

University Crisis Preparedness Questionnaire

This questionnaire is designed to gather insights into crisis preparedness at universities from the perspective of senior leaders. Its aim is to understand your experiences and the efficacy of your crisis management strategies, and your answers will be kept anonymous. The results will be used to inform the EUA Thematic Peer Group Report on "Learning and teaching in situations of crisis: needs and support provision", to be published in 2025. **Your answers will be kept anonymous.** This form will take approximately 10 to 15 minutes to be completed.

* Indicates required question

1. Email *

2. Your name and institution *

3. Role / Position *

Mark only one oval.

President /Rector/Vice-chancellor

Vice-Rector /Provost

Principal/Director

Other: _____

4. In your opinion or experience, what are the most probable crises in your country that could affect learning and teaching at the university level? *

(Please select all that apply)

Check all that apply.

Natural disasters (e.g., earthquakes, floods, hurricanes)

Public health emergencies (e.g., pandemics)

Direct effects of war or armed conflict (e.g., displacement, physical damage to infrastructure, disruption of academic activities)

Indirect effects of war or armed conflict (e.g., refugee/immigrant students)

Technological crises (e.g., data breaches, cyber-attacks)

Financial crises (e.g., funding cuts, collective layoffs)

Social /political crises (e.g., protests, violence on campus, campus occupation/encampment)

Political interference (e.g., government sanctions on autonomy)

Legislative constraints (e.g., new laws on recruitment policies in higher education)

Energy Sector Crises (e.g., heat and electricity cuts, energy shortages)

Other: _____

5. Which of the following crises have you experienced during your tenure at the university?

(Please rank the following crises according to the level of challenge they posed, with 1 being the most challenging.)

Mark only one oval per row.

	1	2	3	4	5	6	7	8	9	10	11
Natural disasters (e.g., earthquakes, floods, hurricanes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public health emergencies (e.g., pandemics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct effects of war or armed conflict (e.g., displacement, physical damage to infrastructure, disruption of academic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indirect effects of war or armed conflict (e.g., refugee/immigrant students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological crises (e.g., data breaches, cyber-attacks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial crises (e.g., funding cuts, collective layoffs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social /political crises (e.g., protests, violence on campus, campus occupation/encampment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political interference (e.g., government sanctions on autonomy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legislative constraints (e.g., new laws on recruitment policies in higher education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy Sector Crises (e.g., heat and electricity cuts, energy shortages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None of the above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Did your institution have a crisis management plan/policy in place prior to experiencing the above selected as most challenging crisis? If yes, who developed it and how? *

Mark only one oval.

- Yes, developed by an internal crisis management team
- Yes, developed with the help of external consultants/other institutions or associations
- Yes, developed in collaboration with public authorities
- No, we did not have a formal policy or plan

7. **If you answered 'yes' to the previous question, please briefly explain whether the plan was helpful for the crises you have encountered so far.**

8. **If you answered 'no' to the question number 5, does your institution have a crisis management plan or strategy now? If yes, who developed it and how?**

Mark only one oval.

- Yes, developed by an internal crisis management team
- Yes, developed with the help of external consultants/other institutions or associations
- Yes, developed in collaboration with public authorities
- No, we still do not have a formal policy or plan
- We are in the process of developing a plan

9. **When a crisis situation first arose, what immediate actions were taken by your institution?**

(Please rate these actions according to their urgency, with 1 being the most urgent.)

Check all that apply.

	1	2	3	4	5	6	7	8	9
Assessed the immediate risks and impacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicated with key stakeholders (students, staff, community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobilized emergency response teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulted crisis management plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensured safety of students, staff, faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activated support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed information released by the authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invested in redundant systems for data backup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sought legal counsel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. **In your opinion, to what extent is the institution you are leading prepared to ensure the continuity of learning and teaching in the case of a crisis?** *

(Please rate on a scale of 1 to 5, with 5 being fully prepared.)

1) Not prepared 2) Somewhat prepared 3) Moderately prepared 4) Well prepared 5) Fully prepared

Mark only one oval.

1 2 3 4 5

Not Fully prepared

11. **What kinds of support mechanisms should be implemented to ensure the continuity of learning and teaching activities in crisis situations?**

(Please rate them in order of priority, with 1 being the highest priority)

Check all that apply.

	1	2	3	4	5	6	7	8	9
Mental Health and Psychological support for students and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community and Peer Support Networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing and Basic Needs Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial assistance for impacted parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technological tools for communication and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy and Infrastructure Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of staff and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External expertise and consulting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. **Based on your experiences, which of the following areas would you prioritize to improve your institution’s crisis management strategy to ensure the continuum of learning and teaching activities in crisis situations?**
 (Please rate them in order of priority, with 1 being the highest priority)

Check all that apply.

	1	2	3	4	5	6	7	8	9	10
Creating or updating the crisis management plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training for staff and students on crisis response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing stronger communication channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forming partnerships with local authorities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investing in technology and infrastructure to better manage crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Allocation and Backup Plans (resource allocation-emergency funds, access to food/shelter, technology for remote learning. Backup systems-generators/alternative learning spaces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Resilience (establishing emergency funds, diversifying revenue streams, and preparing for budget cuts or funding disruptions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Support (the availability of mental health resources for students and staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technological Infrastructure (support remote learning, data protection, secure and scalable online platforms and backup systems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How long have you been in your current leadership role at the university? *

Check all that apply.

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years
- Other: _____

14. Email address *

15. Country *

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