

University of West Florida
Environmental Health and
Safety

Active Shooter Scenario

Discussion-Based Exercise for
Executive Leadership



Situation Manual

March 6, 2015

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Table of Contents

Exercise Overview.....	2
General Information.....	3
Module 1: Initial Case.....	5
Module 2: Expanding Situation.....	7
Module 3: Recovery	8
Appendix A: Exercise Agenda.....	9
Appendix B: Links	B-1
Appendix C: Acronyms.....	C-1

EXERCISE OVERVIEW

Exercise Name	UWF: A Discussion-Based Exercise for Executive Leadership on Active Shooter Scenarios
Exercise Dates	Friday, March 6, 2015, 2:00 PM - 4:00 PM
Scope	This exercise is a tabletop format, planned for Friday, March 6, 2015 at the UWF Campus – Building 12, Alumni Room. Exercise play is limited to members of the UWF Executive Leadership and invited guests.
Preparedness Capabilities	<ul style="list-style-type: none">• Intelligence and Information Sharing and Dissemination• Emergency Public Information and Warning• Planning• Risk Management
Objectives	See Exercise Objectives and Target Capabilities on page 3.
Threat or Hazard	Active Shooter
Scenario	A student upset with library staff enters the building and begins shooting innocent students and staff. The Executive Administration must make decisions based on the impact to the campus community and the operations of the University.
Sponsor	UWF – Environmental Health and Safety
Participating Organizations	Participating organizations are listed on sign in sheet.
Point of Contact	Peter Robinson Director, Environmental Health and Safety Ext. 2435 Email: probinso@uwf.edu

GENERAL INFORMATION

This tabletop was developed to practice the coordination and communication activities in an Active Shooter scenario impacting the UWF campus community.

Exercise Objectives and Preparedness Capabilities

The exercise objectives in Table 1 describe the expected outcomes for the exercise and are aligned with the U.S. Department of Homeland Security: National Preparedness Guidelines document titled: Target Capabilities List, September 2007.

Exercise Objective	Target Capabilities
Exercise Objective #1: Assess how information will flow from the scene to the Senior Administration and from there to appropriate outside entities.	<ul style="list-style-type: none"> • Information Sharing
Exercise Objective #2: Assess the appropriate sharing of information with the UWF community and media. Determine when to engage in emergency public information and warning.	<ul style="list-style-type: none"> • Emergency Public Information and Warning
Exercise Objective #3: Identification of gaps in response plans and procedures.	<ul style="list-style-type: none"> • Planning

Table 1. Exercise Objectives and Associated Capabilities

Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

- **Players.** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.
- **Observers.** Observers do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.
- **Facilitators.** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.

Exercise Structure

This exercise will be presented as a facilitated exercise. Players will participate in the following three modules:

- Module 1: Initial Case
- Module 2: Expanding Situation
- Module 3: Recovery

Each module begins with a presentation that summarizes key events occurring within that time period. After the updates, participants will work within their sections to review the situation and engage in discussions of appropriate issues. For this exercise, the sections will contain members of the following Divisions:

- President – Dr. Judy Bense
- Executive VP & Provost – Dr. Martha Saunders
- Business Finance and Facilities VP – Ms. Betsy Bowers
- Student Affairs VP – Dr. Kevin Bailey
- University Advancement VP – Dr. Brendan Kelly
- Academic Affairs Vice Provost – Dr. George Ellenberg
- Director of Communications – Ms. Megan Gonzalez
- University Police Department - Chief John Warren

Exercise Guidelines

- This exercise is designed to be held in an open, low-stress, no-fault environment.
- Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.
- Decisions are not precedent-setting and may not reflect your organization's final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.
- Issue identification is not as valuable as suggestions and recommended actions that could improve facility protection, information coordination, and response/recovery efforts. Problem-solving efforts should be the focus.

Exercise Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation. During this exercise, the following apply:

- The exercise scenario is plausible, and events occur as they are presented.
- Compressed timeline
- All events occur within Escambia County, Florida

Exercise Report

Note takers will be assigned to observe and document certain objectives during the exercise. Note takers will also be documenting player discussions, including how and if those discussions

align with plans, policies, and procedures. Additionally, players will be asked to complete optional participant feedback forms.

MODULE 1: INITIAL CASE

Day 1: Friday, November 21, 11:00 PM

Michael Smith, a 21 year old UWF student, has just gone through a very rough Fall term. He was put on Academic Probation during the past Spring Term. Michael is not sleeping at night as his grades are below those needed to get him off Academic Probation. He fears he will be suspended at the end of the semester. Michael's parents have already told him they will no longer support him if his grades do not improve.

As the semester progresses, Michael continues to miss deadlines and does poorly on assignments. He starts berating friends that are excelling in their course work. He accuses the faculty of favoritism and blames them for his failing grades.

Michael has a research term paper due in the morning. If he fails to turn in the paper he knows he has no chance of passing the class and will face Academic Suspension. He desperately needs to check out some specific books from the library. As he attempts to locate the books he so desperately needs, he is told by the librarian on the 4th floor they have already been checked out and will be unavailable to him. Michael becomes enraged and starts yelling and threatening the librarian accusing the library staff of trying to ruin his life. He vows he will get even with them. Michael storms off campus.

Day 1: 2:00 P.M.

Michael returns to campus and drives up to the front entrance of the library. He calmly gets out of his car carrying several guns. He walks inside and begins firing indiscriminately at anyone he sees. He continues firing until his hand guns are empty. He takes the elevator to the 4th floor, reloading as the elevator goes up. As he exits the elevator Michael continues walking and firing until he discovers the librarian who enraged him and fires. He then turns the gun on himself.

Within minutes of the start of the shooting, University Police Department officers are on scene and moving through the building in search of the shooter. Police dispatchers have activated various emergency notification systems to alert the campus community. The Sheriff's Department and EMS are enroute to campus.

Key Issues

- Notification to Executive Administration
- Notification of other entities

- Notification to Campus Community

Discussion

Based on the information provided, participate in the discussion concerning the issues raised in Module 1. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. How do you think you will be notified of the incident?
2. What if you are off campus in a meeting?
3. Who would need to be notified from an Executive Management level? Higher? Who will notify?
4. What are the key issues that need to be addressed at this point and who would you expect to address them?
5. How would information be shared with the UWF community and with the media?
6. Who makes the determination of what information can be released and what must be held back?

MODULE 2: EXPANDING SITUATION

Day 1: Friday, November 21, 3:00 PM

- 10 students, faculty and staff have been killed. 15 have been injured.
- The Pace Library has been declared a crime scene. It will be closed for a possibly a week.
- After the building has been released by the Police, it will need to be cleaned up, have carpet replaced and any other repairs.
- Local and national media have started to arrive on the UWF campus.

Key Issues

- Campus operations will be affected.
- The media presence is growing dramatically.
- UWF must now manage the aftermath of these deaths and injuries.

Discussion

Based on the information provided, participate in the discussion concerning the issues raised in Module 2. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. Should the University be closed? For how long? What guides the decision?
Classes cancelled or campus closed?
2. What is the Academic impact of an extended closing of the Library?
3. If classes are suspended, will the University maintain other operations such as dining? What about conferences and or sports and special events?
4. How do we manage the immediate mental health impacts for students, faculty, and staff? What about the families of the victims and visitors?
5. How would UWF deal with the ever-pressing needs of the media?
6. What are the most important messages to be conveyed to the media? How will they be delivered? By whom? How often?
7. Where will the information for the interviews come from?
8. What information are you disseminating to UWF students/parents/employees?
9. Will we have a liaison between UWF and the hospital where the injured are located

MODULE 3: RECOVERY

Day 7: Thursday, November 27, 3:00 PM

The Police have released the Library as the investigation and cleanup are complete.

The campus community and local community have created a memorial of flowers at the entrance to the library.

The media are moving onto other headline events.

Key Issues

- Many in the campus community are still grieving.
- The University brand needs protecting.
- The ranks of the media are thinning.

Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 3. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. What are some actions that can be taken to protect the University's brand and to minimize enrolment loss due to the tragedy?
2. How will the incident be recognized in the future?
3. What type of after action review will UWF support?
4. How do we help the community heal while returning to normalcy?

APPENDIX A: EXERCISE AGENDA

TIME	LOCATION	ACTIVITY
March 6, 2015 2:00 PM- 4:00 PM		
2:00 – 2:15	Building 12, Alumni Room	Overview of Table Top Exercise Design
2:15 – 2:45	Building 12, Alumni Room	Module 1 Overview and Discussion
2:45 – 3:15	Building 12, Alumni Room	Module 2 Overview + Discussion
3:15 – 3:45	Building 12, Alumni Room	Module 3: Overview + Discussion
3:45 – 4:00	Building 12, Alumni Room	Participant Discussion

APPENDIX B: LINKS

RESOURCE	LOCATION
Department of Homeland Security	http://www.dhs.gov/active-shooter-preparedness
Federal Bureau of Investigation	http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents
UWF – Police Department	http://uwf.edu/offices/police/
UWF- Environmental Health and Safety	http://uwf.edu/offices/environmental-health-safety/
Active Shooter PowerPoint Programs	http://www.slideshare.net/eventsafety/active-shooter-tabletop-exercise?related=2

APPENDIX C: ACRONYMS

ACRONYM	TERM
AAR	After Action Report
DHS	DHS U.S. Department of Homeland Security
EH&S	Environmental Health and Safety
EMS	Emergency Medical Services
EOC	Emergency Operations Center
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
HSEEP	Homeland Security Exercise and Evaluation Program
JIC	Joint Information Center
MCI	Mass Casualty Incident
NRF	National Response Framework
OPS	Operations
PIO	Public Information Officer
POC	Point of Contact
SITMAN	Situation Manual
SITREP	Situation Report
SME	Subject Matter Expert
TSU	Tactical Support Unit
TTX	Tabletop Exercise