnosis and treat their wounds properly, then the patient would start to get better. Other cards might tell the actor to act confused or unresponsive; which would make it harder for medical personnel to diagnose their injuries. With the variety of injuries available during the training, medical personnel had ample opportunities to practice assessing and treating typical types of wounds encountered in an active shooter scenario.

During an active shooter scenario, emergency personnel administer quick first aid to wounded people in order to stabilize them and prepare them for evacuation. Medical personnel then evacuate victims to a Casualty Collection Point (CCP) which is a place of safety located outside the hot zone. The goal of the CCP is to further evaluate the wounded and hopefully evacuate them to a local hospital for more in-depth medical care (surgery, etc.). Medical personnel practiced these procedures during the training exercise. Any victims who had only minor wounds that were deemed ambulatory were escorted out of the hot zone under joint police/paramedic supervision. These individuals were also sometimes asked to help with basic first aid on more seriously injured individuals if the first responders were overwhelmed with more patients than they could handle. Any wounded who were not ambulatory were evacuated by whatever means was available (portable stretchers, etc.).

Lessons Learned for Library Employees Who Participated in the Training

Getting to participate in the active shooter training for emergency personnel was a valuable learning experience for library employees. It gave library participants a greater understanding of the current role of police and medical personnel during an active shooter scenario. It also reinforced how to react properly to an active shooter event beyond what was learned in the active shooter training video. Finally, it gave a small glimpse into how chaotic and stressful it may be during a real active shooter situation.

Training Timeline & Content

The active shooter training for law enforcement began with check-in and security screening for all participants to ensure no live weapons were introduced into the training environment. The day started with a safety briefing and keynote address. In the afternoon, emergency personnel held 2 hours of classes: the Spokane Valley SWAT team ran a tactical movement class that reviewed techniques for room clearing, cornering and safely moving up or down stairs. Medical personnel conducted training on a model of first aid treatment called Tactical Emergency Casualty Care (TECC, 2016). It is a system of medical care used on the battlefield by combat troops and is now being applied to civilian active shooter situations in order to save more lives. The goal of these training classes was for law enforcement and medical personnel to cross-train in these areas so that they became familiar with each other's roles. After the training classes concluded, emergency personnel ran five hours' worth of live-action, roleplaying drills on various ac-

tive shooter scenarios. The scenarios started off basic and then increased in difficulty as the day went on. For example, the drills started with one bad guy and a simplified scenario. By the end of the day, training progressed to multiple bad guys who coordinated their attacks, as well as the use of multiple, mock IED's and booby-traps. Each drill (about one hour each) was followed by a debriefing session so emergency personnel could discuss what went well and what could have been done differently or better.

Preparation & Safety Concerns During Training

The two live action, role-playing type scenarios that were held in the library could be potentially dangerous if the right safety precautions were not observed. The following steps were taken to keep participants safe and reduce liability during the active shooter training for library employees. During both training exercises, the building was secured and no patrons or non-participants were allowed inside. Next, signs and sandwich boards were posted all around the building stating that a training exercise was being conducted. For the active shooter training for law enforcement, yellow police tape was also placed around the building and a security perimeter was established. ROTC, police cadets or police officers patrolled the perimeter and answered questions from the public about what was going on. 911 dispatchers were also notified of the various training scenarios. All of these precautions were designed to prevent anyone passing by from calling 911 because they saw people with weapons or heard gunshots and thought it was a real active shooter situation.

For all participants (including library employees) in the law enforcement active shooter training, everyone entering the building had to clear a security checkpoint which included a metal detector and a pat down to insure no real weapons were brought into the training area (which could result in a fatality). Once inside the building, all training weapons were checked and rechecked by officers to make sure no live rounds were introduced into the weapons. In other words, blanks for the library employee training and airsoft (plastic bb's) for the law enforcement training. When blanks were used, police were sure to point the weapons at the floor or walls. Otherwise, the concussive force from a weapon's barrel could still injure or kill another person. For the law enforcement training, all participants wore eye and ear protection to protect them from the airsoft rounds.

Before the trainings began, certain precautions were taken to insure training went smoothly and all participants were well informed. All training was voluntary for library employees to insure that anyone who may have past trauma (e.g. PTSD) would not be exposed to stressful training and be overwhelmed by strong emotions. Library employees were required to register before participating in the training events. All participants also had to attend mandatory safety briefings, and receive directions on what was going to happen and what they should do during the training (e.g. their role). Before each exercise started, it was announced over the PA system three times that a drill was in progress and an ending announcement was also made to indicate training had finished. If any unsafe conditions were observed, or a real injury occurred, then there was a code word that could be spoken that would essentially act like calling a 'timeout' and instantly stop the training. Finally, at the end of each training scenario, a debriefing session was held with first responders to talk about what went well and what could have gone better. The debriefings allowed for the sharing of ideas and a valuable learning experiences for the participants.

Legal Considerations

It should be noted that before we could hold the active shooter training for library employees, there were certain barriers that needed to be overcome. There was resistance from campus administration about doing a live-action or role-playing type of active shooter training. The concerns centered around the relevancy of training and the safety or liability (risk of injury) aspects. So we had to team-up with our campus police to write a justification to explain why the training was important and necessary, as well as how risk would be minimized. Once the justification

was finished, it was submitted to the university administration and permission to hold the training was grudgingly given.

If other libraries choose to do this type of active shooter training, then it is likely that they will also need to seek permission from library or campus administration. They should try to emphasize how to minimize risk and keep a safe environment for training events. Next, it is recommended to coordinate with any appropriate city, university or legal entities to do a risk assessment. It is also recommended that training be voluntary and waiver forms could be made available for participants to sign before events. Finally, it would be wise to collaborate with local law enforcement or security experts on writing the justification since they can suggest language or information that may be unfamiliar to library employees.

Logistical Advice

A major challenge when planning the many types of training sessions was an optimal time to hold the training. If a morning session was scheduled, then it wouldn't allow second shift (evening) employees to attend and vice-versa. So when possible, two training sessions were scheduled. One in the morning and one in the afternoon. This solution allowed all library employees to attend regardless of when they work. Doodle polls were also used to make it easier to find the best day and time. Microsoft Outlook calendar invitations were sent to schedule the events onto participants' calendars. Other challenges consisted of when and where to hold the trainings. Many training sessions could be held in conference rooms, staff work areas, or throughout the library during normal business hours. But more complicated or elaborate training was held when the library was closed to ensure no patrons would be accidentally exposed to an unsafe environment. Some training may be inappropriate to hold in the library. For example, self-defense training is best conducted in an open area with proper gear and facilities. Thus it was deemed better to have it in the campus martial arts room (which has special padded mats on the floor) in another building. If some libraries don't have access to the resources of a college campus, then try to canvas the community for free or low cost locations to hold training sessions. Finally, when training sessions were done, the library used Survey Monkey to get feedback from attendees on whether they found the training useful and what could be done to improve the sessions. This medium worked well as the online system made for easy gathering and compiling of participant feedback.

Tips to Get Training & Funding

The goal of this section is to offer advice on how to get safety and security training for your library employees. Keep in mind that most law enforcement agencies do community outreach and will often provide this type of training to civilians if requested. In larger cities, contact the department's public relations officer or call the dispatcher to find out who is your neighborhood patrol officer (e.g. community policing). In small towns or remote locations, you may have to contact your local police, or county sheriff's, department for help. In case your local law enforcement agency doesn't do self-defense training for the general public, then talk to a local martial arts school. Oftentimes martial arts teachers can do a self-defense class for your workplace (though it's likely a fee will be involved). If your library has ample money for professional development, then a professional consultant can be hired to administer training.

Local fire departments and ambulance corps may also be a good source for free or reduced cost first aid training. If these resources are not available, then ask around to see if anyone in your community has medical training and would be willing to volunteer their time to train your staff. Maybe your neighbor is a doctor, EMT or army corpsman and is willing to help. If all else fails, contact organizations like the Red Cross to have them do a first aid class that meets your needs.

When free training is not available, the biggest obstacle to get training materials is often money. For example, where could you get money to buy an expensive trauma kit? One option is to ask for money from your local, state, or even federal governments. Since budgets can be tight, you

could write a grant to get money to be able to purchase the needed materials. The next possibility is to ask for donations from local hospitals, fire departments or law enforcement. If they have money for community outreach activities, then they might be able to provide some free materials to your institution. Finally, if those options fail, then see if private businesses in the area would be willing to donate money or materials.

Conclusion

EWU's training program was not something that was developed overnight; it took time. It started with a single workshop in 2010. But, through thoughtful planning and close collaboration with our local law enforcement, by 2013 it snowballed to become a multifaceted, comprehensive training program that is repeated on a regular basis. Repeating key training workshops insures that new employees receive the proper training, and reinforces the skills for those who have already attended those sessions. Rather than trying to take on all of these types of training all at once, try picking one or two of them to implement. For example, there are some good, short active shooter videos available on YouTube from Ready Houston, (2012) the L.A. County Sheriff's Department (2015) and Ohio State University (2015). If you can get a local police officer to attend a screening of one of those videos and start a conversation on what you should do in that situation, then you are already way ahead of the game in regards to preparedness. Start small and determine how much and how often your training needs to be to suit your needs. The EWU Libraries also has a dedicated Building Manager who has part of her job dedicated to scheduling and coordinating safety training. In order to ensure that this type of training happens, it would be helpful to designate one or more people as responsible for coordinating it.

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