



2016 National Seminar and Tabletop Exercise for Institutions of Higher Education

Situation Manual

November 16-17, 2016

THE
UNIVERSITY OF
ILLINOIS
AT
CHICAGO





HANDLING INSTRUCTIONS

The title of this document is the *2016 National Seminar and Tabletop Exercise for Institutions of Higher Education Situation Manual*. This Situation Manual reflects the information provided to the exercise planning team as of the date of publication and may be modified prior to execution at the direction of the Exercise Director.

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AGENDA

2016 National Seminar and Tabletop Exercise for Institutions of Higher Education

November 17, 2016

University of Illinois at Chicago
725 W Roosevelt Rd, Chicago, IL 60608

Time	Agenda	Presenter/Facilitator	Location
7:30 a.m. - 8:00 a.m.	Registration		UIC Forum Entrance
8:00 a.m. - 8:30 a.m.	Keynote Speaker	Mark Donovan Vice Chancellor, University of Illinois at Chicago	Main Hall
8:30 a.m. - 8:45 a.m.	Exercise Overview	Kevin O'Prey, Ph.D. NED Exercise Support	Main Hall
8:45 a.m. - 9:00 a.m.	Break / Transition		
9:00 a.m. - 9:45 a.m.	Module 1: Preparedness	Jim Gordon DHS/FEMA Kevin O'Prey, Ph.D. NED Exercise Support Gregory J. Wing Special Supervisory Agent, Federal Bureau of Investigation	Breakout Rooms: Group 1: Room A Group 2: Room D-E-F Group 3: Room G-H-I
9:45 a.m. - 10:00 a.m.	Break		
10:00 a.m. - 10:55 a.m.	Module 2: Response	<i>(See Module 1)</i>	Breakout Rooms: <i>(See above)</i>
10:55 a.m. - 11:50 a.m.	Module 3: Recovery	<i>(See Module 1)</i>	Breakout Rooms: <i>(See above)</i>
11:50 a.m. - 12:35 p.m.	Lunch		
12:35 p.m. - 2:00 p.m.	Plenary Session	Kevin O'Prey, Ph.D. NED Exercise Support	Main Hall
2:00 p.m. - 2:45 p.m.	Hot Wash	Kevin O'Prey, Ph.D. NED Exercise Support	Main Hall
2:45 p.m. - 3:00 p.m.	Closing Remarks	Mr. Trent Frazier Executive Director, DHS Office of Academic Engagement	Main Hall
3:00 p.m.	Adjournment		



OVERVIEW

Exercise Name	2016 National Seminar and Tabletop Exercise for Institutions of Higher Education
Exercise Date	November 17 th , 2016
Scope	This exercise is a part of a two-day event including a seminar and tabletop exercise (TTX) geared toward examining issues related to crime and violence on college and university campuses. The TTX consists of a scenario-driven, facilitated discussion and is designed to examine roles, responsibilities, authorities, and capabilities to enhance the readiness posture of institutions of higher education in the context of crime and violence.
Mission Areas	Preparedness, Response, and Recovery
Objectives	<ol style="list-style-type: none"> 1. Identify common strengths and areas for improvement when responding to a campus violence-incident that threatens the safety and security of college/university students, faculty, and staff. 2. Examine processes, policies and procedures specific to campus violence and active shooter incidents involving international students, campuses, research, and/or other assets. 3. Assess plans, protocols, and procedures for colleges and universities to collaborate on response and recovery operations with co-jurisdictional law enforcement, sector-specific organizations, local, state, and federal authorities, as well as private sector partners and stakeholders. 4. Examine processes and tools for colleges and universities to collect and share campus violence-related information and/or specific threat information, (both internally and with external partners and stakeholders) to ensure timely and appropriate information reaches those who must act upon it. 5. Assess processes and capabilities to develop timely and appropriate communication for multiple college and university communities during a campus violence incident to include: media, students, faculty and staff, family members and alumni, as well as relevant external business partners. 6. Evaluate college and university public communications and community relations strategies for managing the public messaging in the aftermath (one month and beyond) of a campus violence incident.
Threat/Hazard	Crime and violence, including protests and an active shooter incident
Scenario	The scenario includes three separate Modules that outline the progression of an active shooter incident with concurrent on-campus protests. This is intended to drive discussions regarding key issues that each element of the scenario presents.
Sponsors	DHS Office of Academic Engagement (OAE), FEMA National Exercise Division (NED), FEMA Individual and Community Preparedness Division (ICPD), and the University of Illinois at Chicago (UIC).
Participating Organizations	Players are drawn from emergency planning teams and leadership groups at various colleges and universities from across the country. (Refer to <i>Appendix B</i> for a list of participants).



GENERAL INFORMATION

Introduction

The Department of Homeland Security (DHS) Office of Academic Engagement (OAE), in conjunction with the Federal Emergency Management Agency's (FEMA) National Exercise Division (NED) and Individual and Community Preparedness Division (ICPD) are pleased to host the 2016 National Seminar and Tabletop Exercise for Institutions of Higher Education (IHEs). This event was designed and made possible through extensive collaboration with federal, state, and local partners as well as key participants from multiple IHEs. The exercise portion of this event will provide colleges and universities with the opportunity to examine their preparedness and resilience in responding to and recovering from a significant crime and violence incident involving on-campus protests and an active shooter situation.

This Situation Manual is intended to provide participants with the information and resources needed to participate in the exercise. In addition to providing the goals and objectives for the exercise, the Situation Manual provides an overview of the exercise format, scenario details, and general issues for discussion during the exercise.

Assumptions and Artificialities

In any exercise, assumptions and artificialities are necessary to complete play in the time allotted and/or to 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.

Assumptions

Assumptions constitute the implied factual foundation for the exercise and, as such, are assumed to be present before the exercise starts. The following assumptions apply to the exercise:

- The exercise scenario is plausible and events occur as they are presented;
- **Players are to respond to the scenario as if events were taking place on their campus;** and,
- Exercise players will use existing plans, policies, procedures, and resources to conduct response planning and recovery operations.

Artificialities

During this exercise, the following artificialities apply:

- There is no "hidden agenda" nor are there any trick questions; and,
- The scenario assumes certain player actions throughout each of the Modules so players should first discuss the actions stipulated by the scenario; however, players are welcome to engage in "what if" discussions of alternative scenario conditions.



PARTICIPANT INFORMATION AND GUIDANCE

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:

Lead Facilitator

The Lead Facilitator is responsible for guiding overall exercise play, and ensuring that participant discussions remain focused on the objectives of the exercise during the Plenary Session. They also provide additional information and resolve questions as required. They are responsible for making sure different viewpoints are discussed.

Breakout Group Moderators

Breakout Group Moderators are responsible for presenting the scenario and facilitating overall discussions during each of the Breakout Group discussions for each of the three Modules. These Moderators will also assist the Lead Facilitator in reporting back on key discussion topics from their respective groups during the Plenary Session.

Players

Players are personnel who have an active role in discussing their regular roles and responsibilities during the TTX. Players respond to the situation presented based on expert knowledge of response procedures, as well as how they would perform their functions on their respective campus.

Observers

While observers do not directly participate in the exercise, they may view selected segments of the exercise. Observers view the exercise from a designated observation area and must remain within the observation area during the exercise.

Support Staff

The exercise support staff includes individuals who perform administrative and logistical support tasks during the exercise (e.g., registration).

Note-Takers

Note-takers will be present during both the Breakout Group discussions as well as the Plenary Session to assist with capturing exercise discussions for the Summary Report.

Exercise Structure

The exercise will consist of three Modules:

- **Module 1** will focus on the preparedness phase of operations
- **Module 2** will focus on the response phase of operations
- **Module 3** will focus on the recovery phase of operations

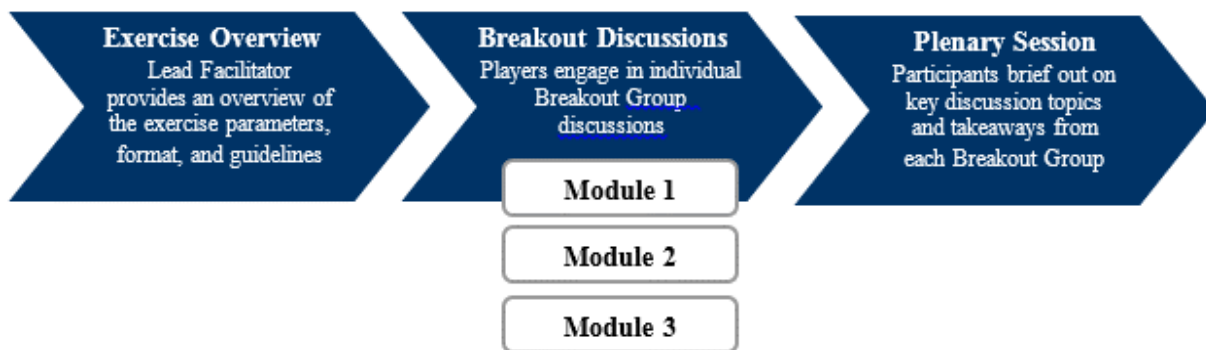
Each Module consists of two activities: a scenario update and a Breakout Group discussion. Participants will be assigned to one of three groups based on varying characteristics (e.g., school

size, demographics, etc.), and will include colleges and universities from different geographic regions.

To begin each Module, the Moderator will provide a scenario update and general discussion guidance to players. Then each group will be presented with the key topics and associated discussion questions for each Module, and **each institution will be asked to assess their ability to address each of the issues using handheld polling devices**. Each institution’s assessment will be based on a specific scale which aims to examine each college and university’s plans, policies, procedures, and resources relating to each particular issue. The Moderator will then ask follow-up questions based on the answers provided to further explore key topics addressed in each Module. The results will be consolidated following the completion of all three Modules and will be used to drive discussions during the Plenary Session.

Following the completion of the Breakout Group discussions for each of the three Modules, participants will engage in a consolidated Plenary Session. During this session, each group will brief out on the assessment results provided for each of the key issues in all three Modules, as well as any major takeaways from any follow-up discussions (Refer to *Figure 1*).

Figure 1: TTX Format



The plenary discussion session will be followed by a Hot Wash where participants will discuss overall thoughts regarding the exercise. To facilitate the Hot Wash discussions, players will also have the ability to answer a variety of questions using handheld polling devices. Answers to polling device questions will be anonymous and non-attributable.

Exercise participants will also be provided a Participant Feedback Form. While key issues and observations will be elicited from the Hot Wash at the conclusion of the tabletop exercise, individual players are asked to complete the feedback form to ensure all perspectives on the issues are captured.

Exercise Guidelines

This exercise will incorporate a scenario-based format that is informed and guided by event objectives. The Modules and questions support achievement of the event objectives by initiating discussions, facilitating decision-making, and discussing appropriate response outcomes based on the exercise scenario.

Participants will be acting in real-world roles when considering the scenario, offering observations and discussing strategic decisions. This approach allows the discussion to focus on situations within a moving timeline and for participants to contribute to the discussion from the



perspective of their role in this scenario. The Lead Facilitator and Moderators will ensure that the scenario moves along at an appropriate pace and that all participants have an opportunity to contribute.

Player Guidelines

The *2016 National Seminar and Tabletop Exercise for Institutions of Higher Education* will be held in an open, low-stress, no-fault, and non-attribution environment. Varying viewpoints and disagreements are expected. **Decisions are not precedent-setting and may not reflect your organization's final position on an issue.** The exercise is exploratory and serves to identify issues, as well as multiple options and possible solutions.

To prepare for exercise conduct, players should familiarize themselves with the scenario developments and discussion questions included in this document. There are different sets of discussion questions provided for each Module based on the key issues and concerns that arise during that portion of the scenario. Exercise players should be prepared to speak to some of these major issues and concerns during both the Breakout Group discussions and the Plenary Session.

In these discussions as well as during deliberations for each individual delegation, participants will not be expected to address every discussion question presented in this document. Participants will be asked to address the broad, open-ended questions associated with each issue area, and additional questions will be provided for consideration to help prompt thinking and discussion, if needed.



MODULE 1: PREPAREDNESS

Scenario

Mid-October

An organization at your institution will be hosting a speaking event on campus in November. The organization recently announced that they have booked a high-profile political figure to speak on campus as part of their event. The organization begins generating excitement by advertising for the event through social media, flyers, emails, and word of mouth.

As the event date approaches, a highly contentious political event makes national headlines. Although the political figure set to speak on your campus is not involved in this event, they have in the past expressed controversial views on the same issues. Students and other campus community members express their concern about inviting this person to come speak on campus. In several cases, social media posts result in heated debates and website moderators flag discussions as inappropriate and take them down.

Those that have expressed their opposition to inviting the political figure to speak on campus have planned to conduct protests near the location of the event. Moreover, supporters of the political figure plan to conduct counter-protests, stressing that opponents to the invitation are seeking to censor academic freedom as well as constitutionally-protected free speech.

Additionally, your institution has received several notifications that one individual has posted threats of violence against the politician and their supporters. A concerned professor has also recently reported an incident involving the same student where they expressed extremist views and threatened violence during a heated argument with another student.

Morning of November 17th

Prior to the start of the event, protests begin outside the venue where the politician is set to speak. Groups of about 300 people from both sides of the issue have gathered. While protestors carry signs and occasionally shout slurs and epithets at one another, the protesters are generally calm and under control.

As the event is underway, and the speaker arrives on campus, the number of protestors and onlookers grows. In one instance, a physical altercation breaks out between two protestors. The fight is quickly broken up, but protestors are riled up and aggressively taunt one another. There are several instances of protestors throwing miscellaneous objects at the direction of the other group, and in some cases tipping over trashcans and other objects in their general vicinity.

Discussion Questions

When answering the polling questions, please consider the following as your institution assesses each of the issues presented:

Event Planning & Resource Coordination

1. What actions will your institution take to ensure safety and security at event venues during major campus events such as speaking events or protests?
 - a. What plans or policies will your institution use to identify and guide these actions?



- b. What key internal and external stakeholders are engaged to assist with event planning and support (e.g., local or Federal government)?
 2. What types of assets and resources are at your disposal to prepare for this type of event?
 - a. What are your institution's immediate priorities in terms of deploying assets and resources for the concurrent events on your campus?
 - b. How are those priorities communicated to key internal and external stakeholders?
 - c. What is your contingency plan should deployed resources be insufficient or become strained?

Information Sharing & Maintaining Situational Awareness

1. How will your institution collect and share information, regarding the credible threat in order to establish and maintain situational awareness with all appropriate stakeholders?
 - a. Who is responsible for gathering threat-related information at your institution?
 - b. Who are these stakeholders and how does your institution engage them?
 - c. How would your institution verify information regarding a credible threat of violence?
2. What communication channels does your institution use to receive and monitor information from the campus community (e.g., student groups, social media)?
 - a. Who is responsible for monitoring that information and is it verified? If so, how?

Public Information & Warning

1. What stakeholders and groups (e.g., students, faculty, staff, community organizations, local government) are notified of the upcoming events and the potential for disruptions?
 - a. What information does your institution communicate to these groups? Who is responsible for making this determination?
2. What channels or communication systems are used to disseminate information to these groups prior to an event?
 - a. What programs are in place, if any, to ensure that students, faculty, staff, and incoming campus visitors are aware of emergency plans and procedures in the event of an emergency?



MODULE 2: RESPONSE

Scenario

Afternoon of November 17th

As the speaking event is underway inside one of your institution's auditoriums where the politician is participating, protestors and onlookers continue to occupy the area outside the building where the event is taking place.

Meanwhile, a 911 call arrives at the call center responsible for emergency services in your area from a student that claims they heard what sounded like gunshots in the building they are located in. The student provides the name of the building as well as their location on the 3rd floor – the building is a multi-story science and engineering building located on the opposite side of campus where the speaking event and protests are taking place.

Several minutes go by before another 911 call arrives at the call center from a student claiming they are hiding after seeing a gunman who fired several shots at individuals in the lobby of the science and engineering building. He believes the gunman may have exited the building, but isn't sure.

Soon after the 911 call, reports appear on social media from both students and faculty members in the area that a possible active shooter situation is underway on your campus. Within minutes, reports of the shooting are trending on social media. Several individuals state that they are hiding in place in their locations in case they could be in danger. Some individuals respond that they are concerned that the shooter may be in their area. Others are claiming this incident is related to the protests currently underway.

Additionally, numerous 911 calls are received from individuals at several locations on campus stating that they are injured or are with someone who has been injured from a gunshot wound. One individual mentions that although injured, he left the area where he was shot since he was still ambulatory and saw others do the same.

Discussion Questions

When answering the polling questions, please consider the following as your institution assesses each of the issues presented:

Incident Alert & Public Warning

1. Who at your institution would be responsible for receiving and processing the initial alert of an active shooter incident on your campus?
 - a. What type of information would your institution need at this time regarding the incident?
 - b. How is that information shared internally?
2. What alert systems are in place to communicate with students, faculty, staff, campus visitors, and the public during the initial phase of the incident?
 - a. Who is responsible for developing and disseminating these alerts and what type of information will be included in them?



- b. How does your institution ensure that communications have reached all campus groups, including those who are non-native English speakers?

Incident Command & On-Scene Security

1. What is your institution's protocol for establishing incident command during a potential active shooter incident?
 - a. How is this incident command structure integrated into response efforts for the ongoing protests?
 - b. How are external stakeholders (e.g., Local PD) integrated into response efforts?
2. What response plans and protocols does your institution activate following the initial alert of an active shooter incident?
 - a. How do these response protocols take into account concurrent events on campus?
3. Given the scenario, what protective measures would your institution adopt? Would your institution initiate an evacuation, shelter-in-place, or a "lockdown" of the campus?
 - a. In the event of an evacuation or lockdown, how does your institution ensure those with access and functional needs and those who do not speak English as a first language are able to follow the correct procedures?

Response Priorities & Resource Coordination

1. How would your institution balance and prioritize resource needs between security for the speaking event/protests and the active shooter incident?
 - a. What strategies are in place at your institution to track deployed assets and account for deployed personnel?
 - b. What potential challenges do concurrent events pose for emergency managers and law enforcement response groups? Resource coordination efforts?
 - c. How would your institution address those challenges?



MODULE 3: RECOVERY

Scenario

Evening of November 17th

After a few hours, response personnel confirm that the threat has been neutralized; after a tense standoff, law enforcement fatally shot the gunman. Law enforcement are able to confirm that the gunman was not related to the credible threat that was identified prior to the event. Law enforcement also conducted building searches for possible accomplices and cleared the campus of any additional suspects.

Individuals that sustained gunshot wounds and other injuries at the scene of the shooting have been transported to healthcare facilities and hospitals in the area. At this time, your institution is still compiling information on the number of wounded and how many patients each hospital has received. Additionally, your institution has transitioned from emergency response to fatality management operations for approximately 25 fatalities in several campus locations. Your institution is working to confirm the identity of the deceased; although, at this time it is known that two international students were fatally shot in the science and engineering building. Furthermore, law enforcement was able to identify an individual who was fatally shot as being a visitor on campus (not a student or faculty member).

By this time, both local and national media have arrived at your institution and begin coverage from the scene. The media is reporting that the active shooter incident is connected to the controversial speaker and protests that took place that morning – some are questioning the institution’s judgement for “letting the event get out of hand and result in a shooting.” Additionally, several news outlets have interviewed students; one news organization even managed to interview a patient’s parents at a local hospital who claim their daughter and her friends were injured and are worried because the students do not speak English as their first language.

Your institution is also getting calls from worried parents who are attempting to reach their sons or daughters but have been unable to. They say that they have been monitoring the news, but are still worried. Several parents have stated that they are driving to campus to find their children.

Discussion Questions

When answering the polling questions, please consider the following as your institution assesses each of the issues presented:

Scene Control & Fatality Management

1. What plans or procedures are in place, if any, for your institution to manage and secure the scene(s) following the incident?
 - a. What stakeholders would your institution engage (e.g., Office of the Chief Medical Examiner [OCME], investigators) and how would your institution engage them?
 - b. How would your institution respond to safety concerns regarding potentially hazardous materials that may have been compromised at the scene?
2. What is the process for tracking the status and location of individuals who have been injured or fatally wounded?



- a. How will your institution coordinate with emergency responders and emergency care facilities to identify and transport injured or deceased persons?
- b. How does your institution handle the notification of death or injury of an individual to relatives? How does this account for families of international students?

Public Assistance & Media Relations

1. How will your institution provide assistance and support to families and community members during the aftermath of an incident?
 - a. Will your institution establish a Family Assistance Center (FAC)?
 - b. Who will staff it? Do external partners have a role in supporting a FAC?
 - c. How will this FAC account for individuals with access and functional needs, families of international students, or those who are non-native English speakers?
2. How will your institution provide and unify all external media messaging and communications following the incident?
 - a. What information will your institution communicate, and how will this account for sensitive information (e.g., victim names)?
 - b. What channels will your institution use to conduct public communications?
 - c. How will your institution manage the potential physical presence of media and news organizations on campus?
 - d. Who will serve as the face of the institution following the incident?
3. How will your institution handle incoming inquiries from students, faculty, or staff regarding the incident?
 - a. Who is responsible for communicating with these groups and what information will be provided to them?
 - b. How will your institution develop and/or emphasize programs that deliver grief counseling and stress management services to those affected by the incident?

Public Relations & Operational Continuity

1. What strategies will your institution adopt to manage the mental health needs of your population as well as facilitate the healing of the community?
2. What actions will your institution take to manage public relations following the incident?
 - a. What are your priorities and who are the key target audiences for this messaging?
 - b. How will your institution respond to media accusations and misinformation regarding how the incident was managed and handled?
3. How will your institution identify gaps in preparedness, response, and recovery efforts following the incident?
 - a. What external entities, if any, would your institution request assistance from to identify areas for improvement and/or implement changes?
 - b. How will your institution communicate these changes or updates that address potential areas for improvement?
4. What training or resources will your institution provide, if any, to students, faculty, and staff to address a similar incident in the future?



APPENDIX A: EXERCISE LAYOUT

During the exercise portion of the event, the Exercise Overview, Plenary Session, and Hot Wash will take place in Room B & C of the Main Hall, which is depicted in *Figure 2* below. Each of the three Breakout Group sessions will take place in Room A of the Main Hall (see *Figure 2*), as well as Room D-E-F, and Room G-H-I, which are depicted in *Figure 3*.

Figure 2: Main Hall Room Layout

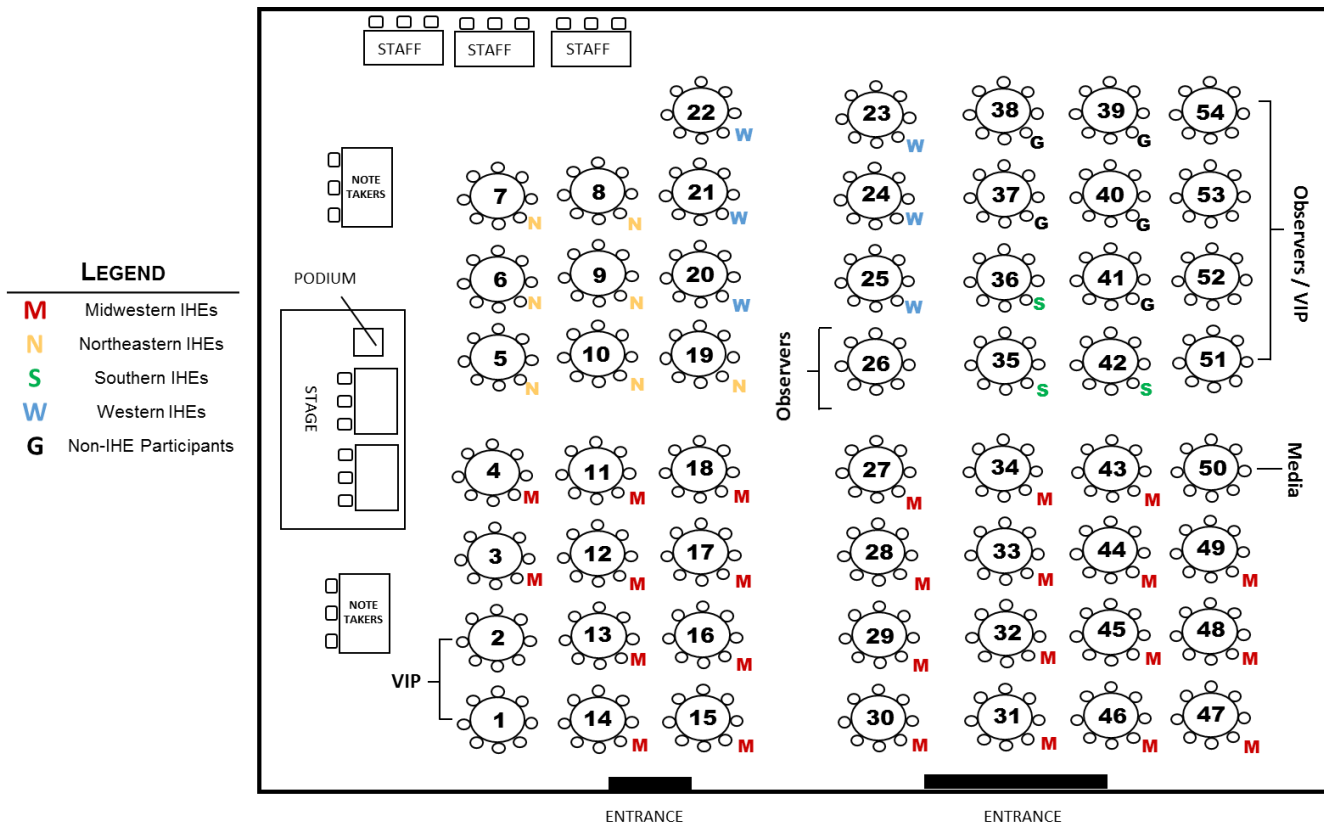
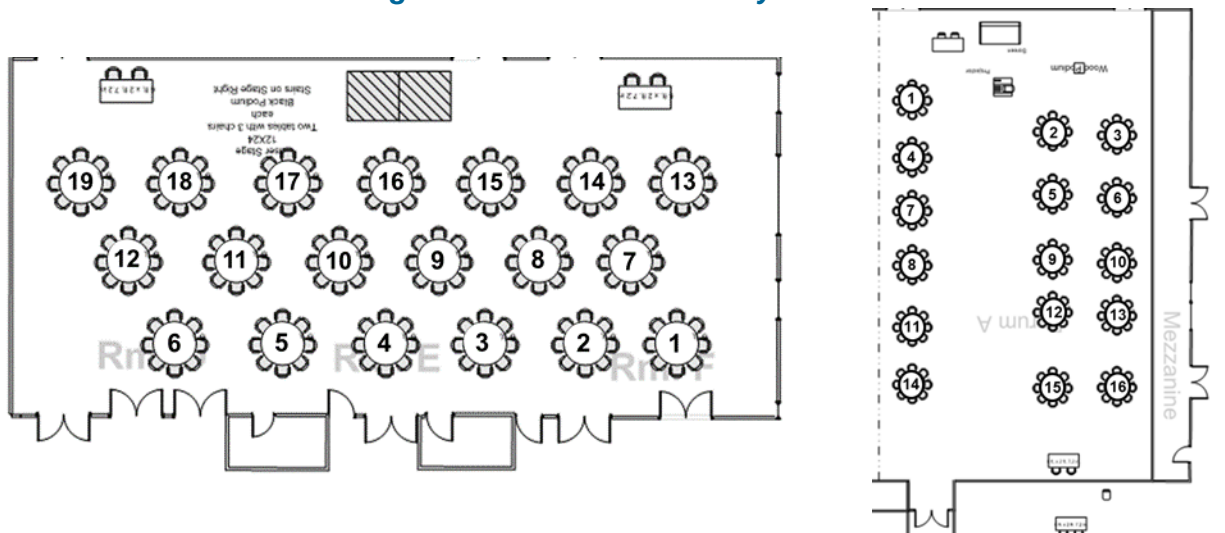


Figure 3: Breakout Room Layout





APPENDIX B: EXERCISE PLAYERS

Institutions of Higher Education	
Amherst College	Northwestern University
Augustana College	Pennsylvania State University – Main Campus
Benedictine University	Pennsylvania State University – Penn State Harrisburg
Bennington College	Princeton University
Bentley University	Purdue University – Calumet Campus
Bethel College – Indiana	Perdue University – Main Campus
Black Hawk College	Rio Hondo College
Boston University	Roosevelt University
Butler University	San Jose State University
California State University – Stanislaus	Seattle Central College
Carson-Newman University	Southern Illinois University – Carbondale
Clarke State Community College	St. John’s College
Cleveland State University	Syracuse University
College of Charleston	Trinity Washington University
College of Menominee Nation	United States Coast Guard Academy
Columbia College – Chicago	United Tribes Technical College
Columbia College – Sonora	University at Buffalo
Columbia College – South Carolina	University of California – Riverside
Cornell University	University of California – San Francisco
Des Moines Area Community College	University of Chicago
Doane College – Crete	University of Colorado, Colorado Springs
Dominican University	University of Colorado Denver
Drury University	University of Illinois at Chicago
Duke University	University of Illinois at Springfield
Farleigh Dickinson University – Metropolitan Campus	University of Illinois Urbana-Champaign
George Washington University	University of Iowa
Georgetown University	University of Michigan – Dearborn
Illinois Institute of Technology	University of Nebraska Medical Center
Indiana Institute of Technology	University of Nevada – Reno
Indiana University – Bloomington	University of New Hampshire – Main Campus
Lakeshore Technical College	University of North Alabama
Lewis University	University of Notre Dame
Little Big Horn College	University of Pittsburgh – Pittsburgh Campus



Loyola University Chicago	University of San Francisco
Marian University	University of Utah
Massachusetts Institute of Technology	University of Wisconsin – Madison
Medical University of South Carolina	University of Wisconsin – Whitewater
Metropolitan Community College – Kansas City	Utah Valley University
Millersville University of Pennsylvania	Valdosta State University
Minnesota State University Moorhead	Valparaiso University
Missouri State University – West Plains	Wheaton College
Modesto Junior College	Woods Hole Oceanographic Institution
Moody Bible Institute	Yale University
Neosho Community College	

Organizations and Associations (Observers)

American Council on Education	Midwestern Higher Education Compact
Blackboard, Inc.	National Center for Higher Education Management Systems
Florida Department of Education	Northrop Grumman Corporation
International Association of College Law Enforcement Administrators	Western Interstate Commission for Higher Education
Louisiana Board of Regents	RealView LLC

Government Partners (Observers)

Center for Homeland Defense and Security – Naval Post Graduate School	FEMA – Office of Counterterrorism and Security Preparedness (OCSP)
DHS Office of Academic Engagement (OAE)	FEMA – Region I
DHS Office of Infrastructure Protection (IP)	FEMA – Region V
DHS Office of Intelligence and Analysis (I&A)	Hanover Township Emergency Services
Federal Bureau of Investigations (FBI)	DHS Immigration and Customs Enforcement (ICE), Homeland Security Investigations (HSI)
Emergency Management Institute (EMI)	Indiana Department of Homeland Security
FEMA – Individual and Community Preparedness Division (ICPD)	National Center for Public Safety
FEMA – National Exercise Division (NED)	



APPENDIX C: ACRONYMS

DHS	U.S. Department of Homeland Security
EMI	Emergency Management Institute
FAC	Family Assistance Center
FBI	Federal Bureau of Investigations
FEMA	Federal Emergency Management Agency
HSI	Homeland Security Investigations
ICE	Immigration and Customs Enforcement
ICPD	Individual and Community Preparedness Division
IHE	Institution of Higher Education
NED	National Exercise Division
OAE	Office of Academic Engagement
OCME	Office of the Chief Medical Examiner
OCSP	Office of Counterterrorism and Security Preparedness
SitMan	Situation Manual
Tabletop Exercise	TTX
UIC	University of Illinois at Chicago