

GENERATIONAL PERSPECTIVES IN EMERGENCY MANAGEMENT - A GLIMPSE INTO UNDERSTANDING



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Abstract

June 7, 2016, at FEMA's 18th Annual Emergency Management Higher Education Symposium, a plenary panel was convened representing three generations of perspectives who have embodied the Emergency Management roles of academic, practitioner and policy maker. Utilizing a qualitative approach, this report details the formation of the panel, analysis of the dialogue and related outcomes. The purpose of the panel and this report are to expand the understanding of similarities and variances of generational perspectives across various Emergency Management roles.

Keywords: emergency management, generations, millennial, generation X, baby boomers, motivations, whole community

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Generational Perspectives in Emergency Management - A Glimpse into Understanding

HOW WE MIGHT BETTER UNDERSTAND GENERATIONAL VIEWS

The topic of generational perspectives has been raised in both academic and practitioner Emergency Management environments. Faculty share strategies, successes and challenges of educating the millennial generation while practitioners note the benefits of the fresh, technologically savvy, eager workforce as well as the trials of managing the unrealistic expectations of instant change and influence. Beyond the practitioner and academic, there is another role that impacts the Emergency Management field and that is the policymaker who is responsible for resources and program management. To better understand these three roles and how generational perspectives may impact interactions in the field of Emergency Management, a panel was convened at the 18th Annual Higher Education Symposium, June 7th, 2016.

The panel was to consist of three generational perspectives: millennial, generation X and baby boomers. Each generation would have a representative from each role: academic, practitioner and policymaker. The panel would be moderated by a seasoned Emergency Management academic. It was known in advance that Dr. Dennis Mileti would be the recipient of the prestigious Blanchard Award at the Symposium, so a request was made in May for him to serve as the moderator and discussant for the panel, which he accepted. Dr. Mileti has decades of experience in the Emergency Management field and is highly regarded. His participation in the planning and design of this panel ensured the implementation would be cued up for success.

PLANNING FOR THE PANEL

On May 18th Dr. Mileti and the Higher Education Program Manager met to discuss the purpose of the panel, proposed panelists and seed questions for the panel. The overarching purpose conveyed in this meeting was “to explore the variance and similarities of generational perspectives and behaviors of academics, practitioners and policy makers in emergency management.” This would be achieved by convening three panelists representing the three perspectives (academic, practitioner and policymaker) from the three different generations (millennial, generation X and baby boomers). The panels would be recorded and transcribed so the narrative data could be analyzed. During this telephonic meeting the proposed panelists and possible seed questions were discussed.

PANELIST SELECTION

The actual selection of the nine panelists was fluid as schedules and travel challenged our ability to firm up the panelists until one and a half weeks prior to the Symposium. Panelists were invited via email and provided a one-page description of the purpose, panelists and seed questions (Appendix A). Specific attention was given to ensure diversity among panelists. It was intentional and a disclaimer was provided as the panel was introduced at the Symposium indicating that panelists represented more diversity in terms of race and gender than is currently nationally represented in the Emergency Management field. One third of the panel was African American and two thirds of the panelists were women. The following individuals participated in the panel discussion:

Generation Y

- Policy Perspective - Jennifer Lieb, Program Liaison FEMA Corps
- Practitioner Perspective - Donald Vincent, Community Preparedness Specialist/FEMA Region I
- Academic Perspective - Elizabeth Dunn, University of South Florida

Generation X

- Policy Perspective - Katherine B. Fox, Senior Advisor, FEMA National Preparedness Division

- Practitioner Perspective - Ryan Miller, Howard County Emergency Management
- Academic Perspective - Goulda Downer, Howard University College of Medicine

Baby Boomer Generation

- Policy Perspective - Jannah Scott, Deputy Director DHS Center for Faith-based & Neighborhood Partnerships (invited)
- Practitioner Perspective - Ed McDonough, Maryland Emergency Management Agency
- Academic Perspective - Claire Rubin, Claire B. Rubin & Associates LLC

QUESTION SELECTION

The seed questions began with the idea of posing the following questions:

1. What do you think is the best motivator for people of your generation to participate in emergency management and disaster preparedness?
2. What do you think is the most important thing for communities to focus on to build resilience?
3. What is the most important personal attribute to facilitate collaboration?
4. If you could change one direction in emergency management policy, what would it be?

After a thoughtful dialogue with Dr. Mileti the questions evolved into the following four questions that were expected to more fully highlight the similarities and variances of the panelist's perspectives.

1. What enticed you into the field of emergency management and what do you think is motivating people today to come into emergency management?
2. What do you think motivates people to prepare?
3. What do you think is the most important thing for communities to do to build resilience?
4. If you could change one direction in emergency management policy, what would it be?

During the session, Emergency Management student volunteers were instructed to take notes to augment the narrative transcript of the panel. Dr. Mileti suggested that a note-taking matrix would be helpful and a template was created for students to take notes, which was transcribed by the researchers and analyzed with the transcript.

IMPLEMENTATION OF THE PANEL

The Generational Perspective panel was the first plenary session of the Symposium after the presentation of the colors, singing of the National Anthem and welcoming remarks from FEMA's Emergency Management Leadership. In an effort to create an open-minded environment for the panel, the Higher Education Program Manager shared a couple slides on the concept of creating "gracious space."¹ Gracious space is developed with a focus on four elements: spirit, setting, welcoming the guest and learning in public. The area of spirit calls the audience to focus on creating an inclusive space that is open to learning, sharing, self-respect and leaning toward solutions. Setting is a focus on the physical space to ensure that it is comfortable, accessible, well-lit, mindfully laid out and temperate so the audience is at ease. The notion of welcoming the guest is the practice of observing that we all have different backgrounds and perspectives and there is beauty and strength in this diversity. When we take time to listen and understand each other, we will be able to generate ideas and solutions that would not be possible in isolation. Finally, the focus of learning in public is about letting go of certainty, expertise and familiar solutions to make room for new ideas and collective wisdom to

¹ The concept of gracious space was developed by the Center for Ethical Leadership www.ethicalleadership.org. Not only has it been used to create a welcoming space for meetings and work, it has also been used effectively in the classroom to create a safe environment conducive to active learning.

emerge. Several participants spoke to the Program Manager after the session and expressed that this creation of gracious space was a beneficial way to start the session.

ANALYSIS AND OUTCOMES

METHODOLOGY

A qualitative methodology was followed to analyze the data collected. The data sources included researcher observation of the panel, student notes and transcription of the panel narrative. A cultural consensus analysis was utilized to measure the extent to which people agree or disagree about the contents of a cultural domain, in this case the four questions posed to the panelists. NVivo software was utilized to organize the narrative data and extract themes. A profile matrix of each respondent was developed to code responses by gender, generation and perspective. Once the data was coded, bar charts were created to reflect the percentage of generational consensus around certain themes. Word clouds were used to visualize the data from specific sections of the narrative. Researchers engaged in regular calls and emails to discuss the data and themes and encourage collective understanding.

OUTCOMES

What happens when you pose the same four questions to nine people at a table representing three different generations and perspectives?



The challenges of inter-generational communication are not unique to Emergency Management, (EM). Various sectors are growing and evolving, bringing in new cohorts of thinkers every day. The call to action becomes how to give a diverse group of people a seat at the table and reinvigorate the mission.

What lessons are learned from these inter-generational encounters and can a common mission be achieved? The following word clouds show the frequency of terms by generation. You will see that Generation Y placed an emphasis on people, technology, research and community. Generation X placed an emphasis on people, public, barriers and understanding. The Baby Boomers emphasized people, help, recovery, diversity and mitigation. What is apparent from the word clouds is that all the generations emphasized the word people.

“Disasters happen at the local level. Preparedness doesn’t happen at the national level. It happens at the local level. And someone even came up with the idea that it is neighbors helping neighbors, people helping people.” - Dr. Mileti



Generation Y word cloud

Generation X word cloud



Baby Boomers word cloud

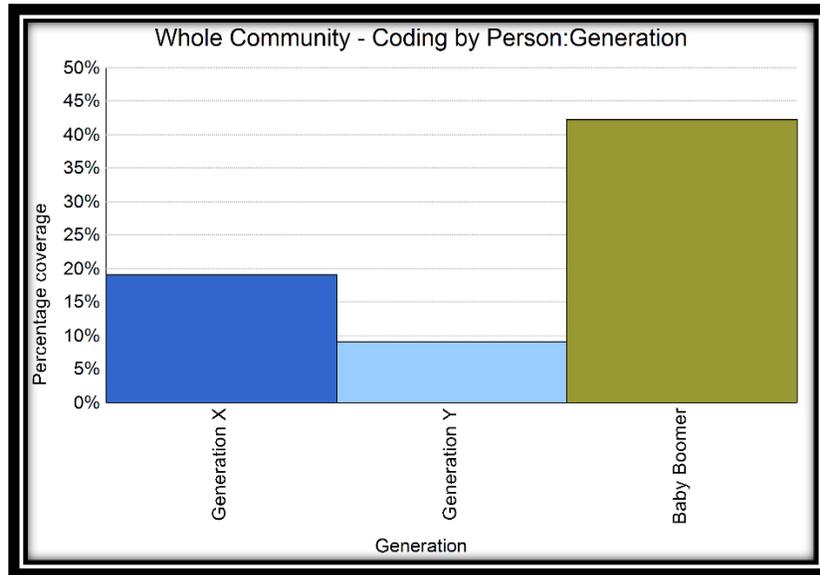
Several overarching themes emerged from the textual analysis, particularly around the idea of expanding some of the core tenets of EM:

- The Whole-Community approach
- Normalize the discussion around preparedness
- Different pathways into this field
- Break down silos
- Re-define resiliency
- Embrace technology
- Evidence-based policy

There was generational consensus regarding normalizing the discussion around preparedness and evidence-based policies. The differences in the above-mentioned areas were articulated via disciplinary perspectives. Generation Y championed the discussions around different pathways into the field and embracing technology. Generation X emphasized breaking down silos, cultural competency and challenges to preparedness. Whereas the Baby Boomer generation emphasized increasing diversity, a need to re-define resiliency and the whole-community approach, which served as a thread throughout the panel. The compelling dialogue around these themes is discussed in detail below.

THE WHOLE-COMMUNITY APPROACH

The Federal Emergency Management Agency, (FEMA) defines “Whole Community as a means by which residents, emergency management practitioners, organizational and community leaders, and government officials can collectively understand and assess the needs of their respective communities and determine the best ways to organize and strengthen their assets, capacities, and interests. By doing so, a more effective path to societal security and resilience is built. In a sense, Whole Community is a philosophical approach on how to think about conducting emergency management” (FEMA, 2011).



“We had to kind of re-define what it meant to be a public servant, so that if you were working in the private sector but still working towards a public good, perhaps that could also be considered public service. Really recognize that there is a role for the private sector, a role for nonprofits, etc. and just a broader field. If an emergency encompasses every aspect of society on a really bad day, then every aspect of society has a role” - Katherine B. Fox, Generation X Policy Perspective

The panel articulated an expanded understanding of the phrase whole-community. For example, the idea that Emergency Managers should be included as a constituent of the whole-community developed as an underlying theme in the panel discussion. The EM profession is mission driven with a focus on helping people and devising solutions for communities. As such, Emergency Managers do not include themselves as a component of community when navigating topics such as community needs, cultural norms, self-care, trauma, economic limitations, etc. However, Emergency Managers deal with challenges that permeate daily work and those challenges should be acknowledged.

Emergency Managers play an important role in bringing together a network of individuals committed to the mission of helping others. There was a strong consensus among all panelists that engaging communities at the local level is key to understanding what motivates people to prepare. In order to gain access at the local level Emergency Managers have to build a rapport with individuals that are trusted by the community and have significant ties throughout. The terms used to describe these key community figures varies by discipline. Anthropologists utilize the phrase “social capital”; network scientists refer to “weak and strong ties”; social

network analysts use the term “influencer”; and the policy folks utilize the phrase “key-force multipliers.” Building strong networks is vital to breaking down silos and communicating information about preparedness.

“We build our preparedness efforts with communities based on connecting with and engaging with people who have trusted relationships with large swaths of communities. We call them key force multipliers or force multipliers”- Jannah Scott, Baby Boomer Policy Perspective

Once the concepts of whole-community and key force multipliers were introduced, they served as a connecting thread throughout the discussion.

“I really want to go back to what Jannah said about using local networks. I think one of the key things at building resiliency is identifying those network & where the cross-overs are between public, private, academia, infrastructure, & seeing how those fit together in disasters & how the individual fits into that as well.” -Jennifer Lieb, Generation Y Policy Perspective

“The critical piece to resilience is network, this network communication and relationship between all partners & stakeholders and a lot of government folks in the audience may find that familiar with the whole community approach”- Donald Vincent, Generation Y Practitioner perspective.

Key-force multipliers encourage collaboration and information sharing among stakeholders. They also help Emergency Managers gain buy-in from the community by setting the stage for dialogue and relationship building. Having connections at the local level informs policy, research and on the ground application. Strong networks make for more resilient communities. Claire Rubin provided an example during the panel discussion of the whole community approach at work in motivating people to prepare.

“I’d love to see people with a better understanding of risk & vulnerability in the dense urban areas where they live and what they possibly might do if they have to stay in place for an extended period... I work part-time on a specific project with Arlington office of Emergency Management. My first time as a local emergency manager practitioner, I have been a researcher for most of my life. We have an ongoing project on outreach to houses of worship and we personally approached all eighty-two houses of worship. We’ve done workshops for them. So you can go sector by sector, perhaps the non-profit sector, the houses of worship sector, the business sector, etc. those are the trusted people and force multipliers. And that’s where people will go for help, so both individually & sector by sector in the community is what I suggest.” - Claire Rubin, Baby Boomer Academic Perspective.

To ensure the effectiveness of the whole-community approach, it is important to utilize cultural competency. Generation X introduced the term “cultural competency” to the discussion.

“I’ve been working for almost two decades to strengthen the clinical work force around cultural competency: how we believe our values, our systems are all played into how we not only access services that are available but what we hold dear and true to ourselves. It’s very clear that not only building a diverse work force of emergency management services will be important. It is important that we understand what the community wants, what the community needs, and work with them at the beginning so the data piece for me is very important as we continue to work in this field.” - Goulda Downer, Generation X Academic Perspective

Increasing diversity in this field will also allow for more culturally competent approaches to preparedness, emergency management, policy making and long-term recovery. The Baby Boomer generation emphasized diversity in terms of race and ethnicity, but also gender, disability, age, geographic location, etc. Encouraging diversity helps to break down silos by incorporating a variety of perspectives.

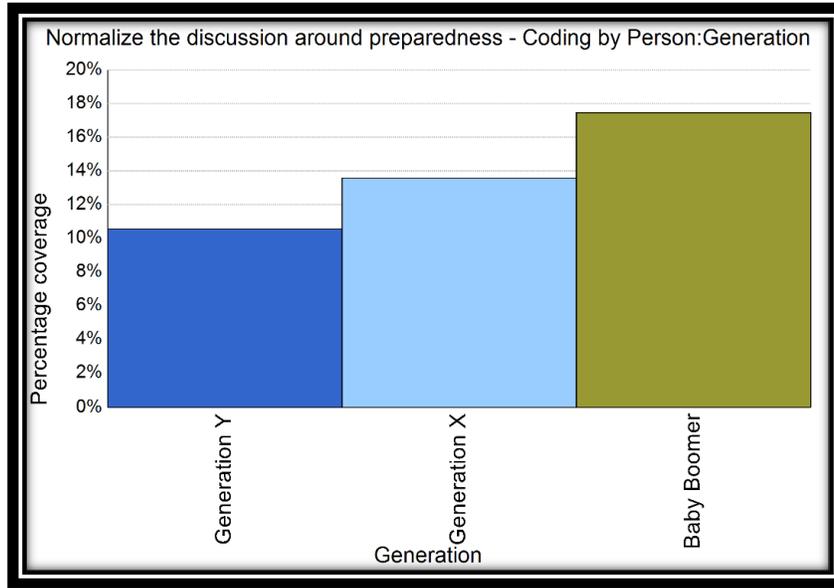
“This is not a policy thing, this is ‘A what can you, as the people educating the next wave of us do to help?’ This panel doesn’t necessarily show it but I will say that I have been in too many working groups and focus groups and what not, that were a bunch of middle aged white guys sitting around figuring out how to do things. That can’t happen, we can’t be coming back here ten years from now and having that happen. But we need to look at diversity beyond just race and ethnicity, we need to look at age diversity, we need to look at geographic diversity. Not only different parts of the country but rural versus suburban versus urban. We need to look at disabilities and functional access needs. We need to make sure as the whole community talks about, that even those of us looking around at policy or looking at curriculum or what not, that we represent the communities we serve and not just a bunch of people that look like me sitting around and doing it.” - Ed McDonough, Baby Boomer Practitioner perspective

The panel served as a call to action to all sectors, to implement tools that give more voices a seat at the table in terms of planning, implementation and evaluation. The profession should be informed by a multitude of voices, representative of the larger demographic. Increasing diversity and cultural competency can assist in normalizing the discussion about preparedness. Emergency Managers need to communicate in a culturally relevant manner, contextualizing disaster preparedness in daily life.

NORMALIZING THE DISCUSSION

All of the panelists agreed that normalizing the discussion about disasters helps to motivate people to prepare. Each panelist offered constructive suggestions for motivating people to prepare. Generation Y emphasized that people are informed by their experiences with disasters. Some individuals have never experienced a disaster and others are dealing with disaster fatigue. Appealing to sensibilities of family, safety and community speaks to a sense of purpose and mission. Other panelists suggested talking to the youth population about preparedness and incorporating it into elementary and high school curriculum.

“I think that what makes people prepared is their experience with disasters. I think we have to get out into the community more, I know me on the federal level, one of my favorite pieces is getting out into the community... talking to people, where they are able to ask questions, that we don’t think about when we are making pamphlets or different preparedness materials” - Donald Vincent Generation Y Practitioner Perspective



“It is very important for us to encourage social & behavioral change. Start at a younger age and kind of drive it into to the culture of our youth, that there needs to be preparedness & mitigation within our everyday life... Using campaigns that really focus on the feelings of protection and the need to implement safety measures within the family unit. To care for children, older adults, and pets. Individuals will reiterate many times that they will not evacuate if they cannot take their pets with them”- Elizabeth Dunn, Generation Y, Academic Perspective

“I think that working with youth and normalizing it... at the most local level. How do we reach these different parts of communities and different populations with children, with the elderly, with pets, and really understanding what challenges they see? Helping them to think about what their own challenges might be. You know, ‘do you have a car? Will there be public transportation available?’ I think asking those questions and making them a normal part of discussion. Not sensationalizing it, that initial impact phase that we see on the news; but what does that long-term recovery also look like?” - Jennifer Lieb, Generation Y Policy Perspective

Katherine Fox, the Senior Advisor to the FEMA National Preparedness Division, observed generational differences in approaching this topic, noting that Generation Y took a complicated topic for EM and broke it down into manageable approaches to motivating people to prepare. Whereas, from the Generation X policy perspective, Katherine pointed out the challenges people face in preparing for disasters.

“I read an article in the Atlantic about the challenges with middle class America right now. It had a statistic that just chilled me, forty-seven percent of Americans will have trouble coming up with four hundred dollars in an Emergency. And when we think about the FEMA perspective, you are on your own for 72 hours, you’re on your own for evacuation, to the extent that public transportation options are available, we will try to make that available. But you can’t really sustain that if you can’t come up with four hundred dollars... how are you going to get thru that initial state of recovery? So, when we are talking about preparedness and meeting people where they are & what they can realistically accomplish. We have to focus on those incremental steps” - Katherine Fox, Generation X Policy Perspective

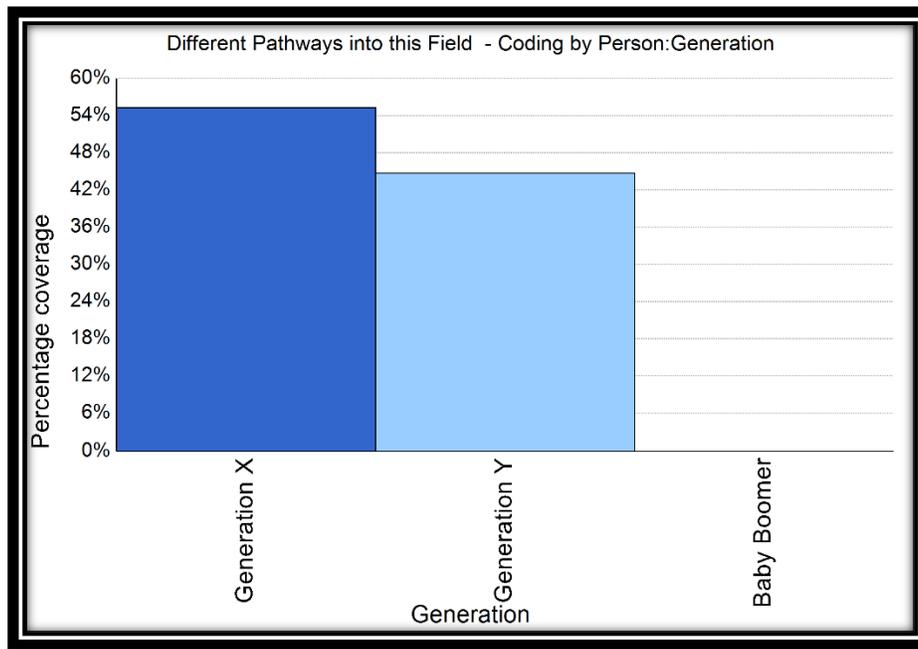
Goulda Downer representing the academic perspective of Generation X offered a possible solution.

“What is measured is done, and if we don’t measure what we are doing, we think that we are doing a good job. We need to be able to go into communities, to find what works and what does not work and scale up what actually works...How do we work with the community and get them ready. Ask them. We don’t have any money. How can you be prepared without this particular resource? What we are thinking of, you don’t have the money but you may have a family, friend or neighbor”- Howard University College of Medicine

The above-mentioned dialogue illustrated how inter-generational and interdisciplinary collaboration is key to finding solutions to complex challenges in Emergency Management.

DIFFERENT PATHWAYS INTO THE FIELD

Generation Y, Generation X and the note takers placed considerable emphasis on the topic of different pathways into the field. The idea that you no longer have to be a first responder, which is a more traditional route into the field of EM. Generation Y panelists expressed that there are students from political science, English, anthropology, international relations, etc. that are interested in this field. New students are interested in finding creative means to achieve the mission of helping people affected by disasters. Generations Y and X are entering EM from a variety of disciplines and advocating for inter-disciplinary collaboration.

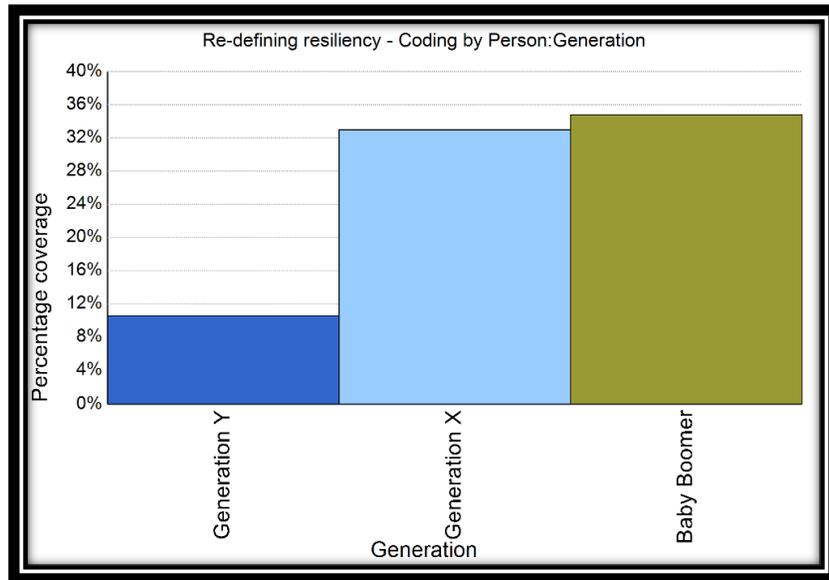


“And I would have to say that relates to some of our students coming in; what really drives them, I think in the last twenty years in management humanitarianism is a very popular thing. A lot of my students want to drive change, they want a career that is impactful in other populations, in their communities. And instead of joining the military or becoming a first responder or clinician, they are trying to figure out a way to do that and really benefit our vulnerable populations”- Elizabeth Dunn, Generation Y Academic Perspective

RE-DEFINING RESILIENCY

The Department of Homeland Security (DHS) defines resilience as “the ability to adapt to changing conditions and withstand and rapidly recover from disruption due to emergencies” (DHS, 2011). The Baby Boomers and Generation X led the discussion about re-defining resiliency. Generation X discussed the importance of putting individuals at the local level at the center of resiliency plans so they can have agency in how their communities prepare for disasters. The baby boomers explained the importance of changing the terminology from disaster victims to disaster survivors to empower individuals as they take control of rebuilding their communities. Another baby boomer advocated for mitigation efforts.

“I am not fond of the term resilience. I think it distracts from a lot of other things. Personally, I think if we did a better job on mitigation and recovery, we would in fact be more resilient” - Claire Rubin, Baby Boomer Academic Perspective



FEMA defines mitigation as “the effort to reduce the loss of life & property by lessening the impact of disasters.” Mitigation involves “analyzing risk, reducing risk, & insuring against risk... This is achieved through regulations, local ordinances, land use, & building practices & mitigation projects that reduce or eliminate long term risk from hazards & their effects.” (FEMA, 2016). One panelist highlighted the role of Emergency Managers serving as a civic switchboard. The switchboard was a “piece of equipment used in the past for directing all the phone calls made to and from a particular building or area” (Cambridge Dictionary, 2017). The civic switchboard is an analogy for the ways in which Emergency Managers connect networks of people in an area to share resources, ideas and work together to problem solve.

“The idea that during an emergency, the role of an emergency manager is to plug different organizations together to solve a problem. And that idea of a civic switchboard can’t start during a disaster, it has got to start well ahead of that, early on, so building those networks, to be aware of what is in your community and getting them plugged in so we as EM don’t have to do the switching during the emergency is in my mind what produces the most resilient communities” - Ryan Miller, Generation X Practitioner Perspective

Emergency Managers play an integral role in advocating for mitigation, resilience and recovery efforts. Connecting individuals from various sectors to problem solve will have long term impacts on communities.

EMBRACING TECHNOLOGY AND EVIDENCE-BASED POLICY

Embracing technology and evidence-based policy were highlighted throughout the panel but particularly during the discussion regarding next steps in Emergency Management.

“I believe there needs to be an increase in support in use of academia...academic research for the development and implementation of federal laws, policies, programs, practices...they need to be engaged with developing their strategies and utilize. A lot of our academics want to be part of that conversation and need to be part of that conversation.” - Elizabeth Dunn, Generation Y Academic Perspective

“One thing I would change is...less resistance and embracing new technology. When I came on board, and said social media, that’s very important. A lot of the older generations in the workforce would say “Oh no, well, we can’t tweet this. Well, how do we know that this is verified?” and I think things are changing but I would say with less resistance. And for the students in the audience, please use the technology to your best ability. For example, drones are something that are used during emergencies and disasters and things like that. So I would say less resistance to new technologies.” - Donald Vincent, Generation Y Practitioner Perspective.

DISCUSSANT COMMENTS

At the end of the panel Dr. Mileti served as a discussant and took time to respond to and summarize some of the major themes that stood out to him during the panel. Dr. Mileti has countless years of experience and contributions to this field, therefore his response to the discussion is compelling from a generational perspective. Dr. Mileti began by acknowledging the biases of his own personal experience and how it informs his approach. He was a victim of the Sylmar Earthquake of Southern California in 1971. A few months later he went to graduate school and taught his first course on the sociology of disasters and, as Dr. Mileti explained the “rest is history.” In response to why people enter the field of EM, Dr. Mileti heard from the panelists that it was based on experiences with disasters. He proposes a new program called “Youth to Disasters,” in which you foster the next generation of graduate students by bringing them into the field during a disaster and allowing them to research it and experience it.

In response to how you motivate people to prepare, Dr. Mileti gave Generation Y an A+ in identifying how to normalize the discussion about preparedness. Dr. Mileti referenced a social science research study indicating, “Empirical scientific research supports that...we need to engage in enculturation and make it a part of the culture.” Dr. Mileti explained that the number one thing that motivates the American public to prepare is not when government tells them to do so, it is when people they know [neighbors, friends] show them what they have done to prepare.

Dr. Mileti recognizes a need for a knowledge index, a unique database that brings together the body of knowledge and other methods of delivery. “Somebody needs to create a knowledge Index. I mean with the internet, why can’t we take what we know & bring it all together in one place and make it accessible. Where you can find that stuff out and know it is evidenced & science based, so that it can be shared amongst everyone, practitioner, and academics alike.”

In response to how to build community resilience, Dr. Mileti re-affirmed the panelists’ suggestions to put locals in the limelight. “Community organizing, something FEMA once called soft-mitigation... bringing local people together and getting them to know each other and talk about things together and invent what they wanted to do for their own hazardous futures. I know the Natural Hazards Mitigation Association is trying to move in that direction. But that is basically what we know works. So, if we know what works, why aren’t we doing more of it? Organizing local communities.”

And finally, Dr. Mileti addressed the recommendations for changing one direction in EM policy. He emphasized the need for evidence-based policy to integrate research findings into policy making and program evaluation to determine what works and what doesn’t work. Dr. Mileti reaffirmed the need to open

the doors for Emergency Management for everyone and to bring people of diverse backgrounds into the discipline.

Dr. Mileti has witnessed the evolution of the field and the many directions it has taken over the years. Considering the challenges of intergenerational and inter-disciplinary communication, it was insightful to have Dr. Mileti engage at all levels of the discussion and offer feedback.

QUESTION AND ANSWER SESSION:

During the question and answer session the audience engaged the panelists with questions ranging from how do we provide disaster assistance to undocumented communities, how to incorporate the STEM community more into this discussion and how to incorporate Emergency Management as a component of public school curriculum?

The discussion of engaging the STEM community is a continuation of the theme to break down silos in EM and incorporating the evidence-based policy from these fields into policy making. Katherine, representing the policy perspective, reinforced reaching out to your FEMA regional offices and inviting them to STEM conferences. Also, recognizing that not all the work happens at the Federal level and STEM is an integral part of the whole-community approach.

Incorporating Emergency Management curriculum into all levels of education was a re-occurring theme throughout the panel. EM and preparedness curriculum was suggested as a way to normalize the discussion about preparedness. Audience members picked up on this thread. For example, audience member Rick Bissell from the University of Maryland in Baltimore asked about incorporating curriculum at the high school level. Ed McDonough, representing the Baby Boomer practitioner perspective, discussed the work of the Maryland EM agency partnering with high schools around the state to teach EM as a magnet program, offering a career tract for students. Ed also addressed the challenges of getting new curriculum for general teaching at the high school level. Jessica Jensen, an audience member from North Dakota State University, offered an action plan for utilizing higher education to get disaster information out to future generations and broad swaths of people.

“We in higher ed may not always have access to K-12 but we have general education requirements and can introduce curricula that qualifies in the category of general education requirements to get our message out not just to future potential emergency managers but for those who will also be the assessors, our elected officials, our lawyers who will also be in our planning departments, and so on. And we need a means of communicating that information.... We need better textbooks” -Jessica Jensen

CONCLUSION

This panel illustrated that when you put a group of diverse perspectives at the same table, who are committed to the mission, similarities far outweigh differences. The field of Emergency Management is at a turning point, with the opportunity to set the tone and chart the course for the next generation. Focusing on normalizing the discussion around preparedness and expanding some of the core definitions promotes resiliency. Utilizing the whole-community approach emerged as a tool to break down silos and highlight the different pathways into this field. While recognizing the challenges to preparedness, there are tools available such as technology,

developing curriculum and incorporating evidence-based policy that will assist us. Encouraging inter-disciplinary and inter-generational collaboration creates the momentum for more informed decision making.

“Information is bi-directional... the gate-keepers in our communities are the ones that we are here for. Information truly becomes credible when the person who is bringing that information, the recipient of that information can identify with them... but the more important thing, how many of us know our neighbors? Many people never speak to their neighbors...our generation Y already said it, make sure that the children, that they know, start from the beginning, because they are the ones who will tell the mothers, the grandmothers and it becomes intergenerational” - Goulda Downer, Generation X Academic Perspective

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Appendix B: Major Themes Structured & Categorized for NVivo qualitative analysis

- I. Normalizing the Discussion
 - A. Enculturation
 - B. Family & Community preparedness
 - C. Dealing with trauma and fatigue
 - 1. How kids process disasters
- II. Re-defining
 - A. Re-defining resiliency
 - B. Re-defining risk
 - C. Re-defining community
- III. Whole Community Approach
 - A. Network
 - 1. Key-force multipliers
 - 2. Civic switchboard
 - B. Diversity
 - 1. Cultural Competency
 - 2. Diversity in terms of race, gender, age, functional access needs, geography, economic, etc.
 - C. Engage informal leaders at the local level
- IV. Different Pathways into this Field
 - A. Youth to Disasters
 - B. Professionalize this field
 - C. Design Curriculum- elementary school, high school, and college level
 - D. Inter-disciplinary approach
- V. Challenges
- VI. Embracing Technology
 - A. Knowledge Index
 - B. Electronic Alerts
- VII. Breakdown Silos
 - A. Public/Private Sector
 - B. Academia/Practitioners
 - C. Communication across disciplines
 - D. Inter-generational communication
- VIII. Evidence Based Policy
 - A. Program Evaluation
 - B. Utilizing Academic Research



Emergency Management Institute

**18th Annual
Emergency Management
Higher Education Symposium**

**BREAKOUT & PLENARY
SCHEDULE**

June 6–9, 2016



FEMA

PLENARY SESSIONS

	Tuesday, June 7, 2016
7:00–8:00	Symposium Registration (Building E, 1 st Floor Hallway)
8:00–8:10	Presentation of Colors, The National Anthem, and Pledge of Allegiance.....MD State Police and Dr. Tom Phelan
8:10–8:55	Welcome and Opening Remarks <i>Wendy Walsh, Tony Russell, CEM, and Lillian Virgil</i>
8:55–9:05	Break
9:05–11:15	Generational Perspectives in Emergency Management Moderator/Discussant – <i>Dennis S. Mileti, Ph.D.</i> Panelists – <i>Jennifer Liem, Donald Vincent, Elizabeth A. Dunn, MPH, CPH, Katherine B. Fox, Ryan A. Miller, MS, CEM, Goulda Downer, Ph.D., FAND, RD, LN, CNS, Jannah Scott, Edward J. McDonough, and Claire Rubin</i>
11:15–11:30	Breakout Session Announcements/Focus Group Intros..... <i>Wendy Walsh</i>
11:30–1:00	Lunch – Building K, Cafeteria
	Wednesday, June 8, 2016
	International Breakfast (Building K, Cafeteria)
	Welcome Back and Recapping <i>Wendy Walsh</i>
8:10–8:40	EM Higher Education Today: The 2016 FEMA Higher Ed Program Survey..... <i>Carol Cwiak, J.D., Ph.D.</i>
8:40–8:50	NDSU Award..... <i>Carol Cwiak, J.D., Ph.D.</i>
8:50–9:00	Award Recipient <i>TBD</i>
9:00–9:15	Break
9:15–10:00	Accreditation Focus Group – Final Report..... Panelists – <i>Stacy L. Willett, Ed.D., David A. McEntire, Ph.D., Daryl Spiewak, CEM, M.A., Sepi Yalda, Ph.D., Randall Egsegian, Ph.D., and Sandy M. Smith, RN, Ph.D.</i>
10:00–10:25	FEMA’s Commitment to Education and Research to Advance and Grow the EM Profession..... <i>Timothy W. Manning</i>
10:25–10:40	Break
10:40–11:30	Higher Education Program Update <i>Wendy Walsh</i>
11:30–1:00	Lunch – Building K, Cafeteria
	Thursday, June 9, 2016
8:00–8:05	Welcome Back and Recapping..... <i>Wendy Walsh</i>
8:05–8:30	IAEM – U.S.A. and IAEM Student Reports <i>Robie Robinson and George Navarini</i>
8:30–8:50	Emergency Management Professional Program. <i>Kelly E. Garrett</i>
8:50–9:10	Break
9:10–9:55	Office of Academic Engagement and Homeland Security Academic Advisory Council - Opportunities for the Emergency Management Academic Community to Contribute..... <i>Trent Frazier</i>
9:55–10:40	2018 Quadrennial Homeland Security Review (QHSR) – Ways the EM Academic Community Can Contribute..... <i>Susan Collar-Monarez, Ph.D.</i>
10:40–11:30	Closing Remarks and Next Steps. <i>Wendy Walsh & Tony Russell, CEM</i>

11:30–1:00 Lunch – Building K, Cafeteria

*Hope to see you at the
19th Annual Emergency Management
Higher Education Symposium*

June 5–8, 2017



For more information on the
FEMA Emergency Management
Higher Education Program, go to:

<http://training.fema.gov/EMIWeb/edu>

Symposium Hashtag – #EMhighered

For Session Evaluation use the following:



https://ndstate.co1.qualtrics.com/SE/?SID=SV_38bS_wu5wqhxpqq

TUESDAY, JUNE 7, 2016 – BREAKOUTS

1:00–2:30 p.m.

- (1) Next Generation Core Competencies: Building the Emergency Management Workforce for 2030
- (2) Associate Level Programs: A Connected Community College
 - (3) Incorporating Cultural Competency Skills in Emergency Management Higher Education: Preparing the Next Generation to Manage a Dynamic Whole Community
- (4) Graduates' Perspectives on Program Educational Outcomes: Penn State's Nationwide and International Online Intercollegiate Master of Professional Studies in Homeland Security
- (5) Emergency Preparedness for Long-Term Care Facility Administrators and Residents: Training for All-Hazards, Community-Based Emergency Planning
- (6) Inclusive Emergency Management: Integrating the Disability Community into Emergency Planning and Response
- (7) Engaging Higher Education to Expand the Science Base for Effective, Actionable Guidance for the Public

2:30–3:00 p.m. – BREAK

3:00–5:00 p.m.

- (1) Discipline Purview Focus Group Report
- (2) Developing and Sustaining Bachelors' Level Emergency Management Programs
- (3) Methods for Risk and Crisis Communications in Emergency Higher Education Programs
- (4) The Utilization of Client-Based Service-learning Applications in Emergency Management Graduate Curricula for the 21st Century
- (5) The Disciplinary Characteristics of Case-Based Learning in Disaster and Emergency Management Higher Education Programs: What is and What Might Be
- (6) Homeland Security and Emergency Management Programs at Historically Black Colleges and Universities
- (7) Strategic Foresight and Climate Change

5:00–7:00 p.m. – POSTERS/SHARE FAIR/COOKOUT – Building B

WEDNESDAY, JUNE 8, 2016 – BREAKOUTS

1:00–2:30 p.m.

- (1) Bridging the Gaps in Emergency Management through Professional Development: A Continuing Education Solution
- (2) Learning How to Structure and Manage Graduate Level Programs
- (3) Communicating Who We Are and What We Do to the Whole Community (Location: M202)
- (4) Climate Disasters and the Onset of Civil Conflict: Assessing the Effects of Disaster Severity on Conflict and How Higher Education Can Help Reduce Flood Damages
- (5) The 17 Gaps That Sabotage your Emergency Plans and How to Fill Them
- (6) Professionalization of Emergency Management and Business continuity Management in the Uniformed Services in the UAE

2:30–3:00 p.m. – BREAK

3:00–5:00 p.m.

- (1) Training and Education Synergy Focus Group
- (2) Distance Learning Programs
 - *Topic: Bringing Disasters to Class: Using Virtual Reality to Enhance Student Learning*
 - *Topic: Teaching Homeland Security Curriculum in a Distance Learning Environment*
 - *Topic: Your Education in Your Pocket-Can WhatsApp Facilitate Better Learning*
- (3) Emergency Management Law and Policy: A Review of What We Know and What We Need to Know
- (4) Crisis Leadership in Developed and Developing Countries
- (5) Workshop: Toward a Substantive Dialogue: The Need for a Code of Ethics in Emergency Management, Part 2
- (6) Homeland Security
 - *Topic: Professionalizing Homeland Security: Using Educational Standards to Define the Discipline*
 - *Topic: Designing a Multi-Disciplinary Homeland Security Curriculum: The Value of Strategic Planning*
- (7) FEMA National Preparedness System (NPS) and National Incident Management System (NIMS) Refresh and Dialogue

5:30–7:00 p.m. – NETC Library Open House – Building N

THURSDAY, JUNE 9, 2016 – BREAKOUTS/SIGs

1:00–2:30 p.m.

- (1) How Do We Include Considerations for Access and Functional Needs into Core Classes?
- (2) Excellence in Online Learning and An Innovative Certificate Program in Emergency Management and homeland Security for Educators, Researchers, Practitioners, and Students
- (3) Challenge Met: Increasing Academic Rigor While Integrating Program Core Competencies in Expanded Discipline-Specific Required Credit Hours
- (4) Identification with the Profession: Strategies for Educators
- (5) Situational Awareness for Planning and Decision Making
- (6) Using Storytelling Techniques to Support Your Teaching
- (7) FEMA Threat and Hazard Identification and Risk Assessment (THIRA) and State Preparedness Report (SPR) Update and Dialogue

2:30–3:00 p.m. – BREAK

3:00–5:00 p.m.

- (1) Successful Abstract Writing and More!
- (2) 2017 Symposium Planning Committee
- (3) International Special Interest Group (SIG)
- (4) Executive Education Special Interest Group (SIG)
- (5) Research Method Special Interest Group (SIG)
- (6) Service Learning and Leadership Special Interest Group (SIG)
- (7) Accreditation Special Interest Group (SIG)

Appendix D: Feedback from the Field

To make this report accessible and continue the dialogue, we submitted the paper to a group of Emerging Leaders in Emergency Management. We asked the Emerging Leaders to submit any feedback and questions they had regarding the report. The feedback we received was insightful and thought-provoking:

- “The panel was exactly right- the local first responders **MUST** be trained and empowered to engage people before, during, and after critical incidents. We are the front line and will continue to be long after the incident is over. This is crucial for cohesion and resilience on a home-by-home, family-by-family level.
- Disaster preparedness must engage elementary schools with more success. If we can teach "stop, drop, and roll" with great success (a phrase that is ingrained in generations of students), we can certainly teach and ingrain other disaster preparedness principles. It is not that we can-- we must. We must engage stakeholders when their minds are malleable and energetic. Force-multipliers' greatest potential is realized when we engage their minds when they are most malleable. This is, of course, in grade school.
- Could you unpack the "civic switchboard" discussion a bit more. For those that understand the word picture, it is helpful. But for those who don't know what a "switchboard" is, the analogy is lost in the language (another bi-product of a generational and cultural gap!). *In response to this feedback we expanded the civic switchboard section on page 11 to give a more detailed explanation.*
- Again, great paper. Accessible and relevant!”

V/R,
Scott Ferguson
Public Safety Officer
Highland Park Dept. of Public Safety
Highland Park, TX

Thank you to Scott for taking the time to respond. We hope that this report fosters continued dialogue surrounding these topics and inspires future research.

Appendix E: Recommended Reading List

Provided by the FEMA National Emergency Training Center Library (US Fire Administration)

1. [Millennials who manage: how to overcome workplace perceptions and become a great leader](#)
by Espinoza, Chip Schwarzbart, Joel
Publisher and date: [Indianapolis, IN] :Pearson Education,2016.
ISBN: 01340867919780134086798
Call Number: HF 5549.12 .E77 2015
Pages: xii, 159 pages NETC Library | Circulation - Books | | HF 5549.12 .E77 2015
2. [Sticking points: how to get 4 generations working together in the 12 places they come apart](#)
by Shaw, Haydn
Publisher and date: Carol Stream, IL :Tyndale House Publishers, Inc.,2013.
ISBN: 97814143647111414364717
Call Number: HM 726 .S53 2013
Pages: xviii, 264 pages :illustrations
Items: NETC Library | Circulation - Books | | HM 726 .S53 2013
3. [Corporate awesome sauce](#)
by Etwaru, Richie Ramdehal, Dhar
Publisher and date: Indianapolis, IN :Dog Ear Publishing,2015.
ISBN: 97814575341711457534177
Call Number: HF 5386 .E78 2015
Pages: 114 pages :illustrations
Items: NETC Library | Circulation - Books | | HF 5386 .E78 2015
4. [Bridging the soft skills gap: how to teach the missing basics to today's young talent](#)
by Tulgan, Bruce
Publisher and date: Hoboken, NJ :Jossey-Bass,2015.
ISBN: 97811187256411118725646
Call Number: HF 5381 .T757 2015
Pages: xvii, 270 pages
Items: NETC Library | Circulation - Books | | HF 5381 .T757 2015
5. [Clash of the generations: managing the new workplace reality](#)
by Grubb, Valerie M.
Publisher and date: Hoboken, NJ :Wiley,2016.
ISBN: 97811192123481119212340
Call Number: HF 5549.5 .C75 G78 2016
Pages: xv, 192 pages :
Items: NETC Library | Circulation - Books | | HF 5549.5 .C75 G78 2016
6. [An examination of the preferences for leadership style of firefighters of different rank and generational cohort](#)
by Odom, Summer Rachelle Felton
Publisher and date: College Station, TX :Texas A&M University,2011.
Call Number: 0046704
Pages: 118 p. Online Abstract or Fulltext (if available): [Click to access](#)
Items: NETC Library | Document Room - 209 | | 0046704
7. [Managing Generation X: how to bring out the best in young talent](#)
by Tulgan, Bruce
Publisher and date: New York, NY :W. W. Norton and Company, Incorporated,2000.
ISBN: 0393320758
Call Number: HF 5549.5 .G31 T917 2000
Pages: 287 pages. Items: NETC Library | Circulation - Books | | HF 5549.5 .G31 T917 2000

8. [Managing Generation Y: global citizens born in the late seventies and early eighties](#)
by Tulgan, Bruce Martin, Carolyn A.
Publisher and date: Amherst, MA :HRD Press,2001.
ISBN: 0874256224
Call Number: HF 5549.5 .G3 T917 2001
Pages: 121 pages.
Items: NETC Library | Circulation - Books | | HF 5549.5 .G3 T917 2001
9. [Boomers, Xers, and other strangers: understanding the generational differences that divide us](#)
by Hicks, Rick Hicks, Kathy
Publisher and date: Wheaton, IL :Tyndale House Publishers,1999.
ISBN: 1561796778
Call Number: HF 5549.5 .G3 H631 1999
Pages: 370 pages.
Items: NETC Library | Circulation - Books | | HF 5549.5 .G3 H631 1999
10. [Generational differences between perceived and preferred leadership styles and relationships to affective commitment among firefighters](#)
by Napp, Charles F.
Publisher and date: Dallas, TX :Dallas Baptist University,2011.
Call Number: 0046699
Pages: 209 p.
Online Abstract or Fulltext (if available): [Click to access](#)
Items: NETC Library | Document Room - 209 | | 0046699
11. [Millennials rising: the next great generation](#)
by Howe, Neil Strauss, William
Publisher and date: [S.l. :publisher not identified],2000.
ISBN: 0375707190
Call Number: HQ 796 .H855 2000
Pages: 415 pages.
Items: NETC Library | Circulation - Books | | HQ 796 .H855 2000
12. [Millennials in America](#)
by Scardamalia, Robert L.
Publisher and date: Lanham, MD :Bernan Press,2015.
ISBN: 15988877939781598887792
Call Number: HQ 799.7 .S24 2015
Pages: xxxvi, 403 pages
Items: NETC Library | Reference | | HQ 799.7 .S24 2015
13. [They're not aloof....just Generation X: unlock the mysteries to today's human capital management](#)
by Muetzel, Michael R.
Publisher and date: Shreveport, LA :Steel Bay Publishing,2003.
ISBN: 09740700259780974070025
Call Number: HF 5549.5 .G31 M94 2003
Pages: 184 pages.
Items: NETC Library | Circulation - Books | | HF 5549.5 .G31 M94 2003
14. [When generations collide: who they are. why they clash. how to solve the generational puzzle at work](#)
by Lancaster, Lynne C. Stillman, David
Publisher and date: New York, NY :Collins Business,2005.
ISBN: 00666210709780066621074
Call Number: HF 5549.5 .G3 L244 2005
Pages: 383 pages. Items: NETC Library | Circulation - Books | | HF 5549.5 .G3 L244 2005

15. [Managing the Generation Mix: from collision to collaboration](#)
by Martin, Carolyn A. Tulgan, Bruce
Publisher and date: Amherst, MA :HRD Press, Incorporated,2002.
ISBN: 0874256593
Call Number: HF 5549.5 .G3 M379 2002
Pages: 141 pages.
Items: NETC Library | Circulation - Books | | HF 5549.5 .G3 M379 2002
16. [The new workforce: five sweeping trends that will shape your company's future](#)
by Hankin, Harriet
Publisher and date: New York, NY :American Management Association,2005.
ISBN: 081440829X9780814408292
Call Number: HD 5706 .H363 2005
Pages: x, 243 pages :illustrations
Items: NETC Library | Circulation - Books | | HD 5706 .H363 2005
17. [Beyond Generation X: a practical guide for managers](#)
by Raines, Claire
Publisher and date: Menlo Park, CA :Crisp Learning,1997.
ISBN: 15605244999781560524496
Call Number: HF 5549.5 .R155 1997
Pages: 129 pages.
Items: NETC Library | Circulation - Books | | HF 5549.5 .R155 1997
18. [Motivational influences: how does age affect motivation of fire fighters in the Southeastern United States?](#)
by Russ, John H.
Publisher and date: [Murfreesboro, TN] :Middle Tennessee State University,2016.
Call Number: 37336 Pages: 47 pages :charts
Items: NETC Library | Document Room - 209 | | 37336
19. [An examination of the relationship between leadership styles and organizational sector culture for the emergency medical services leader](#)
by Mineo, Frank P.
Publisher and date: Minneapolis, MN :Capella University,2009.
Call Number: RA 645.5 .L43 M664 2009 Pages: 232 p.
Items: NETC Library | Circulation - Books | | RA 645.5 .L43 M664 2009
20. [Wisdom meets passion: when generations collide and collaborate](#)
by Miller, Dan Angaza, Jared
Publisher and date: Nashville, TN :Thomas Nelson, Incorporated,2012.
ISBN: 9780849947421
Call Number: BF 637 .S4 M647 2012
Pages: 270 pages.
Items: NETC Library | Circulation - Books | | BF 637 .S4 M647 2012
21. [Bridging the Boomer Xer gap: creating authentic teams for high performance at work](#)
by Karp, Hank Fuller, ConnieSirias, Danilo
Publisher and date: Palo Alto, CA: Davies-Black Publishing,2002.
ISBN: 0891061592
Call Number: HF 5549.5 .G3 K18 2002
Pages: 196 pages.
Items: NETC Library | Circulation - Books | | HF 5549.5 .G3 K18 2002

22. [Not everyone gets a trophy: how to manage Generation Y](#)
by Tulgan, Bruce
Publisher and date: San Francisco, CA :Jossey-Bass,2009.
ISBN: 9780470256268
Call Number: HF 5549.2 .T917 2009 Pages: 187 pages.
Items: NETC Library | Circulation - Books | | HF 5549.2 .T917 2009
23. [Generations at work: managing the clash of Veterans, Boomers, Xers, and Nexters in your workplace](#)
by Zemke, Ron Raines, Claire Filipczak, Bob
Publisher and date: New York, NY :AMACOM,2000.
ISBN: 0814404804
Call Number: HF 5549.5 .G3 Z41 2000 Pages: 286 pages.
Items: NETC Library | Course Reserve - Ask at Circulation Desk
24. [How chief officers describe multigenerational workplace tensions that disrupt the operational continuity of their fire department](#)
by Deleonibus, Francis J.
Publisher and date: Phoenix, AZ :Grand Canyon University,2014.
Call Number: 48791
Pages: 173 p. Items: NETC Library | Document Room - 209 | | 48791