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ABSTRACT

In this issue of the *Journal of Security, Intelligence, and Resilience Education*, scholars and practitioners explore curriculum design, leadership frameworks, educational simulations, and professional convenings to strengthen homeland security, emergency management, and intelligence analysis. Across four distinct articles, contributors examine practical strategies to narrow the gap between academic research and field operations. Topics include benchmarking technology and artificial intelligence (AI) within higher education; diagnostic management models to prevent intelligence failures and toxic workplace cultures; youth civic engagement through interactive emergency operations center (EOC) simulations; and international perspectives on pracademic resilience from a global summit.

In this issue of the *Journal of Security, Intelligence, and Resilience Education*, contributors offer essential perspectives on teaching methods, organizational leadership, and institutional resilience across the homeland security sector. These articles highlight how academic programs, public agencies, and intelligence units adapt to evolving threats by aligning coursework with practical operational demands. By evaluating diagnostic tools, analyzing curriculum trends in decision-support technologies, examining youth pipeline initiatives, and connecting scholarly research with field practice, the authors demonstrate the importance of applied learning and institutional adaptability in training future security professionals.

NO. 1. TECHNOLOGY INTEGRATION, ARTIFICIAL INTELLIGENCE, AND EXPERIENTIAL LEARNING IN EMERGENCY MANAGEMENT EDUCATION: A COMPARATIVE REVIEW OF UNIVERSITY PROGRAMS

Dr. John R. Fisher and Christian O. Lindquist of Utah Valley University (UVU) evaluated how university programs prepare emergency management students to work with emerging technologies, predictive analytics, geographic information systems (GIS), and artificial intelligence (AI). Through a comparative analysis of ten established benchmark programs alongside UVU, the authors examined six core areas: AI and analytics, simulation training, agency partnerships, GIS and decision tools, experiential learning, and ethics or policy instruction. Their findings reveal that while most programs emphasize hands-on learning and agency partnerships, dedicated coursework in AI and advanced analytics remains rare. In addition, instruction in GIS and analytical decision tools varies significantly across institutions. Leading programs—including the Naval Postgraduate School, SUNY Albany, and Arizona State University—effectively combine technology coursework with scenario-based exercises and active practitioner partnerships. The authors conclude that higher education programs should

look beyond introductory overviews by integrating open-access disaster datasets, mapping platforms, and simulations to address budget constraints and better prepare graduates for field practice.

NO. 2. MANAGING PERFORMANCE IN INTELLIGENCE: THE 11 CS FRAMEWORK

Dr. Gary Bergin of the University of Portsmouth, Paul Kellett, and Dr. David Morris of the University of Leicester examine recurring organizational breakdowns, analytical quality issues, and leadership challenges within intelligence agencies. The authors contend that intelligence failures often blamed on analytical errors frequently stem from management deficiencies. Drawing on performance management systems, goal-setting theory, psychological contract theory, the job demands-resources model, and feedback intervention theory, they present the "11 Cs" diagnostic framework for managers. The model outlines a step-by-step review process covering Choices and Consequences, Condone or Confront, Confidence, Clarity, Control, Coach, Code, and Culture Creation versus Culture Correction. Using the 2014–2016 analyst dissent controversy in the U.S. Central Command (CENTCOM) Intelligence Directorate as a case study, the authors illustrate how micromanagement, poor communication, and hostility toward dissenting views stifled rigorous analysis and raised concerns about politicization. The article concludes with a practical checklist to help supervisors identify whether performance issues stem from knowledge gaps, skill deficits, or workplace attitudes. It offers clear steps to protect analytical independence and foster a supportive command culture.

NO. 3. CIVIC CAPACITY THROUGH SIMULATION FOR YOUTH: INSIGHTS FROM SONOMA COUNTY'S MODEL EMERGENCY OPERATIONS CENTER PROGRAM

Dr. Christin Salley of Virginia Tech, Roni Fraser and Thomas Barnes of Arizona State University, Kesley Richardson of Loyola University Chicago, and Nancy Brown of the Sonoma County Department of Emergency Management explore youth disaster education initiatives. Noting that experiential emergency management learning has traditionally been confined to higher education or emergency medical training, the authors study the Model EOC program created by the Sonoma County Department of Emergency Management in California. Adapted from the interactive simulation approach of Model United Nations, the program places high school students in emergency operations center roles, where they handle crisis communications, emergency logistics, and site visits. Based on semi-structured interviews with 15 program organizers and presenters, the authors identify four key elements for building a successful and sustainable program: administration (securing grants, promoting equitable access, and managing liability permissions), scheduling (maintaining a six-month planning window, active exercises, and backup locations), outreach (engaging local schools, youth cadet groups, and guest speakers), and program evaluation (measuring student leadership, confidence in emergency preparedness, and community connection). Their study offers an adaptable model for expanding youth civic engagement and creating early pathways into public service careers.

NO. 4. ADVANCING PRACADEMIC EMERGENCY MANAGEMENT AND HOMELAND SECURITY IN AN ERA OF CONVERGING RISKS: A SUMMIT REPORT

Dr. Alexander Siedschlag and Dr. Tanya Buhler Corbin of Embry-Riddle Aeronautical University report on the inaugural Pracademic Emergency Management and Homeland Security Summit, held virtually in May 2025. Bringing together 345 participants from over 27 countries, the conference focused on combining research, teaching, and practice to strengthen community resilience against complex challenges such as natural disasters, technical failures, public health crises, and geopolitical instability. The report highlights "pracademia" not as a compromise between academic theory and operational work, but as a collaborative space where research and practice strengthen each other. Keynote presentations, panel discussions, and working groups identified several core priorities: treating emergency management as a crucial public service; developing mission-focused, AI-assisted tools that respect democratic values; building resilience against political polarization; and addressing workforce pressures, including volunteer burnout and support for early-career academics. Ultimately, the authors emphasize that managing complex international risks requires interdisciplinary coursework, open data sharing between agencies and universities, and proactive workforce planning.

WAYS FORWARD

The contemporary threat landscape demands that emergency management, homeland security, and intelligence entities continuously align educational and managerial practices with complex operational realities. Across higher education, youth outreach, intelligence leadership, and international policy forums, these studies highlight an imperative to close the theory-practice divide through deliberate structural design. Future initiatives must prioritize ethical technology integration and advanced analytics instruction, establish protected avenues for analytic dissent and structured supervisory feedback, expand simulation-based experiential learning to diverse age groups, and institutionalize pracademic partnerships between academic researchers and frontline agencies. Cultivating reflective, technologically literate, and civic-minded practitioners will remain essential to sustaining whole-community resilience and national security.

REFERENCES

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