



PROCEEDINGS

9th Annual Homeland Security and Defense
Education Summit
*Evolving Homeland Security to meet
Future Threats/Hazards*
September 25-26, 2015

Naval Postgraduate School
Center for Homeland Defense and Security

In Partnership With
Department of Homeland Security
Federal Emergency Management Agency
Valencia College
International Society for Preparedness, Resilience and Security

Table of Contents

Table of Contents	1
Summit Agenda	2
Evolving Homeland and Civil Security Mission Space and Research – A Cross-disciplinary and Global Challenge. Alexander Siedschlag	9
The Socio-Behavioral Response of Survivors to Campus Active Shooting Events Mark Landahl	13
The Graphic Novel: A Cool Format for Teaching Homeland Security John Comiskey	16
Airmanship on the Ground: How the Aviation Industry can Fundamentally Change the Way First Responders Manage Complex Emergencies Ryan Fields-Spack	19
Homeland Security: Online Education Models for Mass Trauma Intervention Integrated Pedagogy Rudolph R. Bustos Patricia A. Levy	22
Mentoring Terrorism Offenders in the United Kingdom Douglas Weeks	24
Walking on Eggshells: Teaching Terrorism Studies in a Politically Correct World Blake D. DeVold	26
Border Porosity: Reviewing the Past Five Years James Phelps, Mark Pullin, Monica Koenigsberg, , Cliff Crumley, Amil Imani	29
The Applied Learning Environment: Using Simulation Cells for Graduate Studies in Emergency Management and Homeland Security Meghan McPherson	31
The Making and Blending of a New Emergency Management/Homeland Security Bachelor of Applied Science Degree: How and Why Darryl Cleveland	33
Organized Threats to School Security: Protecting Schools Beyond the Lone Wolf-Active Shooter William M. Toms	35

Summit Agenda Friday, September 25

- 7:30 - 8:00am** **Event Registration and Check-in**
- 8:00 - 8:15** **Welcome Remarks**
Stanley Supinski
Co-Director, University and Agency Partnership Initiative
- James McDonald**
Dean, Career and Technical Programs
Valencia College
- 8:15 - 9:15** **Keynote Address**
Katie Fox
Deputy Assistant Administrator, National Preparedness Directorate
Federal Emergency Management Agency
- 9:20 - 10:30** **Higher Education Issues Update**
Scott Kelberg, FEMA/NTED
(National Training and Education System)
- Chris Martin, 2015 INSPRS Update**
(International Society for Preparedness, Resilience & Security)
- 10:30 - 10:45** **BREAK**
- 10:50 - 11:50** **Unmanned Aircraft Systems: A Resource for Public Safety**
David Morton
Former: Federal Aviation Administration Safety Inspector and
National Law Enforcement Program Manager, UAS Integration Office
Independent UAS Consultant
- 12:00 - 1:00pm** **Lunch - Informal discussions and networking**
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Concurrent Break-Out Sessions

Track One – Evolving the Homeland Security Academic Discipline

- 1:00 – 1:45** **Homeland Security: An Academic Discipline**
Joseph Ryan, Pace University
- 1:45 – 2:30** **Evolving Homeland and Civil Security Mission Space and Research – A Cross-disciplinary and Global Challenge**
Alexander Siedschlag, The Pennsylvania State University
- 2:30 – 3:15** **“Human Aspects” in Homeland Security Education**
Greg Moore, Notre Dame College
- 3:15 – 4:00** **Applied Learning Environment: Using a Situation Cell for Graduate Studies**
Meghan McPherson, Adelphi University
- 4:00 – 4:45** **Beyond Discussion Boards: Integrating Interactive Online Delivery Methods**
Magdalena Denham, Sam Houston State University

Track Two – Issues in Critical Infrastructure and Cybersecurity

- 1:00 – 1:45** **Breaching the Bundestag: A Preliminary Analysis of the Policy Response to the Spring 2015 Cybersecurity Incident at the German Parliament**
Christine Pommerening, George Mason University
- 1:45 – 2:30** **Deterrence and Violence in the Cyber Domain**
Stanley Supinski, Center for Homeland Defense and Security
- 2:30 – 3:15** **The Private Sector and Cyber Attacks**
Harvey Kushner, Long Island University
- 3:15 – 4:00** **Hold**
- 4:00 – 4:45** **Hold**

Track Three – Applied Homeland Security: Lessons from Practice

- 1:00 – 1:45** **Emergency Management, a Collaborative Endeavor: Active Shooter Exercise Example**

Don Mason, Rio Hondo College

- 1:45 – 2:30** **Examining Unmanned Aerial System Threats: Conceptual Analysis**
Jon Loffi, Oklahoma State University
Ryan Wallace, Polk State College
- 2:30 – 3:15** **The Need for Unity of Command from the Planning Phase to Execution**
Richard Rosell, Indian River Shores Department of Public Safety
- 3:15 – 4:00** **Aviation Terrorism and the First Responder**
John Fisher and Janel Mitchell, Utah Valley University
- 4:00 – 4:45** **Airmanship on the Ground: How the aviation industry can fundamentally change the way first responders manage complex emergencies.**
Ryan Fields-Spack, Aurora Colorado Office of Emergency Management

Track Four – New Approaches in Homeland Security Education

- 1:00 – 1:45** **Making and Blending of a New Emergency Management/Homeland Security Bachelor of Applied Science Degree: How & Why**
Darryl Cleveland, Truckee Meadows Community College
- 1:45 – 2:30** **The Graphic Novel: A Cool Format for Teaching Homeland Security to Generation Y**
John Comiskey, Monmouth University
- 2:30 – 3:15** **See You at Disney World! Adventures in Homeland Security Program & Course Content Development with Disney World as the Venue**
Michael Wallace and Rebecca Rouse, Tulane University
- 3:15 – 4:00** **Fire Service Higher Education: Where Does Homeland Security Incorporate?**
Randall Hanifen and Larry Bennett, University of Cincinnati

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- 4:50 – 5:00** **Day One Wrap-Up**
Stanley Supinski
Naval Postgraduate School, Center for Homeland Defense and Security

Summit Agenda Saturday, September 26

- 7:30 - 8:00am** **Event Registration and Check-in**
- 8:00 - 8:05** **Opening Comments/Administrative Notes**
Stanley Supinski
Co-Director, University and Agency Partnership Initiative
Center for Homeland Defense and Security
Naval Postgraduate School
- 8:10 - 9:10** **Panel: Cybersecurity, Information Assurance, and Privacy**
Moderated by: Bert Tussing, U.S. Army War College
Marty Smith, Department of Homeland Security, Protective Security
Roslyn Torella, Deputy CISO, Social Security Administration
Colonel Jon Brickey, Cybersecurity Center, U.S. Military Academy
- 9:15 - 10:15** **Inside The Situation Room: Crafting a White House**
Strategy and a Look Back at the Obama Administration
Afghanistan and Pakistan Strategic Review
John Tien
Former Senior Director for Afghanistan and Pakistan, National
Security Council Staff, The White House
Managing Director, CitiGroup
Discussant: Mike McDaniel, Cooley Law School
- 10:15 - 10:30** **BREAK**

Concurrent Breakout Sessions Day 2

Track One - Applied Homeland Security: Lessons from Practice

- 10:30 - 11:15** **Organized Threats to School Security: Protecting Schools**
Beyond the Lone Wolf-Active Shooter
William Toms, Fairleigh Dickinson University

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- 11:15 - 12:00** **Assessing the Perceived Effectiveness of Game-Based**
Learning in a Homeland Security Curriculum

Keith Cozine, St. John's University

Track Two – Security and Civil Liberties

10:30 – 11:15 **Has the Court Moved Too Far From Reasonableness?**
Keith Logan, Kutztown University

11:15 – 12:00 **Herbert Yardley, the American Black Chamber, and Civil Liberties: Lessons for Today**
William Lahneman, Embry-Riddle Aeronautical University

Track Three – Terrorism: Trends and Challenges

10:30 – 11:15 **Walking on Eggshells: Teaching Terrorism Studies in a Politically Correct World**
Blake DeVold, Liberty University

11:15 – 12:00 **Teaching Terrorism: Strategy for Engaging Students**
James “Buster” Hall, Northeastern State University

Track Four – Leadership in Homeland Security

10:30 – 11:15 **Crisis Leadership: Preparations, Relations, and Perceptions**
Bert Tussing, U.S. Army War College

11:15 – 12:00 **Developing a Leadership Toolbox for Aviation Security Field Management: The Case for Objective Measures of Performance at the Checkpoint**
Dale Palmer, Transportation Security Administration

12:00 – 1:00 **LUNCH – Informal discussions and networking**

Concurrent Breakout Sessions Day 2

Track One – Applied Homeland Security: Lessons from Practice

1:15 – 2:00 **The Socio-Behavioral Response of Survivors to Campus Active Shooter Events**
Mark Landahl, Mid-Atlantic Center for Emergency Management-Frederick Community College

- 2:00 – 2:45** **Model Solution to Agencies for Securing Emergency Response Vehicles with engineering (SERVE)**
Michael Johansmeyer, Seminole County Fire Department
- 2:45 – 3:30** **Cooperation Between Nonprofit Organizations and Governmental Agencies During Disaster Management: Not so Equal Partners**
Edin Mujkic and Lauren Brengarth, University of Colorado Colorado Springs

Track Two – Cybersecurity, Intelligence and Civil Liberties

- 1:15 – 2:00** **Benefits and Perils of Domestic UAV Use**
Anna Holyan, Westminster College
- 2:00 – 2:45** **Ensuring Systemic Resiliency to Manage Catastrophic Risk**
Michael Barrett, Center for Homeland Security and Resilience
- 2:45 – 3:30** **Mentoring Terrorist Offenders in the UK: Mentors, Offenders, and Structure**
Douglas Weeks, London Metropolitan University

Track Three – Terrorism: Trends and Challenges

- 1:15 – 2:00** **ISIS Threat in the Balkans**
John Fisher, Utah Valley University
Muhaedin Bela, Macedonian Department of National Defense
Vesna Pavicic, Bosnia-Herzegovina Department of National Security
- 2:00 – 2:45** **Countering Violent Extremism: Challenges for the U.S. Government**
Ehsan Zaffar, Department of Homeland Security

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- 2:45 – 3:30** **Border Porosity: Reviewing the Past Five Years**
James Phelps, Monica Koenigsberg, Mark Pullin, Cliff Crumley, and Amil Imani, Angelo State University

Track Four – Special Topics

- 1:15 – 2:00** **Teaching Ethics in HD/HS and EM Programs**
Arthur Liberty, Boston University

2:00 – 2:45 **Network Regional Strategy – Creating a Realistic and Viable Homeland Security Strategy at the Regional and Local Levels**
Michael Andreas, Endicott College

2:45 – 3:30 **Homeland Security: Online Educational Model for Mass Trauma Intervention**
Rudolph Bustos, Trident University
Patricia Levy, Fort Hays State University

Return to Plenary Session

3:45 – 4:30 **Emergency Management and Homeland Security: Considerations for the Future**
Bryan Koon
Director, Florida Division of Emergency Management

4:30 – 4:45 **Closing Comments and Wrap-Up**
Stanley Supinski
Co-Director, University and Agency Partnership Initiative

4:45 **ADJOURN**

Papers & Presentations

Evolving Homeland and Civil Security Mission Space and Research A Cross-disciplinary and Global Challenge

Alexander Siedschlag, Ph.D
Distinguished Professor
The Pennsylvania State University

Executive Summary

Homeland security has evolved from a governmental function to a networked community with shared responsibility for addressing all-hazards challenges to globalized societies, moving from an ‘Americanized’ term to a generic concept. It aims at ensuring civil security – a broader effort not geographically, culturally, or functionally bound. The paradigm of civil security research provides an insightful framework for research and teaching in homeland security as part of a global and holistic effort, calling for a cross-disciplinary perspective.

Homeland Security as a Functional Policy

Homeland security today represents a functional policy area found in different countries, although its institutional setup in the U.S. is still singular.¹ However, U.S. homeland security has increasingly focused on broader functional aspects of the mission space. Definitions have evolved:

- from homeland security as “a concerted national effort to prevent terrorist attacks within the United States, reduce America’s vulnerability to terrorism, and minimize the damage and recover from attacks that do occur;”²
- over additionally addressing the “full range of potential catastrophic events, including man-made and natural disasters;”³
- to homeland security as the “intersection of evolving threats and hazards with traditional governmental and civic responsibilities for civil defense, emergency response, law enforcement, customs, border patrol, and immigration.”⁴

An “enterprise” beyond a governmental function exerted through DHS,⁵ homeland security, its enduring core missions, and risk-informed priorities involve international, transnational, and

¹ Cf. Morag, N. (2011). *Comparative Homeland Security: Global Lessons*. Hoboken, NJ: Wiley.

² The President of the United States, Homeland Security Council (2002). *National Strategy for Homeland Security*. Washington, D.C.: The White House, viii. Retrieved from <http://www.dhs.gov/sites/default/files/publications/nat-strat-hls-2002.pdf>

³ The President of the United States, Homeland Security Council (2007). *National Strategy for Homeland Security*. Washington, D.C.: The White House, 3. Retrieved from http://www.dhs.gov/xlibrary/assets/nat_strat_homelandsecurity_2007.pdf

⁴ U.S. Department of Homeland Security (2010). *Quadrennial Homeland Security Report: A Strategic Framework for a Secure Homeland*. Washington, D.C., 12. Retrieved from <https://www.dhs.gov/sites/default/files/publications/2010-qhsr-report.pdf>

⁵ U.S. Department of Homeland Security (2010), 8.

potentially global reach and interdependency in addition to their national (meaning nation-wide as opposed to nation-only) and whole community scope. Examples include the counterterrorism continuum, the cyber dimension, the emphasis on working with international partners, and the emphasis on homeland security governance, coordinating the risk managing efforts of a “networked community.”⁶

U.S. Homeland Security as Part of a Pluralistic Security Community

A security community is a socially constructed, “cognitive” region, characterized by “shared identities, values, and meanings,”⁷ whose borders do not typically coincide with traditional geographical borders.⁸ DHS terminology suggests that the “homeland security community” can be regarded as a security community, as it is “flexible, adaptable, and efficient in addressing diverse challenges if it acts as an integrated, mutually supporting network.”⁹ Security communities also promote “security and risk reduction approaches that are responsive to the needs of our partners.”¹⁰

From a security community perspective, nations need to work together to realize homeland security as a common good, geared to repelling threat to each nation’s and security community’s commonly acquired values.¹¹ U.S. homeland security being an enterprise, society is an active partner in the creation and delivery of security as a common good, not just a recipient of that good. Societal security efforts to safeguard commonly acquired values should itself be guided by those values, and not acquire a potential to infringe upon them. Those aspects are part of a challenge that relates to ethical, legal, and social implications, known as ELSI. It warrants critical thinking rooted in cross-disciplinary and global perspectives.

The Civil Security Perspective

Nowadays, homeland security has evolved into a generic concept.¹² It is best understood as a pluralistic endeavor rooted in civil security research, that is, a multidisciplinary and international enterprise of study contributing to a scientific basis for homeland security efforts, drawing from across disciplines.¹³ This includes using the wealth of resilience supporting knowledge acquired by national security, civil defense, internal security and disaster research during decades prior to 9/11.¹⁴ Civil security reflects that in our globalized societies, security risks and crises are *global*,

⁶ Cf. U.S. Department of Homeland Security (2014). *The 2014 Quadrennial Homeland Security Review*. Washington, D.C., 14. Retrieved from <http://www.dhs.gov/sites/default/files/publications/2014-qhsr-final-508.pdf>

⁷ Adler, E., & Barnett, M. (1998). *Security Communities*. Cambridge: Cambridge University Press.

⁸ Bellamy, A. J. (2004). *Security Communities and Their Neighbours: Regional Fortresses or Global Integrators?* New York: Palgrave Macmillan.

⁹ U.S. Department of Homeland Security (2014), 31.

¹⁰ Ibid.

¹¹ Drawing from Arnold Wolfers’ classic definition of national security, see Wolfers, A. (1952). “National security” as an ambiguous symbol. *Political Science Quarterly* 67, 481-502.

¹² Cf. Amass, S. F. et al., eds. (2006). *The Science of Homeland Security*. West Lafayette, ID: Purdue University Press; Bourne, M. (2014). *Understanding Security*. Houndmills, Basingstoke: Palgrave Macmillan; Voeller, J. G. ed. (2010). *Wiley Handbook of Science and Technology for Homeland Security*. Hoboken, NJ: Wiley.

¹³ Cf. Gill, M. ed. (2014). *The Handbook of Security* (2nd ed.). Basingstoke: Palgrave Macmillan; Siedschlag, A., ed. (2015). *Cross-disciplinary Perspectives on Homeland and Civil Security: a Research-Based Introduction*. New York: Peter Lang; Smith, C. L., & Brooks, D. J. (2013). *Security Science: The Theory and Practice of Security*. New York: Elsevier.

¹⁴ Dory, A. J. (2003). *Civil Security: Americans and the Challenge of Homeland Security*. Washington, D.C.: Center

spilling over their place of origin and acquiring the potential for global impact, such as in the cyber dimension but also in supply chain, transportation, and other sectors.

In homeland security higher education, it is essential to represent different concepts, intellectual styles, and methodological choices, including a broadening of perspective “from home to abroad.”¹⁵ Programs must reflect that “the homeland security mission is...a global one, and a homeland security approach that ends at a nation’s borders is not a homeland security approach at all.”¹⁶

Teaching to the Challenge

The test for homeland security higher education programs is to co-evolve with the real-world mission space without reinforcing or legitimizing securitization at the expense of analytical rigor and critical thinking.¹⁷ We must educate continuing and emerging leaders to be thoughtful masters, not willing servants, of the mission space of tomorrow. We do not know which specific disciplinary perspectives tomorrow’s homeland security requires. What we do know is that it will require the ability and willingness to think and act, as well as to teach and learn, across professions, disciplines, and nations, and around the world.

Using the example of Penn State’s Intercollege Master of Professional Studies in Homeland Security (*iMPS-HLS*) program,¹⁸ the following table illustrates major dimensions of the educational/pedagogical value added to homeland security higher education programs by a cross-disciplinary global perspective, informed by civil security research.

TABLE 1. Online Pedagogical Effectiveness Added Value of Teaching Homeland Security in Cross-disciplinary and Global Perspective¹⁹

Dimension	Concept	Effectiveness Indicator	Course Implementation
<i>Philosophy</i>	Instructivist vs. Constructivist	Constructivist and learner centered approaches	Assignments that support transformative understanding of the subject matter across jurisdictions, countries, and cultures
<i>Learning Theory</i>	Behavioral vs.	Thoughtful matches	Scenario foresight

for Strategic and International Studies.

¹⁵ Newsome, B. O., & Jarmon, J. A. (2015). *A Practical Introduction to Homeland Security and Emergency Management: From Home to Abroad*. Los Angeles, CA: Sage (CQ Press).

¹⁶ Morag, N. (2011), 362.

¹⁷ Balzacq, T., ed. (2011). *Securitization Theory: How Security Problems Emerge and Dissolve*. London and New York: Routledge.

¹⁸ Penn State World Campus: Online homeland security graduate programs. <http://www.worldcampus.psu.edu/hls>

¹⁹ The table is based on selected parts of the “Online pedagogical effectiveness framework,” see Kidd, T. (2009). *Online Education and Adult Learning: New Frontiers for Teaching Practices*. Hershey, PA and New York, NY: Information Science Reference, 25.

	Cognitive	between materials, learning styles, and learning contexts	studies and table top exercises requiring reconciliation of different information, leadership styles, professional mindsets, as well as operational codes and contexts
<i>Cultural Sensitivity</i>	Insensitive vs. Respectful	Learning experiences that encourage synthesis and analysis; opportunities for deep learning	Assignments are focused on working with international partners, across cultures; case and scenario repositories for use across courses
<i>Task Orientation</i>	Academic vs. Authentic		
<i>Source Motivation</i>	Extrinsic vs. Intrinsic	Engagement in online materials	Online policy sources and real-world tools for analysis from other countries than the U.S. are used, for example as developed in security research grants projects
<i>Structural Flexibility</i>	Fixed vs. Open	High quality materials design; range of navigational choices; open jaws to allow for limited course change/adaptation without instructional design effort or course revision procedures required	International case study repositories; slots for dynamic learning ‘nuggets,’ such as videos, and/or live online sessions with international experts; International Track available as an emphasis

The *iMPS-HLS* program, sponsored by six colleges, by its very nature fosters a cross-disciplinary perspective, and the available options per definition have a global perspective: biosecurity, geospatial intelligence, information security and forensics, and public health preparedness. A common core curriculum where all students in the program work together across the boundaries of academic specializations supports students in developing interoperability of minds and reflective interaction capacity as members of an evolving international community of scholar-practitioners.

The Socio-Behavioral Response of Survivors to Campus Active Shooting Events

Mark Landahl
Sgt., Ph.D., CEM®
Frederick Community College
Frederick County Sheriff's Office

Executive Summary

This presentation reviews a study of survivor behavior during campus active shooting events that employs a qualitative inductive design using grounded theory methodology within a multiple case study strategy. The findings across the cases of the Louisiana Technical College and Case Western Reserve University shootings develop an Active Shooter Behavioral Response Model that traces the actions of survivors. The findings show an absence of panic behavior, but evidence of information seeking behavior, and division of labor and helping behavior among survivors.

Introduction

American college campuses have repeatedly shown their vulnerability to active shooter events. In the U.S., 21 million students attend more than 4,500 degree-granting institutions that employ nearly 3.7 million faculty and staff.¹ Research suggests that active shooter events are increasing in both frequency and lethality.² The focus of this study is on the actions of victims and survivors in the seconds and minutes following the commencement of a campus attack. It examines the immediate aftermath and resultant actions, interactions, and behaviors in sociological terms. The goal of this research is to catalog behaviors in order to inform policy development upon empirical findings of human behavior in actual active shooting events. The following research questions guide the study:

1. What are the processes involved in collectively defining the socio-behavioral response to ASEs?
2. How do social interactions and social organization emerge among survivors in a campus ASE?
3. What type of protective behaviors do survivors of campus ASE exhibit?
4. How do decisions for protective behavior arise among survivors in ASE?

Methods

The study has a qualitative inductive design that uses grounded theory methodology³ within a multiple case study strategy.⁴ The research uses secondary data available under freedom of information laws in the respective states. The cases include the shooting incidents at Case Western Reserve University in Cleveland, OH and Louisiana Technical College in Baton Rouge,

¹ Snyder, T. D., and Dillow, S. A. (2012). *Digest of education statistics 2011* (NCES 2012-001). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

² See several sources including: Blair, J. & Schweit, K. (2014). *A study of active shooter incidents in the United States between 2000 and 2013*. Washington, DC: U.S. Department of Justice.

³ Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory*. Chicago: Aldine: Publishing.

⁴ Yin, R. (2014). *Case study research: Design and methods*. Fifth Edition. Thousand Oaks, CA: Sage Publications.

LA. Data sources include police reports, 9-1-1 call recordings, written witness statements, recordings of interviews by detectives, police radio recordings, court documents, media reports, and site visits by the researcher. The researcher used NVivo 10 software to assist in data analysis.

Research Questions and Propositions from the Literature

A unified body of knowledge on active shooter events does not exist.⁵ As a result, the study uses findings from a wide body of disaster research on other event types as a proxy. These events include fires, terrorist bombings, explosions, maritime disasters, and crowd disasters. Many of these studies of disaster use the Emergent Norms Theory (ENT) as a theoretical basis to examine human behavior.⁶ The core set of five studies of the same event, the Beverly Hills Supper Club Fire, use similar methods and data to this study to examine human behavior during the fire.⁷ Analysis of the findings of these and the nine other event based studies develop several propositions from the literature related to the research questions. Generally, these studies show consistent behaviors among victims and survivors that are contrary to popular myths of human behavior in disaster.⁸

Findings

The results of the analysis confirm the propositions from the literature and show that human behavior in response to active shooter events is generally consistent with that of other disaster event types. The study advances four core findings:

- **Finding 1.** The survivor response to campus active shooter events is social rather than asocial and includes helping behavior between survivors consistent with research findings in other disaster event types.
- **Finding 2.** Survivors of active shooter events will process environmental cues, social cues, and engage in social interaction to define the situation, gather information and implement and reassess protective behavior choices within a framework that maintains and extends social and organizational roles.
- **Finding 3.** Survivors gather additional information and process environmental cues, social observations, and social interactions to determine protective action behaviors that include taking cover on the floor, running to evacuate, running to shelter, hiding, using available resources to barricade themselves, locking doors, turning off lights, and barricading doors.
- **Finding 4.** Survivors show group level interaction for confirmation of environmental cues and processing of additional incident cues that lead to implementation and reassessment of protective actions many times with a division of tasks amongst the group (Emergent Social Structure).

⁵ Muschert, G. (2007). Research in school shootings. *Sociology Compass*, 1: 60-80.

⁶ Turner, R. & Killian, L. (1987). *Collective Behavior*. Third Edition. Englewood Cliffs, NJ: Prentice Hall.

⁷ Five studies examine the event including the classic work: Johnson, N. (1988). Fire in a crowded theater: A descriptive investigation of the emergence of panic. *International Journal of Mass Emergencies and Disaster*, 6, 7-26.

⁸ See Tierney, K. (2003). Disaster beliefs and institutional interests: Recycling the disaster myths in the aftermath of 9-11. *Research in Social Problems and Public Policy*, 11, 33-51.

The modeled data from the two cases also fits into the ENT theoretical orientation. This provides further support to ENT as the theoretical basis for understanding behavior in disaster events with consideration for ecological factors.

The Graphic Novel: A Cool Format for Teaching Homeland Security

Dr. John Comiskey, Ph.D
Distinguished Professor
Monmouth University

Homeland Security higher education is about preparing students for the field. That endeavor involves identifying what homeland security is and how the discipline came to be. Foundational documents and especially *The National Commission on Terrorist Attacks (9/11 Commission)* are critical to understanding the historical underpinnings of homeland security. Considering the state of higher education, teaching the *9/11 Commission* to first-year college students can be a daunting challenge. According to The National Center for Public Policy and Higher Education (2010), nearly 60 percent of all U.S. first-year college students are not ready for postsecondary studies. This mixed methods study analyzed the use of a graphic novel version of the Commission's report, *The 9/11 Report: A Graphic Adaptation* to help overcome that challenge. The study begins with a brief description of graphic novels. It continues with an explanation of how the researcher used the graphic novel in an undergraduate Introduction to Homeland Security course. What follows is a methodology section that describes the course's primary assignment, a reaction paper and how the paper and a related assignment were assessed. As this is a part of the UAPI's 2015 Conference Proceedings, the summary presented here is brief and does not include all facts and circumstance related to the study.

Graphic novels are a medium that communicate through images, words, and sequence. Baetans and Frey (2015) described graphic novels as a medium, the key features of which sit on a spectrum whose opposite pole is the comic book. Graphic novels are a storytelling medium the contents of which are more adult focused and disposed toward realism. Many graphic novels are autobiographical, documentary, and historical. Criticisms of comic books, the historical ancestor or cousin (depending on who you ask) of graphic novels, ranges from promoting juvenile delinquency, promiscuity, and homosexuality to promoting anti-American activities (Hajdu, 2009; Wertham, 1954). Academic concerns about graphic novels include a sense that they do not require the rigor of traditional texts (Gans, 2007).

The setting for this research is an undergraduate Introduction to Homeland Security course taught at a Northeast University. To satisfy the course's second learning objective, "students will be able to describe and analyze the historical events that shaped U.S. homeland policy," the instructor set out to capture the essence of the *9/11 Commission*. Sensing that the text's 567 pages would overwhelm many of the first-year students, the instructor sought an alternative medium that would satisfy the learning objective. Jacobson and Colon's (2006) *The 9/11 Report: A Graphic Adaptation* met the need as it captured, albeit in an unconventional manner, the historical context of U.S. homeland security policy.

Methodology

Using the Association of American Colleges and Universities' Reading Value Rubric (2011a) and Critical Thinking Value Rubric (2011b), the study formatively assessed the reading and thinking skills of 183 students, who completed the course from 2012 to 2014 by rating the students' reaction papers in accordance with the rubrics' scoring schemes. The rubric scores

were used exclusively for this study. The reaction papers were graded according to the course syllabus criteria. As the first learning objective of the course included the ability “to apply the principles of critical thinking to homeland security,” the researcher set out to assess students’ critical thinking skills as well as their reading skills. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used to improve learning and teaching (Irons, 2008). The study also surveyed the instructor’s class notes that included (a) observations from student presentations that were a component of the Reaction Paper assignment and (b) responses from instructor queries regarding students’ sense of the use of graphic novels in the course. One hundred and sixty one (88%) of the 183 students were homeland security or criminal justice majors and 154 (84%) of the students were first year students.

Students in the course were required to complete a Reaction Paper in response to their reading of *The 9/11 Report: A Graphic Adaptation*. They were required to identify one event or set of circumstances that they sensed was the most important. Students were then required to write a seven page paper based upon research that included the *9/11 Commission*. Specifically, students were required to read all pertinent sections of the *9/11 Commission* that were related to their topic.

Results

The reading and critical thinking value rubrics assessed whether or how well students and institutions progressed toward graduate level achievement for those learning outcomes. A score of one (1) benchmarked an entering first-year college student, a score of two (2) or three (3) indicated intermediate milestones, and score of four (4) indicated a student that was graduation-ready. Students topics that they thought were the most important ranged from FBI silos to the evolution of Al-Qaeda and the inadequacy of emergency responders’ radios to government agencies first learning about the 9/11 attacks from media sources. The topics were consistent with the major issues identified by the *9/11 Commission* and analyses of the Commission’s findings. Summarily, nearly all students (95% plus) of the students were found to be at their appropriate milestones (score of two or three) in all categories.

As part of the Reaction Paper assignment, students were required to identify three events or sets of circumstances that they sensed were important and to present their preliminary findings to the class. Students were then instructed to choose one of the three events or sets of circumstance for their Reaction Paper. The vast majority (90%) of students found more than three events or sets of circumstances to be interesting, surprising, or revelatory. Near all students asked “how could this have happened” and “why did this happen?” questions. Students were also asked to post comments to a class discussion board concerning what they thought was working and what was not working and how the course might be improved. Comments related to the use of the graphic novel were overwhelming favorable. Students found the graphic novel experience to be enjoyable. Many comments suggested that students would not have been aware of many of the issues that the *9/11 Commission* raised had it not been for their reading of the graphic novel.

The findings suggest that the use of graphic novels promote critical reading and perhaps promote critical thinking as well. The study’s findings, however, are limited. First, the assessment was formative and conducted to help determine student’s apperceptive levels and the efficacy of all

course pedagogies. The study did not assess the participants prior to the commencement of the course nor did the study have a control group to compare against. Second, the study was unable to control for other pedagogies that were employed in the course. As Behar-Horenstein and Niu (2011) found, similar studies are subject to limitations in research design, sample, and representativeness.

Discussion

At a time when many first-year college students are unprepared for higher education, graphic novels provide a viable medium to engage students in purposeful pedagogies. This research suggests that the assignment of reading and writing about a homeland security-related graphic novel encourages first-year college students to read purposefully and to think critically. College homeland security instructors should consider using graphic novels and other engagement pedagogies to help prepare homeland security students for the field.

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Airmanship on The Ground

How the Aviation Industry can Fundamentally Change the Way First Responders Manage Complex Emergencies

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Executive Summary

Today's Homeland Security and emergency response apparatus is undergoing a profound paradigm shift. "Millennials now represent the largest generation in the United States, comprising roughly one-third of the total population in 2013. What's more, the largest Millennial one-year age cohort is now only 23. This means that the Millennial generation will continue to be a sizable part of the population for many years."¹ This influx of Millennials is directly affecting emergency response agencies.

Who are Millennials?

While many stereotypes exist – lazy, hipster, lacking ambition – Millennials have a unique perspective and life experience. One born in 1982, for example, would have been in high school on April 20th, 1999 during the Columbine shootings. His first day of college was on September 11, 2001. He may have enlisted in the armed forces and deployed many times to armed conflicts in the middle east: ascending to officer ranks and specialty (ranger, SEAL, etc) postings. He may have returned to the states and enrolled at Virginia Tech in 2007 under the GI bill. Maybe he had elementary school aged children at Sandy Hook in 2012. Maybe he was watching Batman in the theater on July 20th in Aurora, CO. Put another way, Millennials have a visceral appreciation for the new, unique, and complex challenges facing society today. They have seen a 40% increase in active shooter threats alone since 2007.²

Millennials are entering the public safety sphere in droves and are quickly ascending to leadership positions. There is a challenge though with this generational shift: the emergencies they are responding to on a daily basis are much more complex.

Complex emergencies

In general, law enforcement (LE) and fire/emergency medical service (EMS) agencies largely interact with one another in a sequential manner. In the midst of a burglary, for example, police are in charge of that scene. Any involvement by fire or EMS is ancillary in nature – fulfilling needs of the LE commander. Similarly, a structure fire at a house is under the direct legal purview of the fire department. LE will assist in an ancillary support role. A complex emergency is quite different however. This can be an active shooter incident – during which, police must be in charge, engaging the shooter, and fire/EMS must also be in charge: saving the injured. It is this engagement together, at the same time, in the same geographic space, that can result in conflict and diminished response capacity.

¹ (Council of Economic, 2014, p. 5)

² (Blair & Schweit, 2013, p. 6)

Adapting in the face of complexity

After action reports from shootings at Virginia Tech, Navy Yard, Aurora, etc., all speak to the need to improve collaboration among all first response agencies. Many agencies have and are taking measures to address those gaps. If each agency in the country invents their own version of the complex emergency response wheel, might that only exacerbate the collaborative challenges when multiple agencies – with different protocols – come together in response to the next active shooter? Is it possible that other industries have faced similar collaborative challenges and have already built that wheel: a wheel that can be adapted to fit the emergency response field? Research suggests that the aviation industry has done precisely that.³

Aviation has institutionalized the concept of crew resource management (CRM) which is “defined as a ‘management system that makes optimum use of all available resources, equipment, procedures, and people to promote safety and efficiency.’”⁴ Three Components of CRM can directly correlate to first responders:

The introduction

“Introductions are so important to the coming together and effective functioning of a team that considerable time is spent training people in communicating such apparently simple information as name, title, and rank.”⁵ If a police and fire commander have never met before, “something as simple as a hand shake and an introduction has the power to disarm those snap judgment tendencies and open the mind to appreciating other qualities in [that] colleague.”⁶

Teamwork

CRM has a distinct appreciation for teamwork. It suggests that teamwork is “a distinguishable set of two or more people who interact, dynamically, interdependently, and adaptively toward a common goal/objective/mission, who have each been assigned specific roles or functions to perform, and who have a limited life-span of membership.”⁷ A complex emergency necessitates many of those principles.

Pre-flight briefing

Perhaps most importantly, CRM requires every crew to conduct a pre-flight briefing—discussing the flight and how problems will be managed before the wheels ever leave the ground. If commanders at a complex emergency were to conduct a pre-shift briefing, before the 911 call, the response capacity could be improved.

Incorporating the practice of the introduction, teamwork and pre-shift briefings borrowed from aviation into task, tactical, and strategic level operations within LE, fire and EMS agencies will prove immediately beneficial.

³ (Fields-Spack, 2015)

⁴ (Prabhakar, 2014, p. 221)

⁵ (Gordon, Mendenhall, & O'Connor, 2013, p. Kindle Location 1203)

⁶ (Fields-Spack, 2015, p. 31)

⁷ (Zijlstra, Waller, & Phillips, 2012, p. 758)

The capstone

Consistently implementing the components of CRM requires discipline. That discipline is known by another name in aviation: airmanship. When a crisis occurs or a complex emergency ensues, it is the disciplined commander—who mindfully manages the challenges at hand—who will win the day.

The path forward

Admittedly ambitious, guiding an entire industry to the same sheet of music has been done before: every flight in America begins and ends with the same principles in mind. Adapting those principles for use within the first response community would be feasible. Societal challenges will only continue to grow. Let us look to others for guidance on how to grow with it.

The Millennial reprise

While those twenty-somethings do have a unique perspective and experience of today's complex world, they are still new to your industry. There are still intricacies within your day-to-day operations, policies and procedures that can only be passed along through the dedicated mentorship of senior members of the organization. A delicate balancing act is underway. Millennials will continue to promote. New tools like CRM will be implemented. Most importantly, dedicated mentorship by those with 20-30 years of line level experience will be a critical component to the future of emergency response.

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Homeland Security: Online Educational Models for Mass Trauma Intervention Integrated Pedagogy

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Natural disasters, terrorist attacks, and other acts of mass violence can result in traumatic consequences for individuals, families, and ultimately communities. Therefore, an integrated approach consistent with Hobfoll's, et al. (2007) five intervention principles to the study of Mass Trauma Interventions assures a wider perspective. These principles are:

1. **Sense of Safety:** Physical and psychosocial safety from natural disaster or terrorism.
2. **Calm:** Controlling of stressors that causes individual and social panic.
3. **Sense of Self- and Community Efficacy:** Recruiting personal and community strengths in the aftermath.
4. **Connectedness:** Strengthening relationship bonds in family and in community.
5. **Hope:** Envisioning a shared positive outcome that promotes personal and community rebuilding.

These five principles are considered in three important areas: Person, Family, and Community. A social-ecological model postulated by Bronfenbrenner (1977) is used to supplement the overarching approach to a mass trauma curriculum. Envision a large circle (community); within that circle is a smaller circle (family); and, within the family circle is a smaller circle (person). First responders, medical, and social services professionals primarily work with people and families (two smaller circles); community gatekeepers such as city mayors and military leaders work with the community (largest circle) and other enjoining communities. Their goals are all consistent with the five intervention principles.

Some of Trident University's psychologically and medically-oriented courses in the Masters of Science program in Emergency and Disaster Management and in Homeland Security are based in part on the educational models above. These three courses are examples:

1. **Psychosocial Aspects of Emergency and Disaster.** Focus on the person, family, and community survivors of a disaster, post-traumatic stress disorder, and psychological symptoms following trauma.
2. **Emergency Healthcare Logistics in Disasters.** The student will: (a) become familiar with the various acts that form the procedural bases for action; (b) identify and note the military's medical delivery systems and accompanying personnel in the field, as well as civilian–military coordination efforts; (c) track the process of stockpiling and

procuring medical supplies; (d) locate dispensing sites; and (e) determine actions taken to address patient surges.

3. **Public Health and the Aftermath of a Disaster.** This course will examine steps taken by the military, medical, and local communities. This will include (a) managing the logistics operations for major disasters by the military, (b) triaging victims by medical personnel, and (c) mental health interventions by community professionals. Areas of focus will include: (1) examining the role of hospitals in the community response to disasters, (2) improving cross-jurisdictional collaboration with law enforcement, and (3) securing logistical support from military, governmental, and organizational sources, and (4) examining ethical and social values in implementing medical and other measures.

Teaching Pedagogy

It is important to understand the pedagogy behind teaching courses in emergency management and intervention by responders intervening with vulnerable populations in the face of the consequences of disaster and of terrorism. Consequently, an online graduate level course on Mass Trauma Intervention as taught at Fort Hays State University serves as an interdisciplinary interactive training vehicle for learners from a variety of majors in nursing, social work, and gerontology among others. An overview of theoretical and international response models (Ritchie, Watson, & Friedman, 2006) are presented with situational scenarios through use of Discussion Board topics accompanied by interactive dialogues between students.

Paper assignments emphasizing an experiential approach permit students to understand and describe personally encountered experiences to be delineated by aspects of crisis, emergency, and trauma (Myer & James, 2005). Additionally, specific intervention strategies are discussed and applied to case studies of diverse populations including that of children, elderly, and minority and immigrant populations. Thus, this course contains needs assessment practice that convey a holistic application to age specific and urban and rural culturally diverse contexts. Besides text content, external links to articles on mapping acute stress reaction and posttraumatic stress symptomology, international and national disaster events, and therapeutic frameworks for intervention are included.

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Mentoring Terrorism Offenders in the United Kingdom

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Executive Summary

The mentoring of terrorism offenders is a dark underworld that few have access to and little has been written about. This presentation provided a glimpse into that domain and discussed who the mentors are, the structural parameters that are in place, issues of credibility and legitimacy, and the continuing problems with how radicalization is conceptualized in the United Kingdom (UK). The information provided was derived from a two year research project in which the presenter was the principle researcher. In all, 23 mentors were interviewed as well as six extremists some of which had been through the mentoring process. Thus, nearly all of the data was new and primary.

Mentoring in the UK

There are approximately 50 Home Office 'approved' mentors in the UK. Those engaged in mentoring were typically found to be second or third generation immigrants that emigrated from the Indian Sub-Continent, Caribbean, Sub-Saharan Africa, or the Arabian Peninsula. Most of the mentors grew up in normal Muslim households where their religion was taught to them but without strong emphasis. At some point, all reverted and began to take their religion more seriously.¹ A handful were also brought up in Christian households and converted to Islam in their late teens or early twenties. Roughly half were radicalized at some point but only one had been engaged in violent jihad. Last, only one had any substantial contact with a mentor and in that case it was not associated with his radicalism.

The structural parameters that are in place are significant and the risk assessment process begins before the individual is released from prison. Those identified as radicals or extremists are subjected to enhanced safeguarding measures upon release. That process is called a Multi-Agency Public Protection Agreement (MAPPA). Although MAPPA is used to manage a wide range of offenders, there are special conditions applied to terrorism offenders, terrorism related offenders, or those considered radical or extreme regardless of charge. Under MAPPA, there are tiers of requirements that increasingly limit an individual's freedoms. In the most extreme circumstances, they limit where someone can live, what mosque they can attend, who they can associate with, when and where they can work, and what electronic devices they can have. The list continues but the final clause is that they must see a mentor (NOMS, 2012). Collectively, these safeguards create an inherent conflict of providing public protection and the successful re-integration of the individual into society.

In most cases, the terms of the license agreement including the MAPPA requirements are not made known to the individual before he/she is released. Moreover, more times than not the scope of those restrictions comes at a complete surprise to the individual. Thus, when the individual

¹ Reversion refers to Muslims coming back into the fold of Islam and practicing their faith more intently.

meets his/her mentor for the first time, they are typically angry about the restrictions that have been placed on them which increases the challenge of successful mentoring.

There is tremendous diversity in the capability, credibility, and legitimacy of the mentors. Mentoring in the UK was first established as a pilot program in late 2005 and early 2006 and later became embedded in the UK's Prevent work stream in 2007. As a result, mentoring in the terrorism offenders in the UK is relatively new endeavor. There is also a bifurcation of mentoring extremists in the UK; those who are at risk for offending and those that are convicted offenders. In this bifurcation, there are some who only work with those identified as being at risk and those that have already been convicted. Both require unique skill sets and are not easily transferable.

The mentors are often known to the individuals they interact with and to the community at large. In both cases the credibility and legitimacy of the mentors is typically known within the community and by the offenders alike. Word travels fast and not all are considered credible or legitimate by the community or the offenders. Similarly, the practitioners, namely the probation service know who the best mentors are and their capabilities. Some from the list of 50 are given cases while others are not. Thus the number of actual mentors dwindles to a small handful following the filtering factors of credibility, legitimacy, pre and post criminal cases, and finally effectiveness.

Despite approximately 40 years of terrorism research there are still conceptual problems about what radicalization is. And, far too often government, academics, and practitioners get it wrong. Definitions are typically highly value laden and typically used to denounce radicalization as a one sided pejorative label. This fails to account for 'good radicals' like social and political activists and this is problematic. To be sure, deradicalization is not radicalization in reverse nor is radicalization about the common held belief that it is about ideology. Ideology is simply a tool that radicals use to make sense of their world.

Last, caution is needed when considering what constitutes the amorphous notion of countering violent extremism (CVE) used by both the US and UK governments in their respective Empowering Local Partners Strategy and Prevent strategies. Arguably, CVE is typically conflated to be an all-encompassing concept that includes both radicalization and violent extremism. Given that very few radicals progress to violence, and that not all involved in violence are radical, the conflation of the two is problematic. Additionally, even within the small segment of individuals that eventually goes on to engage in violence there is little consideration given to the notions of prevention versus pre-emption. The end result is that radicalization and violent extremism will continue as long as radicalization is conveniently conceived within the current intellectual framework. Although mentoring is one solution to that problem, it is a measure of last resort.

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Walking on Eggshells: Teaching Terrorism Studies in a Politically Correct World

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Executive Summary

The expression “walking on eggshells” describes a situation where people must tread lightly around a sensitive topic or make every effort not to offend a volatile or hypersensitive person. In recent years, this describes the environment many classroom teachers in higher education face when teaching courses in Terrorism Studies. The problem has significant impact on these faculty members because they are often subjected to criticism and even disciplinary actions if students complain about how the teacher handles certain controversial and emotive topics in the classroom.

Teaching Terrorism Studies

A top counterterrorism expert who taught a course that familiarized military officers with the war with radical Islamists at the National Defense University was fired and the course was removed from the curriculum. Lt. Col. Matthew A. Dooley was removed from the faculty permanently for telling students that Islam is responsible for terrorism (Sizemore, 2012) (Lynch, 2012). In another case involving the U.S. Government, FBI Instructor William Gawthrop was secretly recorded making comments about Islam in the classroom. His comments to an audience of law enforcement officials during a counter-terrorism seminar in New York were labeled as “dangerous” (Parsons, 2011). The FBI soon announced that they would be revising their curriculum and the FBI Director reassured Islamic groups that the agency had ordered the removal of presentations and curricula on Islam from FBI offices around the country that were deemed “offensive.” The FBI purged any criticism of Islam from its curriculum (Ackerman, 2012).

This criticism and backlash is not limited to institutions within the U.S. Government. The Florida chapter of the Council on American-Islamic Relations accused a University of Central Florida professor of teaching anti-Muslim bigotry. A DePaul University professor, Thomas Klocek, was fired for political correctness. Some Muslim and Palestinian students didn't like what he had to say about the Arab-Israeli situation. The Council for Arab Islamic Relations (CAIR) Chicago demanded the university fire him after being informed by the student activist group Students for Justice in Palestine and United Muslims. Professors of Terrorism Studies courses seem to be disproportionately the target of criticism and political backlash. (Dizon, 2005)

What makes teaching Terrorism Studies so different from other disciplines? Terrorism is inherently a political subject (Jackson, 2007). Most every definition of terrorism attributes political goals as the objective of terrorist activity. Government actions to counter terrorism are, by definition, political acts (White, 2011). Additionally, Terrorism Studies courses can include dealing with several emotional issues and where students come into the classroom with deeply-felt, pre-existing opinions that are often diverse and polar extremes.

Probably the most heated issue has to do with the treatment of Islam and its relationship to terrorism. One side of this issue believes that Islam has nothing to do with terrorism, while many

believe that the basic tenants of orthodox Islam actually fuel violent terroristic behavior and is primarily responsible for this ideology. While religion is the major source of conflict, other controversial and emotive issues exist. These include torture and the use of enhanced interrogation techniques, sensitive government intelligence collection activities, such as the NSA metadata program and other Fourth Amendment concerns. The use of drones to target terror suspects, and the practice of profiling based on ethnicity and religion in counter-terrorism efforts can all be controversial. These are only a few of the issues that can contribute to tension in the classroom. Terrorism Studies professors live in politically-charged classrooms and must deal with controversial and emotive issues on a daily basis.

This environment can have a significant impact on effective classroom teaching. Faculty members may fear for their own job security, which has obvious implications for teacher motivation and morale. There is a potential for a hostile classroom environment with disruptions and conflict that can continue well beyond the classroom. Class participation can suffer when only a few students dominate the discussion or with some students withdrawing and not participating altogether. Probably the most unfortunate outcome is the loss of a perfect opportunity to teach students critical skills. A politically-charged classroom can actually be an excellent opportunity to teach! (Byford, Lennon, & Russell, 2009)

When the skillful teacher uses a controversial issue, with an appropriate student-centered teaching method, the students can benefit. Students can develop critical thinking skills and higher-order thinking such as analysis, synthesis and evaluation. They can develop communication and interpersonal skills as well as leadership ability. They can develop non-violent strategies for dealing with conflict and increase their attention, motivation, achievement, creativity, and self-esteem (Hess, 2008). It is critical that the teacher take advantage of this stress and energy present in the classroom to make a positive outcome for the students.

The successful teacher will need to develop a strategy for success (Highberg, 2010). The first objective is to develop an open and respectful environment. The teacher must establish ground rules on classroom discourse and behavior. Students should have ground rules established to promote respectful behavior, such as not interrupting, challenging ideas and not persons, and using appropriate language and active listening skills. The teacher should also make it clear to the students the relationship between academic freedom and non-attribution. They should know that academic freedom cannot flourish without non-attribution. Students should be warned against audio and video recording and especially compromising classroom activity in social media (Cotton, 2006).

Once the classroom environment has been established, the teacher should use a method to target learning objectives and guide the classroom interaction, rather than simply throwing out a topic for students to discuss without a structured or systematic approach. No single method is ideal for the myriad of teaching formats the teacher can use. Teachers can use any kind of inductive and student-centered method, such as the debate, case study, panel discussion, or guided discussion. The point is that a student-centered method minimizes teacher bias and demonstrates to the students a fair consideration of all viewpoints (Fournier-Sylvester, 2013).

Whatever method used by the teacher, certain practical ideas should be considered. Any method should encourage active listening among the students. It should focus on issues and distinguish between opinions and facts. Avoid binaries whenever possible and seek solutions along a continuum (Kirschner, 2012). Have the students do research and write down their ideas before classroom discussion. Finally, end the class on a positive note and have the student reflect on what was discussed (Clarke, 2000).

Terrorism Studies instructors teach in a politically correct world and deal with a subject where controversy and emotion are systemic. This situation can potentially have negative effects on the teacher and students. However, the skillful teacher can take advantage of this tension and energy to teach their students critically important skills. The teacher must first establish a safe and respectful environment to facilitate classroom discussion. A student-centered method needs to be used to guide the learning process and encourage the students to focus on the issues and seek solutions. The result can be students with much better developed critical thinking skills.

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Border Porosity: Reviewing the Past Five Years

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Executive Summary

Teaching Homeland Security goes beyond the classroom, lectures, and papers. It is necessary to help students capitalize on their experience through the conduct of research. This presentation was a demonstration of the efforts of Angelo State University faculty to develop the research and analytical capabilities of graduate students in the Master of Science in Homeland Security online program.

Demographics of Human Migration

Human migrations are occurring worldwide for a variety of potential reasons. Most explanations for the migrations are predicated on clear lines of causation. For example, large numbers of Syrian civilians are fleeing Syria as the intensity of the ongoing civil war continues into its fourth year. Large numbers of Africans are fleeing to European countries, often entrusting their lives to unreliable ship captains that overload floating wrecks. Extensive media reporting in 2014 indicated a change in who was crossing the U.S. southern border and proposed a number of reasons for their migrations.

Interest was piqued when students employed as U.S. Border Patrol (USBP), Customs and Border Protection (CBP), and Immigration and Customs Enforcement (ICE) Agents mentioned that only about one-third of the undocumented immigrant population crossing the Southern Border are apprehended. The remaining two-thirds mysteriously disappear. So do over ninety percent of all apprehended illegal migrants that are released by USBP or CBP pending an immigration hearing. An interesting research question arose. We wanted to know the demographics of the people caught and reasons for their coming to the country. Looking at appropriate websites did not capture the information for analysis.

Of concern to two graduate students, Cliff Crumley and Amil Imani, were the perceived large numbers of Central Americans apprehended in Texas, including the 2014 rush of unaccompanied youth. These students wanted to know the real reasons behind this sudden change in migration. This led the presenters to jointly work with Mr. Crumley and Mr. Imani to utilize the Freedom of Information Act (FOIA) request system to request apprehension data from the USBP for fiscal years 2010 through 2014. USBP provided data in a massive PDF file with the explanation that no files could be released in an easily modifiable format. Mr. Crumley received 18,922 pages of single spaced data in PDF format from USBP data analysts. Dr. Phelps then broke the PDF into manageable parts of about 1000 pages each so that the data could be expressed in a Microsoft Excel spreadsheet. The effort took four days to complete and the data set was reassembled as a single Excel spreadsheet for subsequent frequencies and cross-tabulation analysis using SPSS

software. Subject matter experts (SMEs) and others began theorizing regarding the graphs and other data.

The USBP data set included six columns of data providing the Fiscal Year, Sector, Apprehension Date, Original Country of Citizenship, Year of Birth, and Gender. Recognizing the need to evaluate immigrant age, formulas were created to produce an additional column that provided Approximate Age; Fiscal Year minus Year of Birth. Using the resulting information, Dr. Koenigsberg ran another series of analytical and descriptive SPSS analysis of the data to determine areas of interest for follow-on study.

At the 2015 Homeland Security and Defense Education Summit in Orlando, Florida, the basic process and initial information was presented to educators from a number of institutions for their validation of the ongoing research process. Additionally, the future plans for continuing study were presented along with an example of what can be accomplished if USBP would share additional data with academic researchers. Dr. Phelps and Mr. Crumley presented the body of the materials and answered some questions from the audience. Dr. Pullin presented the next phase of research that he would be guiding Mr. Crumley and Mr. Imani through over the next 8-weeks as part of their three-credit hour Independent Study classes. They will construct models based upon findings from the dataset and bring in other variables in their model building and theorizing efforts.

Future research will continue to be guided by faculty and involves the students identifying valid data sets of additional information that can be used to explain the changes in migration currently being seen along all U.S. borders. Scholarly and SME articles have been collected on various immigration issues and have resulted in a larger picture of immigration from various regions. Amongst this information will be climatological data to determine the effects of climate on regional human migrations, such as the influence of drought on the numbers of Hondurans, Salvadorans, and Guatemalans coming across the southern U.S. border. Financial data including monetary exchange rates, price of gold, and local inflation are being gathered to measure the impact of changing financial situations in developing countries on the movement of poor populations to perceived countries of wealth and opportunity. All the data will be applied through a number of statistical modeling programs to determine correlations and cause and effect so that predictive models can be developed and tested by future graduate students.

This project initially began from curiosity and has evolved into a more student-centered, professor guided, hands-on project to benefit our students and the field of Homeland Security. The Homeland Security field needs theory and theory-testing and model-building activities from the student level on up. Walking students through these activities should build curiosity regarding prediction and theory and potentially assist in allocation of CBP and other resources. More theorists actually working outside, boots on the ground as SMEs, is our goal from this exercise.

The Applied Learning Environment: Using Simulation Cells for Graduate Studies in Emergency Management and Homeland Security

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Interest in online graduate programs in emergency management and homeland security has grown exponentially over the last five years. Geography often limits the ability of students to attend in-person classes, and the online format allows for increased access to coursework. In this field of study, students are often employed in positions that utilize shift scheduling which limits their ability to attend in-person courses. For these and other reasons, online learning can broaden the reach and increase the appeal to students who might otherwise be unable to attend emergency management programs.

However, formidable challenges remain in teaching these online courses such as identifying the best techniques for engaging students and enhancing online content. Current tools to foster group learning, such as message boards, are employed. However, these approaches should be augmented with additional activities and interactive exercises to foster active learning.

In consideration of these opportunities and limitations, in the fall of 2013 Adelphi University (AU) began the conversion of the Emergency Management graduate certificate and Masters of Science programs to a fully online format. Discussions among the faculty and administration focused on how to offer a high level of interactive curriculum for the evolving subject matter. It was imperative that the faculty find ways to deliver curriculum in a manner that was both engaging and forward thinking. In the graduate-level Introduction to Emergency Management class, in-class techniques were migrated and modified for use in the online environment, while still introducing critical terminology and concepts. Examples of new activities include asking students to complete “red cell” assignments, as well as to obtain basic NIMS compliance. Other assignments asked the student to assume the role of a policy maker in a disaster, discussing the policy mechanisms and approaches they would use to solve the issues facing their constituents.

One such technique added to the curriculum is interactive simulation cells that can be used to engage the students and accelerate learning. This pilot cell was based on the Adelphi University campus and included situations that dealt with suspicious packages, bomb threats, evacuation of large populations, working with first responders, and handling social and traditional media. Students were given the above injects voiced by one of the public safety officers on their screen and then were asked multiple questions as to what they would do if they were the emergency manager on scene and the basis for those decisions. They heard simulated cell phone calls from concerned students and were confronted with the media entering campus when tweets alerted the public to the situation. Once this simulation is completed, faculty review the answers entered by students through multiple formats, including excel. Students are given feedback and can be actively taught through their own decision making process in the simulation cell.

This sim-cell encompassed many of the terminology and concepts required in the field and were assigned after the material was presented in the online classroom format. The simulation cell was built in a backward design approach. Designers adhered to learning goals chosen for the assignment, with the faculty member also providing all of the injects, situational awareness information, timing, and progression of events. AU provided an educational media producer, media lab producer, and instructional designers to develop the final result. Media staff used Adobe Captivate as the interface for the sim-cell, adding in HD video, auditory cues, and sound effects as needed.

The use of this type of sim-cell has proved invaluable as part of the toolbox for online emergency management learning at Adelphi. Students must understand the basic concepts of the discipline, but also must be able to apply them in the field when facing decision points. It is essential they understand that emergency situations are dynamic and nebulous, requiring emergency management personnel to make quick decisions in the “fog of an emergency.”

Once the “bones” of the simulation cell have been completed, faculty are able to modify as needed moving forward. Currently, a simulation cell is in development involving an active shooter on campus. This type of simulation allows faculty the flexibility to design an online simulation that reflects current threats. This is the first time that this type of technology was used at Adelphi University and was highlighted at the High Impact Teaching in a Digital Age Conference held at Adelphi for faculty in Spring 2015.

As the profession of emergency management and homeland security moves forward and becomes more of a substantial academic discipline, it is crucial that we use the latest tools to teach our students about the ever-changing environment in a way that they can apply in the real world where they must make quick decisions in high stress situations. Working in a simulated environment in graduate school is vital for building their own knowledge and decision making infrastructure.

The Making and Blending of a new Emergency Management/Homeland Security Bachelor of Applied Science Degree: How and Why

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Executive Summary

This topic was presented by Darryl Cleveland, Chief Fire Officer and Director of Public and Occupational Safety Programs at Truckee Meadows Community College (TMCC), for the 2015 Ninth Annual Center for Homeland Defense and Security (CHDS) Summit, held in Orlando Florida. The presentation covers the aspects of why a Bachelor of Applied Science (BAS) degree at a community college was pursued and how this was accomplished. The presentation also covered, with discussion, why Emergency Management and Homeland Security (EM/HS) were joined together in one degree.

Community College and BAS

During the 2014 academic year at TMCC, it was determined the college would pursue Bachelor of Applied Science degrees. At the time, TMCC was the only one of the four community colleges in Nevada that did not offer baccalaureate level education. The faculty of the Public and Occupational Safety department of TMCC opted to pursue a BAS in EM/HS because it is relevant, timely and unaddressed in northern Nevada.

The result of this decision led to the development of an advisory committee of regional practitioners within the field. This invitation to participate occurred at a monthly regional breakfast meeting of this group where the Director of the program from TMCC, Darryl Cleveland, presented the concept to the group of practitioners and requested their voluntary participation. The response by the group was overwhelming as nearly everyone in attendance signed up for the committee, nineteen people in all. This group, now committee, represents practitioners of EM/HS from the following diverse organizations: County Emergency Manager, Chief of State EM/HS, Red Cross, Amateur Radio (ARES), Public Health Disaster Response, NV Air National Guard, NV Army National Guard, Homeland Security Professionals, Law Enforcement, Fire Service, Emergency Medical Services, Healthcare Emergency Management Boston University, Navy Post School Homeland Security Graduate, Regional Transportation Emergency Manager, and University of Nevada Reno Emergency Manager.

This committee of professionals, all highly qualified both practically and academically, set out to develop the program, which now has been approved by the Nevada System of Higher Education as of June, 2015. The Program Director and committee accomplished the framework for the new BAS degree by reviewing curricula of five other programs in the state and nation along with the tremendous resources available through the Emergency Management Institute and the CHDS University and Agency Partnership Initiative (UAPI). The curricula reviewed was derived from; American Military University, Eastern Kentucky University, Texas Southern University, University of Nevada Las Vegas and College of Southern Nevada. This data and curricula, combined with the expertise of our advisory committee and the recommendations made by a

third party consultant for content, Dr. Stan Supinski, led to the curriculum framework becoming a reality and now in the process of developing curriculum for online delivery beginning the Fall of 2016.

As to the question of why combine EM and HS, the answer was simple. The committee agreed unanimously, the two are complimentary, co-operative and inseparable in the modern world. It was further established that this degree must develop a solid “working” foundation for graduates. There is verily, no aspect of life in the United States that is not in some manner, most with great depth, touched by both Emergency Management and Homeland Security today. This trend will likely broaden over the foreseeable future. Furthermore, the design of this degree is developed in part for an enhanced career path for emergency response professionals by broadening their knowledge, skills and abilities.

Discipline vs. Practice

During the presentation, the issue of “discipline” versus “practice” arose. The presenter, made the statement that calling Emergency Management and Homeland Security “disciplines”, is too narrow and confining. This term may also be the very hindrance to the development of both definitions and accreditation standards. Arguably, both are yet relatively new as professions, particularly Homeland Security as an identified and well defined profession. Many scholars in the field continue to argue a succinct definition of what Homeland Security is. Therefore, the discussion as to “discipline” versus “practice” may have particular relevance.

Similar to the study and practice of law and medicine, emergency management and homeland security are very broad in their scope. A “one size fits most” definition is too constricting to actually identify the essence of either. Therefore, if the quest for identity and definition were broadened to the “practice” of emergency management and homeland security, consensus may become less elusive and evolvment realized. To this point, the TMCC committee determined the purpose of the new BAS would be to develop a well-rounded, working foundation for entry into the “practice”; with specialization occurring at the post-degree certificate or graduate level.

This prompted the question of how the focus of the “practice” is defined. This was a great question indeed, and one that led to brainstorming amongst the participants. Amongst the ideas tossed about, there was one that developed and actually took root. The idea that seemed to root the best was submitted by Dr. Patricia Levy of Fort Hays State University. Dr. Levy stated, “The context of the information being taught would be that of a “generalist”. The comparison was further explored again in the context of law and medicine, whereby attorneys and physicians are first educated and trained as generalists, before they move on to become specialists.

The discussions and participation through the presentation were both enthusiastic and enlightening. The presentation was for all intent and purposes, a success, with two participants requesting a copy of the curriculum. The CHDS summit is always very informative and a tremendous networking opportunity with colleagues from around the country. The author expresses heartfelt gratitude for the opportunity to present both at the summit and in this manuscript.

Organized Threats to School Security Protecting Schools Beyond the Lone Wolf-Active Shooter

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Executive Summary

Armed violent attacks in our elementary schools, high schools, and institutions of higher learning have been increasing at an alarming rate. In the aftermath of the violence, numerous commissions and panels have been appointed to study and investigate how and why the violent acts occurred. While many of these attacks were orchestrated and executed by a lone person, the recommendations of these groups largely fail to consider or address the increasing threat of organized assaults on schools by terror groups or organized entities.

Introduction

Over the past several years, armed violent attacks within our elementary schools, high schools, and institutions of higher learning have increased at an alarming rate. Most of these attacks were orchestrated and executed by a lone person. Each time an act of school violence occurs in the United States, numerous well-intended individuals from our communities and government appoint commissions and panels to study and investigate how and why the violent acts occurred. Reports from these entities offer valuable insight into factors that may have contributed to a violent act: vulnerabilities at our schools, and a multitude of possible contributory causes such as domestic violence, bullying, and deficient mental health services. Recommendations often range from increased gun regulation, locks on doors, better coordination of agencies for enhanced responses to schools, and better mental health solutions. However, the recommendations largely fail to address the threat of organized assaults by terror groups or organized entities.

Organized Assaults

There is sufficient explanation why recommendations do not address the threat of organized assaults by groups. A 2014 FBI report examined 160 active shooter incidents in the United States between 2000 and 2013.² Only two of the incidents involved more than one shooter. The study noted 39 active shooter incidents in educational environments. Two thirds of these 39 incidents occurred in the K-12 environment, while one third of the incidents occurred in institutions of higher education. None of these 39 incidents in educational environments involved more than one shooter. Therefore, the context in which commissions and panels make recommendations is based upon verifiable evidence. However, the dilemma arises when this evidence is taken into consideration and used to develop assumptions about future active shooter events and only considers lone wolf shooters.

Considerable evidence sheds light on the growing substantial threat posed by multiple organized shooters in an organized school shooting. The failure of these panels to not thoughtfully consider threats posed by multiple shooters disregards lessons learned in the deadly attacks in a Russian

² Federal Bureau of Investigation (2014). *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*. Washington, DC: U.S. Department of Justice.

school in the town of Beslan, the protracted reign of terror by Boko Haram on school children in Nigeria, the school massacre in Peshawar (Pakistan), and the abduction and alleged murder of 43 students from a teachers college in Mexico. These incidents represent case studies of violent groups attempting to further their extremist views by attacking academic institutions. Collectively, these incidents represent generally defined and observable actions that point towards an international trend in the escalation of violence at schools.

A 2014 report by a coalition of United Nations agencies and other groups chronicles attacks against schools and their occupants. The report, “Education Under Attack 2014,” reveals a pattern of systematic attacks on teachers, pupils and schools and universities, noting nearly 10,000 incidents since 2009.³ This report is bolstered by research data compiled by the University of Maryland that indicates terror attacks at schools and in colleges around the world have risen dramatically in the past 40 years.⁴ The Global Terrorism Database, compiled by the University of Maryland, shows a disturbing increase in attacks against schools beginning in 2004. Interestingly, the Beslan school attack in Russia occurred in September 2004.

Schools as Targets

According to forensic psychologists Emma Bradford and Margaret Wilson, one of the reasons that terrorist organizations target schools is because educational institutions are symbolic cultural targets and attacks generate widespread emotional responses.⁵ Schools can also be targeted because they are considered soft targets. Schools represent large collectives of noncombatant personnel that generally are not protected by armed personnel. Data from various sources project that approximately 82 million people are either students at or employed by public and private schools encompassing kindergarten through doctoral studies.

To put this number into context, the United States population is approximately 320 million people. This means that 25% of the US population either attends or works at some type of school or university, which underscores the vulnerability of a significant number of U.S. citizens. The increasing number of armed attacks against educational facilities and the sheer number of people that either attend or are employed by schools are some of the most compelling data to underscore the urgent need for communities and our government to harden our schools and adequately protect students and educational employees. Serious efforts need to address the multiple vulnerabilities of U.S. schools. Such efforts need to consider multiple scenarios that could have a devastating effect on the inhabitants of these schools.

The current trend of appointed commissions and panels to conduct a postmortem examination of an active shooter situation in a school generally fails to consider the wider scope of vulnerabilities that schools face. For example, the Sandy Hook Advisory Commission released its Final Report in early 2015 on the 2012 Sandy Hook School shooting in Newtown, Connecticut.⁶ The panel focused its work on three distinct areas, to include safe school design,

³ Global Coalition to Protect Education from Attack. (2014). *Education Under attack 2014*. New York: GCPEA.

⁴ University of Maryland Global Terrorism Database. (2014). *Global Terrorism Database*. Retrieved September 19, 2015, from <http://www.start.umd.edu/gtd/>

⁵ Bradford, E. & Wilson, M. A. (2013). When terrorists target schools: An exploratory analysis of attacks on educational institutions. *Journal of Police and Criminal Psychology*, 1-12.

⁶ Sandy Hook Advisory Commission. (2015). *Final Report of the Sandy Hook Advisory Commission*. Hartford, CT: State of Connecticut.

emergency response, and mental health. The broader scope of vulnerabilities that could be attributed to organized attacks on the school is not explicitly considered.

The use of panels and commissions for incidents similar to the Sandy Hook school shooting is appropriate. However, it represents an ad hoc response to school attacks that are a part of much larger, growing trend. Commissions should be impaneled to consider not just what happened at one particular school, but to examine the implications of the growing international trend of school shootings. Taking a multi-dimensional view of school attacks will break the paradigm of focusing just on lone wolf operators and will expose the practice of focusing on these single, non-aligned operators as a woefully inadequate response to the school violence threat. Furthermore, taking a multi-dimensional view of school attacks will help define the proactive and preemptive work needed to help communities protect their schools while considering the range of possibilities that could occur in schools, to include mass shootings by organized groups.